Instructor
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(school)

Office Hours
Available by appointment before or after class; contact me by email or phone anytime.

Class Information
• FACE-TO-FACE
• Wednesday; 5:15-7:45
• Lucille Little Fine Arts Library
  Room 301
• Final Exam emailed to me Dec. 16 by 7:45 pm.

COURSE INFORMATION

Course Description
A survey of children’s literature, traditional and modern. Reading and evaluation of books with multimedia materials with emphasis on the needs and interests of children. Covers media for use by and with children from preschool through grade six.

Course Objectives
1. To become aware of, and familiar with, a wide variety of authors, illustrators, and books in the field of children’s literature.
2. To develop competencies in the exploration and critical evaluation of materials for children.
3. To learn to meet the personal and intellectual requirements and interests of individual children through selection of appropriate materials.
4. To develop competencies in selecting and presenting books and stories for the purpose of motivating children to enjoy literature and to become lifelong readers.
5. To develop an understanding of the potential for using children’s literature across the school curriculum.
6. To become familiar with basic selection aids and other sources of information about children’s trade books.
Course Overview

Students will read a variety of literature aimed at children. Through discussions, selective readings/reflections, read-alouds, storytelling, book talks, web explorations, and student presentations, students will evaluate children’s literature for its quality, appeal, and value in instruction. Instructional activities will include lectures, small group and class discussions, presentations, research, a class held in an elementary school, guest speakers, a midterm and a final exam.

Course Outline
Week 1….Overview of course
Week 2….Celebrity Authors
Week 3….Picture Books
Week 4….Caldecott Medal Winners
Week 5….Reading Aloud
Week 6….Realistic Fiction
Week 7….Fantasy
Week 8….Author/Illustrator Research
Week 9….Traditional Literature
Week 10….Multicultural Literature
Week 11….Storytelling
Week 12….Historical Fiction
Week 13….Book Talking; Magazines and Journals
Week 14….Biography and Information Books
Week 15….Children’s Programming
Week 16….Final Exam


Required Trade Books: Because of Winn Dixie by Kate DiCamillo; Harry Potter and the Sorcerer’s Stone by J. K. Rowling OR The Miraculous Journey of Edward Tulane by Kate DiCamillo

INTEGRATION

Integration of Syllabus with UK Educator Preparation Unit Themes:
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts
and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:
This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.
STUDENT EVALUATION

Grading Parameters

LIS 510 STUDENT ASSESSMENT SHEET   Name

1. Reading Autobiography  5%
2. Web Search  5%
3. Picture Book Read Aloud  5%
4. Midterm  10%
5. Summary Sheets  15%
   5 picture book types [predictable, ABC, counting, concept, wordless], 5 picture
   storybooks, 1 graphic novel, 1 poetry book, 1 easy reader, 1 traditional book, 1 classic
   or classical picture book, 1 popular series, 1 picture book for older readers, 1 children’s
   magazine and 1 professional journal, 1 transitional reader, 1 information OR biography
   book.
6. Small Group Book Discussion Sessions  15%
   Summary sheets prepared for book discussions: picture book, Caldecott, Because of Winn Dixie,
   folktale variant chart, Harry Potter and the Sorcerer’s Stone or The Miraculous Journey
   of Edward Tulane, multicultural, historical fiction book, biography or info book,  10%
   Advanced preparation as group leader  3%
   Follow-up summary as group reporter  2%
7. Literature Program Write-Up & Presentation  10%
8. Author/Illustrator Guide OR Topics for Further Exploration  10%
9. Story Told  5%
10. Book Talk  5%
11. Class participation (including class evaluations)  5%
12. Final exam:  10%

MIDTERM GRADE: _______

FINAL GRADE FOR COURSE: _____
Grading Rubric

All work should be proofed carefully and presented in a professional manner. Mistakes in grammar, punctuation, and spelling will result in point deduction. Unexcused late work may result in the grade being lowered by one letter. Deductions for assignments that do not meet minimum standards will vary.

