

University of Houston Clear Lake School of Education
LLLS 4345.02 – Survey of Children’s Literature
Spring 2016



UHCL Quality Enhancement Plan (QEP) Motto
Applied Critical Thinking (ACT) for Lifelong Learning and Adaptability

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) course which means in addition to learning specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the students’ ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines and in students’ personal lives. Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for a purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.*



School of Education Motto:
Excellence, Innovation and Leadership in a
Learner-Centered Community



**University
of Houston
Clear Lake**



CAEP: UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Instructor: Nancy Wright, Senior Lecturer
Office: Student Services Building, 3203.11
Phone: 281-283-3579
Email: wrightn@uhcl.edu

Secretary: Gigi Daniels
Office: Student Services Building, Suite 3203
Phone: 281-283-3554
Email: danielsG@uhcl.edu

Office Hours: Mon. 11:00am-4:00pm, Tues. 1:00-5:00pm, Wed. 1:00-4:00pm, Thurs. 1:00-4:00pm
Appointments may also be scheduled at wrightn@uhcl.edu or 281-283-3579

Class Times and Location - Tuesdays, 8:30am-11:20am in Bayou 1326

Course Guide: <http://libguides.uhcl.edu/LLLS4435/> **Blackboard:** <http://courses.uhcl.edu:8900/>

Required Textbook: Tunnell, M. & Jacobs, J. (2016). *Children’s literature, briefly.* 6th ed. Boston: Pearson.

Required Readings: A variety of children’s books, journal articles and websites

Catalog Description:

Survey of literature for children focusing on titles appropriate for grades EC-8 students.

Prerequisites: There are no prerequisites and no field experiences.

Course Description: LLS 4345, Survey of Children's Literature

One of the goals of the Literacy, Language, and Library Science program is to teach students to think critically as they strengthen their knowledge and skills of fundamental and powerful concepts of the selection and application of children's literature within the PreK-8 curriculum.

The overall aim of this course is for students to gain an understanding of how teachers can effectively select and apply relevant, quality literature for all children in EC-8 classrooms. Candidates will be introduced to diverse children's literature and will be exposed to experiences that require them to select and apply evidence-based standards pertaining to effective teaching and learning.

The emphasis of this course is to introduce students to professional criteria that must be used to evaluate and select *relevant*, appropriate books. Assignments require application of the theoretical knowledge (**concepts**), skills, and dispositions necessary to effectively integrate literature across the curriculum. Students are expected to identify various **points of view**, with *breadth and fairness*, when examining books of diverse people and cultures. Attention is given to literature-based strategies (**models**) that foster engagement and inspire a love of reading and learning.

Methodology: Candidates will accurately apply *relevant* and *significant information* during mini-lessons, demonstrations, collaborative discussions, readings, and online resources. Learning is also derived from children's books as mentors in reading-writing workshops and literature circles. Direct experience with children's books, professional websites and databases is required in order for candidates to identify with depth the logical implications and consequences of selecting quality literature and applying effective strategies for learning.

The ultimate goal of this course is to teach students to think critically as they strengthen knowledge and skills of fundamental and powerful concepts of selection and application of children's literature. Candidates will be able to use these critical thinking skills to address the central questions below:

Central Questions to Guide Learning:

1. How do teachers use criteria to **select** children's literature by *accurately* applying standards of *fairness and relevance*?
2. How can a teacher **apply** in-depth *literary concepts* in order to increase academic achievement, foster student engagement, and inspire a love of reading and learning?

Students will be assessed on *significant*, intellectual *analysis and application* of the *concepts* and skills relevant to the selection and application of quality children's literature across the curriculum.

Student Learning Objectives (SLOs):

Students will be able to demonstrate relevant knowledge as it relates to specifically designed instruction by meeting learning outcomes that promote or require critical thinking.

Upon successful completion of LLS 4345, students will be able to:

1. With *breadth* and *fairness*, clearly express in writing *relevant points of view* that must be considered when selecting and applying quality children’s literature across the curriculum. **(Point of view, SLO 1)**
2. Accurately apply *relevant* and *significant information* gained in this course to demonstrate one’s ability to use diverse literature with *breadth* and *fairness*. **(Information, SLO 2)**
3. *Clearly* and *accurately* describe relevant research-based strategies that apply motivational **Concepts** to the integration of quality children’s literature. **(Concepts, SLO 3)**

Vocabulary of Critical Thinking

In this course, students will learn and use the vocabulary of critical thinking, which includes an understanding and use of both the **Elements of Thought** and the **Universal Intellectual Standards**.

