**Education 677: Issues in Children’s and Adolescent Literature**  
*Fall 2017*

Instructor: Becky Anderson  
Office Hours: before/after each class; Other times by appointment  
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  anderson.rebecca74@gmail.com

5:00pm-9:00pm: 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/6, 5/11  
8:30am-4:00pm: 9/10, 10/14, 11/11, 12/9, 1/13, 2/10, 3/10, 4/7, 5/12

Location:  
Center for Graduate Studies, Room 114  
2140 Davidson Road  
Waukesha, WI 53186

**Course Description:**  
This class explores controversial social and cultural issues through children’s and adolescent literature. It provides an in-depth experience in selecting and evaluating appropriate literature from different literary genres for students of varying ages and abilities. The class also examines classroom activities to support the teaching of reading in K-12 classrooms. Prerequisite: Undergraduate course in children’s literature or consent of instructor. This course can be used for Reading Teacher (#316) License Program.

**Course Overview:**  
Students will become familiar with some of the issues and controversies in children’s literature as they read from numerous genres of children and young adult literature.

**Required Text:**  
*Lenses on Reading* by Diane H. Tracy and Lesley Mandel Morrow  
Additional readings and articles will be used  
Numerous children and young adult pieces of literature will be read throughout the semester.

**Expected Learner Outcomes:**  
At the end of the class the student will be able to:  
a. implement various instructional practices to teach reading and to encourage wide reading for K-12 students with varying abilities;  
b. select and use materials that are appropriate to the varied interests and reading levels of K-12 students;  
c. implement strategies that guide students toward enjoyment, aesthetic appreciation and critical understanding of an author's message;
d. use literature across the curriculum in all content areas to support children as they learn to construct their own understandings;
e. guide students in discussions about literature.
f. become familiar with procedures for defending choices of books selected for students to read
g. explore relevant issues in children and young adult literature
h. demonstrate an understanding of:
   classic and contemporary learning theories and instructional strategies appropriate to literacy instruction; assessment and/or evaluation of processes, programs and/or curricula based on the needs of learners or the organization to implement change or appropriate instructional strategies in a professional context; and the socio-contextual factors that influence interactions in an intercultural society.

Course Requirements:

Participation in the community of practice (25%). Opportunities for participation include discussion, in-class activities, reflective sharing, book studies, partner and group work and advisory groups. As a member of this community of practice, each participant’s full presence is needed and valued.

Book Study (25%). Participants will form small groups and select a book related to the empowerment of students to be educational decision-makers, problem-solvers and co-designers of learning. Each small group will collaborate and design an interactive presentation providing an overview and critique of the book.

Annotated bibliography of children/young adult books read for class (25%) Candidates will create an annotated bibliography of the children/young adult books read during the semester.

Issues and Trends Contributions (25%). Participants will review current issues addressing communication, collaboration and co-teaching found in local, national or global news sources, social media and/or educational journals. Each participant will bring a source each month to share and discuss.

Grading Policy
Evaluation Requirements:

The program is built on the premise that successful candidates demonstrate competencies at a mastery level according to rubrics aligned with all assessments.

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*The course is structured within the boundaries of the academic semester. Assignment due dates have been identified to provide a balance of workload (for you and me) throughout the semester. If you are having difficulty meeting deadlines, please see me to discuss your needs. Please note that late assignments will be graded but may not contain written feedback.

Campus Information:

General Policy Statements

**Accommodation for Disabilities** - Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center (262-524-7335). Carroll University’s ADA and 504 procedures will be followed.

**Statement on Academic Integrity** – The Carroll University Academic Integrity Policy is located in your student handbook. You should familiarize yourself with it. If a student violates this policy in any way, you may receive a sanction of failure on the assignment/exam or failure in the course. If you have any questions about appropriate citations, please ask.

**Modifications to the syllabus** - The instructor and the university reserve the right to modify, amend or change the syllabus (schedule, course requirements, grading policies, etc) as the curriculum and/or program require(s).