Grading Scales

Undergraduate and Graduate Grade Point Scale

Below is the grade point scale for grads and undergrads for your final semester grade. Also included is the number of points you will need to be exempt from having to take the final after all assignments are graded...this represents 90 points out of 100/the final is worth 10 points. There will always be some students just one point from having to take the final, but there must be a cutoff point and there have been opportunities for extra credit throughout the course. If you have any questions, don’t hesitate to ask. Everyone will know their point count by or before the last day of class.

Grade Point Scale

- 90% – 100% = A (Exceptional Achievement)
- 80% – 89% = B (High Achievement)
- 70% – 79% = C (Average Achievement)
- 60% – 69% = D (Below Average Achievement)
- 0% – 59% = E (Failing)

Lowest point total to be exempted from final after 90% of assignments completed:
Undergrads...83

Participation (worth 5 points on final grade)

Class participation is an important part of the course. Your responsibility is to contribute to class discussions and small group discussions – from your background and experience-- as well as from your reading and book responses prepared for the discussion. You also need to listen respectfully to presentations by class members, as they are part of your learning experience. Laptops brought to class are to be used only for note-taking and information seeking directly related to class discussion. Any other use will result in grade points deducted from class participation. You have to be in class to participate. Any unexcused absences may jeopardize your final grade. Certainly emergencies or illnesses are legitimate and excused within reason. The 5 points include: attendance (2), oral participation, whole class (1), oral participation in small group (1), class evaluation (1).

Absences/Attendance

Students are expected to attend, and participate in, all classes. Each student will receive one personal day, no questions asked, as an excused absence. All other
unexcused absences will result in points lost from the class participation portion of the Student Assessment Sheet. An unexcused absence when one is expected to be a group discussion leader will result in a 0 point grade for that assignment unless prior arrangements have been made to switch dates with another student.

Submission of Course Assignments
Turn in all assignments on time. Acceptance of late assignments will be subject to the discretion of the instructor. Any late assignments will be subject to loss of one letter grade upon evaluation. Submissions of assignments are to be sent as email attachments (preferred) or handed in as hard copy. It is the student’s responsibility to keep copies of all assigned work until the semester is over. These may need to be resent if there are technical problems.

Group Work and Collaboration
All students will participate in a small group throughout the semester. You will communicate with your group through email. Each student will serve as a leader and as a reporter at least once. If for any reason you cannot serve in this role on the date assigned to you, it is your responsibility to find someone to trade dates with you.

ACADEMIC STANDARDS

Academic Integrity: According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, refer to:
http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html
http://www.uky.edu/Ombud/Plagiarism.pdf; “Plagiarism: What is it?”

Disability Accommodations:
If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Incompletes:
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2
TECHNOLOGY INFORMATION & RESOURCES

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300

Course Reserves
Materials may be on reserve in the Lucille Little Fine Arts Building Library and in the Education Library in Dickey Hall.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://www.uky.edu/CIS/SLIS/academics/policies.pdf

COURSE CALENDAR

LIS 510 COURSE CALENDAR          Fall 2009

August 26  Introductions/fill out Student Information Sheet; Overview of children’s literature/Power Point Discuss extra credit and course calendar.
Assignment: Text: Chapters 1 & 2, & 3: 3-51; prepare Reading Autobiography.

Attend Kentucky Reading Association Conference
http://tmcshows.com/KRA/Registration/
on September 18 &/or 19; write up your experiences at the sessions you attend and receive 1 point extra credit on your final grade for each day attended. Note Student Fee: $35.00 before August 22!
September 2  Overview of semester. Discuss Literature Program Presentations/sign up. Reading Autobiographies discussion. Celebrity Authors. Discussion of picture books and picture books for older readers. Assign groups.
Meet and choose leaders/reporters. Let professor know leaders’ and reporters’ names.

Assignment: Choose a ©2009 picture book to present as your choice for the Caldecott Award and defend your position in written response and to your group. This response is in lieu of a Summary Sheet. Complete summary sheets for Picture Book Types (ABC, Concept, Pattern/Predictable, Counting, Wordless).