Elements of Thought: In this course we will use eight elements of thought:

1. Purpose: Goals and Objectives
2. Question at Issue: Problem, issue, and misconception
3. Information: Facts, data, evidence, observations, reasons, and experiences
4. Interpretation and Inference: Solutions and conclusions
5. Concepts: Definitions, models, laws, theories, and principles
6. Assumptions: Axioms, presuppositions, and a –priori facts or knowledge
7. Implications and Consequences: Inferences, effects, and outcomes
8. Point of View: Perspectives, frames of reference, and orientations

*** Universal Intellectual Standards:**

Throughout the course, we will consider and use nine Universal Intellectual Standards:

- | | | |
|--------------|--------------|-----------------|
| 1. Clarity | 4. Relevance | 7. Logic |
| 2. Accuracy | 5. Depth | 8. Significance |
| 3. Precision | 6. Breadth | 9. Fairness |

* Source: Foundation for Critical Thinking at <http://www.criticalthinking.org/>

4 Cs of the Critical Thinking Process

There are four major aspects of the Applied Critical Thinking Process: Communication, Connections, Creativity, and Curiosity. The dominant C in the Student Learning Objectives is **Connections**.

The following provides a description of the Major Learning Activity that is expected in this course. This artifact promotes and requires Critical Thinking that aligns with the Student Learning Objectives (SLOs). For every assignment, you are expected to make connections to how your learning experience aligns and supports the fundamental and powerful concepts associated with this course: **Selection and Application**.

Major Activity for Applied Critical Thinking: End-of-Course Literary Analysis Essay

Think about the tremendous importance of literature in the lives of children as you reflect on the course objectives, your experiences, and your completed projects. Write a scholarly essay that shows YOUR knowledge and skills. Using the Paul & Elder Elements of Thought Circle, describe a teacher’s guiding principles for carefully choosing books for the classroom. Explain how teachers

can use literature across the curriculum effectively. Predict and infer what may be the consequences when teachers don't. In other words, candidates will accurately apply a critical thinking process to specifically analyze and connect the following:

- With *breadth* and *fairness*, clearly express in writing *relevant points of view* that must be considered when selecting and applying quality children's literature across the curriculum. **(Point of view, SLO 1)**
- Accurately apply *relevant* and *significant information* gained in this course to demonstrate one's ability to use diverse literature with *breadth* and *fairness*. **(Information, SLO 2)**
- *Clearly* and *accurately* describe relevant research-based strategies that apply motivational **concepts** to the integration of quality children's literature. **(Concepts, SLO 3)**

Rubric for End-of-Course Literary Analysis Essay

Critical Thinking SLOs	Excellent (5 points)	Acceptable (1-4 points)	Unacceptable (0 points)
SLO #1 (Point of View)	With <i>breadth</i> and <i>fairness</i> , clearly express in writing <i>relevant points of view</i> that must be considered when selecting and applying quality children's literature across the curriculum.	With some <i>breadth</i> and <i>fairness</i> , express in writing <i>relevant points of view</i> that must be considered when selecting and applying quality children's literature across the curriculum.	With limited <i>breadth</i> and <i>fairness</i> , writes without <i>relevant points of view</i> ; few or no factors explained when selecting and applying literature across curriculum.
SLO #2 (Information)	Accurately applies relevant and significant information gained in course to demonstrate one's ability to use diverse literature with <i>breadth</i> and <i>fairness</i> .	Accurately applies some relevant and some significant information gained in course to demonstrate ability to use diverse literature with <i>breadth</i> and <i>fairness</i> .	Inaccurately applies no relevant or significant information gained in course; did not demonstrate ability to use diverse literature with <i>breadth</i> and <i>fairness</i> .
SLO #3 (Concepts)	<i>Clearly</i> and <i>accurately</i> describes relevant research-based strategies that apply motivational concepts to the integration of quality children's literature.	<i>Clearly</i> and <i>accurately</i> describes most research-based strategies that apply motivational concepts to the integration of quality children's literature.	<i>Unclear</i> and <i>inaccurately</i> describes research-based strategies that apply motivational concepts to the integration of quality children's literature.

Texas Teacher Standards:

“The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.” New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/) and go to “Approved Educator Standards” and click on the “Texas Teaching Standards Adopted in Chapter 149” link.

English Language Proficiency Standards (ELPS)

Required: Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Disability Services: If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Student Success Center: Services are free of charge and include peer tutoring, supplemental instruction, and study skill development. To make an appointment, call 281.283.2643 or the webpage at http://prtl.uhcl.edu/portal/page/portal/SSC/SSC_Home.

UAS Statement: University Assessment System:

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf). Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement:

Required: Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior SOE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions. The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

Americans with Disabilities Statement: Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic

adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Student Success Center: Services are free of charge and include peer tutoring, supplemental instruction, and study skill development. To make an appointment, call 281.283.2643 or the webpage at http://prtl.uhcl.edu/portal/page/portal/SSC/SSC_Home.

University Policies

Academic Honesty Policy: The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states: **I will be honest in all my academic activities and will not tolerate dishonesty.**

6 Drop Rule Limitation: Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any course. Reference: UHCL Academic Records for 6 Drop Rule details and the Academic Calendar for census date information.