University of Kentucky  
School of Library & Information Science (SLIS)  

LIS 510 001  Children’s Literature and Related Materials  
Spring 2010  
January 13—May 5  

Instructor  
Becky B. Nelson  
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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; 5:00-7:30 pm  
• Lucille Little Fine Arts Library  
  Room 301  
• Final Exam emailed to me May 5 by 7:30 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%
6. Small Group Book Discussion Sessions  15%
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  5%
12. Final exam:  10%

MIDTERM GRADE: 

FINAL GRADE FOR COURSE:  

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.

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%

Multicultural, historical fiction book,  10%
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    Grads…86

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

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

LIS 510 COURSE CALENDAR            Spring 2010

January 13  Introductions/fill out Student Information Sheet; Overview of children’s literature/Power Point
Discuss extra credit (HHISIHHIS by Heather Henson; folktale variants, McConnell Conference, lit presentation) and course calendar.
Assignment: Text: Chapters 1 & 2, & 3: 3-51; prepare Reading Autobiography.

January 18  Announcement of ALSC Awards/Caldecott, Newbery, Coretta Scott King, etc.
Check out the live webcast of the breaking news at http://alawebcast.unikron.com/

January 20  Overview of semester. Discuss Literature Program Presentations/sign up. Reading Autobiographies discussion. Celebrity Authors. (Read.Gov) 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:** Text: Chapters 4 & 5: 53-117, Read the picture book that everyone in your group will discuss: Read the picture book that everyone in your group will discuss:

*Group 1: Trucks Roll! by George Ella Lyon*
*Group 2: Bearhide and Crow by Paul Brett Johnson*
*Group 3: Perfect timing: how Isaac Murphy became one of the world's greatest jockeys by Patsi B. Trollinger.*
*Group 4: That Book Woman by Heather Henson*
*Group 5: More Than Anything Else by Marie Bradby. Be prepared with Summary Sheet.*

*Caldecott Criteria* discussion/Censorship & Selection.  
**Assignment:** Choose a ©2009 picture book to present as your choice for the Caldecott Award and defend your position in written response (no Summary Sheet required—see Assignments Sheet) and to your group. *Don’t choose a book that actually won the Medal or Honor.*  Complete Summary Sheets for picture books types(ABC, Concept, Pattern/Predictable, Counting, Wordless). Complete Web Search.

February 3  Group discussion: *This Book Should’ve Won 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, Caldecott Response, and Web Search.  
**Assignment:** 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).

February 10  Group Reading of Picture Book/Class presentation. Literature Program Presentations. Guest: Author Heather Henson!  
**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 Sheet for Poetry and Graphic Novel…*elementary only.*

February 17  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.*

Literature Program Presentations. Turn in Summary Sheets.  
Discuss folktale variants/Snow White website/hand out charts & assignments.
Assignment: Read Text: 118-132 Chapter 6, Traditional literature. Read folktale variants as assigned, undergrads prepare chart for group discussion—this serves as your Summary Sheet. Grads answer web questions from site.

Feb 26-27 McConnell Literature Conference/Lexington Griffin Gate Marriott/attend/receive extra credit! Complete conference information is available here: http://www.uky.edu/CommInfoStudies/SLIS/McConnellConference/. While student rate remains constant, I recommend that you register early. If you are an active student, the student registration form is available here: http://tinyurl.com/yds44lb. Deadline for registration is February 12.

March 3 KET Storytellers: Mary Hamilton (The Bun) Discussion: Traditional Literature. Literature Program Presentations. Turn in Folktale Charts OR website Snow White ?s. Guest Speaker—Possible Guest Speaker, Mike Key…Pig Skull book Club/Guys Read. Discuss Midterm.
Assignment: Prepare for midterm. 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:

Assignment: 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.

March 17 No Class/Spring Break

March 24 Historical Fiction PowerPoint. Literature Program Presentations. Storytelling presentations in groups. Turn in summary sheet.

March 31 Group Discussion: Historical Fiction. Literature Program Presentations. Book Talk Discussion.

April 7 No Class/ Complete Author/Illustrator Information Guides or Topics Paper.
April 14  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). Turn in Author/Illustrator Info Guides or Topics for Further Exploration. Book Talks/One member from each group gives talk to whole class. Literature Program Presentations. 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 (Free Choice Read). Complete Summary Sheets for children’s magazine and professional journal. All assignments should be turned by April 21.


April 28  Guest Speakers…Erinn Conness, Director of Youth Services, Paul Sawyier Public Library. Traci Mahone, Royal Springs Middle School, Scott Co. and Mary Lou White, Scott Co. Public Library. Children’s Literature Programming: exs: Battle of the Books; Mother-Daughter Book Club; Boys, Books & Ball; Flexible Scheduling; Author visits; Book Fairs. Assignment: Prepare Final Take-Home Exam

May 5  No Class. Email final exam to professor by 7:30 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 January 20

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. Except for the classic choice, attempt to review books that have been published since 1990.

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). The Caldecott Choice will not require a Summary Sheet, but the bibliographic information should be submitted along with a response as to why you chose it for the award.

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: February 10

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: April 14

**Undergrads:** 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.

**Grads:** Select a topic from the list LIS 510 Topics for Further Exploration and write a paper on the topic of your choice. Cite all sources used in preparing your paper. The length of your paper will depend on your topic, but most topics will require an average of 5 pages.

**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 and graduates seeking school library media certification 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, “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. Word-process your annotated bibliography including any websites (annotated) and audiovisuals for the session; email to me. I should receive this BEFORE the day of your presentation or you will need to bring a hard copy to me when you present in 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 January 20, you will be assigned to a discussion group. You will meet in those groups to share your reading. Preparation [for six of those sessions] Jan 27, Feb 17 (this will be a whole class discussion), Feb 24, March 10, March 31, and April 21 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 March 3 will be a chart to fill out for most undergraduates & a website to which to respond for graduates. Folktale Variant Charts should be turned in as hard copy. Preparation for Feb 3, Caldecott Medal Choice, will simply be bibliographic information for the book you choose plus your rationale for why you feel it should’ve been chosen as the Caldecott Winner 2010.

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: March 24**

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 Talks  Due: April 14

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 and must not be by the same author. 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.

Class 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 (3), oral participation, whole class (1), oral participation in small group (1).

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.

Course Items:
- Calendar
- Assignments
- Reading List
- Essentials