September 16 Group discussion: This Book Should Win the Caldecott! Picture Book Art PP. Discuss author illustrator guides/sign up. Finish Censorship & Selection. Literature Program Presentations begin. Tips for Reading Aloud. Turn in Summary Sheets.
Assignment: Complete Web Search. Read Text: Chapter 8: 150-166/Realistic Fiction. Begin reading Because of Winn Dixie. Complete Summary Sheets for 5 picture storybooks. Read Text: pp. 275-277 on reading aloud. Prepare Read Aloud/one student from each group will read aloud to whole class. No summary sheet required, but information about book should be submitted (see Assignments Sheet). Complete Summary Sheets for 5 picture storybooks.
September 23 Group Reading of Picture Book (no summary sheet required)/Class presentation. Literature Program Presentations. Turn in Web Search. Turn in Summary Sheets. **Assignment:** Complete reading *Because of Winn Dixie/summary sheet. Read text–Chapter 7:133-149, Modern Fantasy/ Begin reading *Harry Potter & the Sorcerer’s Stone* or *The Miraculous Journey of Edward Tulane.* Complete Summary Sheets for Poetry and graphic novel...elementary only.

September 30 Evaluating Children’s Literature: *Because of Winn Dixie* and realistic fiction. Whole class discussion. Literature Program Presentations. **Turn in** Summary sheets. **Assignment:** Complete *Harry Potter and the Sorcerer’s Stone* or *The Miraculous Journey of Edward Tulane/summary sheet.

**Attend Kentucky School Media Association Conference**
http://www.kylibasn.org/docs/09%20KLA%20V2.5editedworooms.pdf
on October 3; write up your experiences at the sessions you attend and receive 1 point extra credit on your final grade. Special full-time student price of $10.00!


October 14 **No Class/ Complete Author/Illustrator Information Guides or Topics Paper. Study for Midterm.**

October 21 KET Storytellers: Mary Hamilton (*The Bun*) Discussion: Traditional Literature. Literature Program Presentations. Turn in Author/Illustrator Info Guides or Topics for Further Exploration. Turn in Folktale Charts. Midterm Exam. **Assignment:** Complete Summary Sheets for easy-to-read, classics, popular series, traditional. **Read text:** Chapter 11: 210-240, *Literature for a Diverse Society.* Each student will choose a book, picture or chapter, to read and discuss in his/her group:

October 28  Group discussion: **multicultural & international literature**. Possible Special Guest Speaker (Amy Olson, Children’s Librarian, Village Branch, LPL). Storytelling Tips. Literature Program Presentations. Turn in Summary Sheets. Prepare a **story to tell** to your group/one member from each group will tell his/her story to whole class. **Read text**—pp. 280-281. **Complete Summary Sheet for Picture Book for Older Readers**.

November 4  **Historical Fiction PowerPoint.** Literature Program Presentations. Storytelling presentations in groups. Turn in summary sheet. **Assignment:** Read text: 168-186, Chapter 9, Historical Fiction: Read Group 1: **Seer of Shadows** by Avi; Group 2: **A Long Way From Chicago** by Richard Peck; Group 3: **Number the Stars** by Lois Lowry; Group 4: **Out of the Dust** by Karen Hesse; Group 5: **The Watsons Go to Birmingham, 1963** by Christopher Paul Curtis.


November 18  **Class will meet at Hearn Elementary School in Frankfort.** Tour & Questions. Flexible Scheduling. Children’s Magazines, print and on-line, Professional Journals (including book reviews & activities) Book Talks/One member from each group gives talk to whole class. Literature Program Presentations. **Bio/Info PowerPoint.** **Assignment.** Read text: 187-209, Nonfiction; Choose one biography OR information book for group discussion; each group member will have a different book. Turn in Summary Sheets for additional information book or biography. **Assignment:** Complete Summary Sheets for children’s magazine and professional journal. All assignments should be turned by December 2.

November 25  No Class…Thanksgiving Break

December 2  Group Discussion: **Biography and Information Books.** Special Guest Speaker—Mike Key: Pigskull Book Club; Guys and Reading. Literature Program Presentations. Turn in Summary Sheets. **Assignment:** None.

December 9  Special Guest Speakers, Erinn Conness, Director of Youth Services, Paul Sawyier Public Library; Frankfort; Mary Lou White, Scott County Public
Library; Traci Mahone, Library Media Specialist, Royal Springs Middle School.

**Children’s Literature Programming:** exs: Battle of the Books; Mother-Daughter Book Club; Boys, Books & Ball; Author visits; Book Fairs.

**Assignment:** Prepare Final Take-Home Exam

**December 16 No Class. Email final exam to professor by 7:45 PM**

The Professor reserves the right to change the course calendar to accommodate guest speakers or unforeseen circumstances.

**COURSE ASSIGNMENTS**

*Please Note: All assignments should deal with children’s literature from ages 4 through 12 (preschool through 6th grade). Assignments using children’s literature intended for older ages will not be accepted.*

*Please Note: Wikipedia is not an accepted source for research but can be used as a springboard to authenticated websites*

**Reading Autobiography Due September 2**

In a short essay (two to three pages), please write about your history as a reader. Specifically, discuss the following: the first story you remember, if you were read to as a child and by whom, books you remember (from elementary, middle, high school) and what you remember about them, what you remember about learning to read (how? where?), the first book you read on your own, anyone important in developing your attitude toward reading (when and where did they read?), your current reading habits, what title have you read recently, and how you choose the books you read. Write about experiences that encouraged/discouraged you to read. Be as specific as possible.

Length of assignment: 2-3 pages.

**Summary Sheets**

Extensive reading of books from a variety of genres and authors is essential. Students will be expected to read a stipulated number of books from the recommended **Reading List** &/or bibliographies in the **Essentials of Children’s Literature** text and be able to evaluate them critically and objectively during class discussions as well as in writing. Selections from the **Reading List** will be as follows: 5 picture book types, 5 picture storybooks, 1 graphic novel, 1 picture book for older readers, 1 poetry book, 1 easy reader, 1 traditional book, 1 classic, 1 popular series, 1 children’s magazine and 1 professional journal, 1 transitional reader, and 1 information Or biography book. These are referred to as **free choice reading.** A **summary sheet** containing genre, bibliographic information, theme, a synopsis, personal responses, characters, setting,
and classroom/library connections to the book is required for every picture book and novel read unless an exception is cited in the LIS 510 Course Calendar.

In addition, **7 books will be read for class discussion.** These are referred to as **required reading.** Students will also read selections from traditional literature, comparing or contrasting them on a **folktale variant chart** (undergrads) or through a website (grads).

**Summary Sheets** are due for each class discussion book read **by the date of the discussion.**

**Free Choice Summary Sheets** are due according to the Course Calendar.

**Read Aloud Session  Due: September 23**

Select a picture book to read aloud to your discussion group—one you think would appeal to a group of children. Choose a book with large, clear illustrations and a story that does not exceed 10 minutes when read aloud with expression, preferably a hardcover rather than a paperback edition. Submit the title, author, illustrator, publication date and a brief explanation as to why you choose that particular book for reading aloud. This may be submitted as an email or word document attached to an email.

**Author/Illustrator Information Guide/Topic For Further Exploration  Due: October 21**

Become an “expert” on one author/illustrator. (Please let me know the name of your author &/or illustrator as soon as possible). Prepare a 4-6 page guide on your author or illustrator and email to me to distribute to the rest of the class. Include a biographical narrative about the author/illustrator and his/her work/style in general (1—2 pages), a list of places (print &/or electronic) to find information on the author (at least 3—these should be briefly annotated), and a selective, annotated list of the author’s works (4-10 depending on whether they are novels or picture books). Be sure to include **most important and most recent works.** Find out if there are any **forthcoming works.** Include any **awards** received. I expect you will have read the books you annotate. **Do not use commercial annotations (e.g. amazon.com) These are to be your original work.** Graphics are welcome and enhance your paper.

**Literature Programs**

Plan one presentation for a group of children in a school classroom, library, day care, or other community agency. Select a topic of personal and/or professional interest for which you wish to plan an informational unit, targeted for **a specific grade level (PK—6th grade).** This should include read-alouds and/or book talks. **Undergrads** in education should include the area of instruction they are targeting from the following instructional tools: [http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/default.htm](http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/default.htm) : “Kentucky Core Content for Assessment,”
“Program of Studies,” “Transformations Vol. I - Kentucky’s Curriculum Framework.” You should include an annotated bibliography of the titles you select (about 10 of the best trade books available about your subject). Make sure your titles are all appropriate for the age group you plan to target. Your ten books may be a combination of fiction and nonfiction or all nonfiction. You should also include one relevant audiovisual item (item should show full bibliographic annotated form) such as a videotape, CD, streaming video, or DVD. I expect you will have read the books you annotate. Do not use commercial annotations (e.g. amazon.com.) These are to be your original work. Plan one activity that extends one of the books that you choose that you could incorporate into the unit. If possible, it is important to have a model of any craft/activity that you would assign to your students. Choose at least one website that is pertinent and age appropriate to the topic. Plan a date with me to give your presentation to the class. You may include crafts, activities, music or finger plays. Present your plans to the class orally (10 minutes maximum). During your oral presentation, present ONLY 2-3 of your favorite books on your bibliography. Read a short poem that is appropriate for your presentation. Though not required, feel free to present your information to the class via PowerPoint. Extra credit will be given to any students who actually take their presentations to a group of young children and turn in a write-up of the responses of the children, which strategies and literature worked best, and what might be changed if presenting the program again.

Book Discussion Sessions –

On September 2, you will be assigned to a discussion group. You will meet in those groups to share your reading. Preparation [for seven of those sessions] Sept 9, Sept 16, Sept 30 (this will be a whole class discussion), Oct 7, Oct 21, Oct 28, and Nov 11 will include a summary sheet to share with group members as a reminder during your discussion. This summary sheet is to be completed BEFORE class discussion and may be used as a reminder during discussion. These class discussion assignments are to be emailed to the professor by the day of the class discussion. Preparation for Oct 21 will be a chart to fill out Folktale Variant Charts should be turned in as hard copy.

Designate a group leader before the discussion who will take responsibility for the discussion. S/he should prepare some appropriate or provocative questions to pose to the group to stimulate discussion. These questions should be broad, open-ended questions to inspire thinking and discussion, not questions that have definite answers. You must email those questions to everyone in your group as well as to me before class. (Everyone in the group will get a turn at this). It is not necessary for group members to answer these before class but to be thinking about them in preparation for the discussion. Designate a group reporter. This person will give a brief summary of your group’s discussion to the rest of the class so others will get a feeling for your group’s reaction to the titles. (Everyone will have a chance to do this). Credit for your work in discussion groups is part of small group book discussion grade.
Storytelling  Due: November 4
Choose a story appropriate to tell to a group of children (target your audience to be between preschool and 6th grade). The story should last no longer than 10 minutes. Use your gestures, voice, and facial expressions to engage your audience and to get the story across. While props and costumes are welcome, this is not required. No notes may be used in storytelling. You will tell your story to your group. Turn in to the professor: the title of your story, the source where you found it, the audience age to whom you'll be telling, and a brief summary of the story. Please do not tell very familiar stories e.g. The Three Little Pigs, Goldilocks and the Three Bears, etc.

Book Talk  Due: November 18
Select 2 novels from the reading list or text bibliographies (with the exception of those required for group/class book discussions) that you would like to promote to a group of young people. The books must have been written in the last 10 years. Pick a target age or grade group between 2nd and 6th grade. You want to entice them to read the books without telling too much of the story or revealing the outcome, so your presentation should be between 2-4 minutes long, well planned and practiced.

Course Evaluation
You will receive a form to use in evaluating the course. I appreciate your input and often change/modify the format of the class in order to make it as helpful and practical as possible. Turning in the class evaluation by Dec 2 will give you one point toward the Class Participation grade.

Student Assessment Sheet
Your Student Assessment cumulative sheet will enumerate exactly which assignments are required and the percentage of credit each assignment is worth. Your grade and my comments on each assignment will be on this sheet and will be emailed to you throughout the course of the semester as grading is completed. It’s your responsibility to check the sheet and note any assignment that I have yet to receive and to resend it. Keep a copy of each assignment completed. If something is lost in cyberspace, you will need to be able to reproduce it.

Links
Reading List
Caldecott Medal
Essentials, Chapter 1
Picture Story Books