COURSE INFORMATION

Course Description
A survey of children’s literature including traditional but with emphasis on contemporary literature. Reading and evaluation of books, journals, and multimedia materials with emphasis on the needs and interests of children. Includes children’s programming. 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 books and materials published for children.
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 trade books across the curriculum.
6. To become familiar with basic selection aids and other sources of information about children’s trade.
Required Reading

Required Textbook:
Lynch-Brown & Tomlinson. Essentials of Children’s Literature/

REQUIRED TRADE BOOKS: Because of Winn Dixie by Kate DiCamillo and
Harry Potter and the Sorcerer’s Stone by J. K. Rowling

STUDENT EVALUATION

Student evaluation will be based on the degree of understanding, in-depth preparation, and creativity with which the above requirements are fulfilled. All work is expected to meet professional standards regarding correct spelling, appropriate grammar, neatness, and clear expression of ideas.

- Reading Autobiography 10 points
- Group discussion summary sheets (10x10 pts.) 100 points
- Summary Sheets: Independent reads (15x10 pts.) 150 points
- Author/Illustrator Information Guide 50 points
- Literature Program 50 points
- Exams 100 points
- Total: 500 points

Grading Rubrics

<table>
<thead>
<tr>
<th>Author or Illustrator Information Guide</th>
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<tbody>
<tr>
<td>Teacher's guide will include narrative about the author's life and works including background information, awards, quotes, forthcoming works, etc.</td>
<td>10</td>
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</tbody>
</table>
### Scoring Rubric

<table>
<thead>
<tr>
<th>Literature Presentation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Written plan for group presentation will include Topic, target audience, selection for read aloud, title of poem, and two selections to book talk.</td>
<td>10</td>
</tr>
<tr>
<td>Annotated list of titles you have read on the topic. Annotations should be informative and useful for a teacher or librarian in planning a unit to teach. Include recommendations for read aloud, independent read, novel study. Include a variety of reading levels to meet range of readers.</td>
<td>25</td>
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<tr>
<td>10-12 selections reflect high quality literature. Copyrights reflect contemporary works. Mix of fiction and nonfiction titles.</td>
<td>10</td>
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<tr>
<td>Resources cited/APA style</td>
<td>5</td>
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<tr>
<td>Total possible points</td>
<td>50</td>
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### Grading Scale

**Grading scale:**

- 460-500 points: A
410-459 points B
360-409 points C
310-359 points D
310 points and below E

Grading scale for Graduate Students:
Includes Topics for Further Discussion= 50 points

510-550 points A
460-509 points B
410-459 points C
360-409 points D
359 and below E

Participation

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 readings, summary sheets, and questions prepared for discussion. Each student is required to give at least 2 informal book recommendations from the independent readings. You also need to listen respectfully to reports by class members. Their reports are part of your learning experience. You have to be in class to participate.

Absences/Attendance

You will be allowed ONE absence, no questions asked. Any absences above that may jeopardize your final grade. Certainly emergencies or illnesses are legitimate and excused within reason. Please be on time for class.

Submission of Course Assignments

Assignments are to be submitted in Microsoft Word due on the date indicated on the course calendar. Late assignments are not accepted.

TECHNOLOGY INFORMATION & RESOURCES

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
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Overview of Children's Literature</td>
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<tr>
<td>Sept. 3</td>
<td>Elements of Fiction/Interpreting Literature</td>
<td>Text CH 1 &amp; 3</td>
<td>Reading autobiography-10pts.</td>
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<tr>
<td>Sept. 10</td>
<td>Realistic Fiction genre/Literature in the School</td>
<td>Text CH 2 &amp; 8 <em>Because of Winn Dixie</em> by Kate D. Camillo</td>
<td>Summary sheet #1 Winn Dixie-10pts.</td>
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<tr>
<td>Sept. 17</td>
<td>Picture books</td>
<td>Text CH 5 Read assigned Polacco book: Group 1-<em>Thundercake</em> Group 2-<em>Betty Doll</em> Group 3-<em>Pink and Say</em> Group 4-<em>My Rotten Redheaded Older Brother</em> Group 5-<em>Chicken Sunday</em></td>
<td>Summary sheet #2 Polacco -10pts and 2 independent summary sheets due-20 pts.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
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<td>Sept. 24</td>
<td>Caldecott Winners and Honors</td>
<td>Select 2 Caldecott Honor or Winner books to read. 1 with a copyright of 2000 or later, 1 with a copyright before 2000. Use the website <a href="http://www.ala.org">www.ala.org</a> Awards and scholarships/Book Media awards/Caldecott Medal to help you. Text Appendix A</td>
<td>Summary sheets #3-4 Caldecotts-20 pts.</td>
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<tr>
<td>Oct. 1</td>
<td>Fantasy genre</td>
<td>Text CH 7 and <em>Harry Potter and the Sorcerer's Stone</em> by J.K. Rowling</td>
<td>Summary sheet #5 Harry Potter-10pts.</td>
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<tr>
<td>Oct. 8</td>
<td>Traditional Literature</td>
<td>Text CH 6 and read 3/4 folktale variants of your choice</td>
<td>Summary sheet #6 Folktale variant chart/comparison and contrast-10pts.</td>
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<td>Oct. 15</td>
<td>No class</td>
<td>Work on summary sheets</td>
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<tr>
<td>Oct. 22</td>
<td>Midterm</td>
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<td>Midterm-50pts and 3 Independent summary sheets due-30 pts</td>
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<td>Oct. 29</td>
<td>Poetry/Reader's Theatre</td>
<td>Text CH 4</td>
<td>Select a poem to read aloud to group-Poetry summary sheet #7 10pts and 2 independent summary sheets due-20 pts</td>
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<td>Nov. 5</td>
<td>Multicultural Literature</td>
<td>Text CH 11 and Group 1-Asian Group 2-African American Group 3-Hispanic Group 4-Jewish Group 5-Native American</td>
<td>Summary sheet #8 MC 10pts and 1 independent summary sheet 10 pts.</td>
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**COURSE ASSIGNMENTS**

**Reading Autobiography (10 points)**

In a short essay (two to three pages), 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, your favorite books (in 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 (parent, grandparent, teacher and when and where did they read?), your current reading habits, what title have you read recently, and how you choose the books you read. Be as specific as possible and really try to think back and reflect upon this.
10 Summary sheets for Discussion Groups (100 points)

Extensive reading of books from a variety of genres and authors is essential. Students will be expected to read a stipulated number of books and be able to evaluate them critically and objectively during class and group discussions.

You will be assigned to a discussion group. You will meet in your groups to share your readings. Preparation for those sessions will be required. Prepare a summary sheet and 5 appropriate and provocative discussion questions for your group to discuss. (The discussion questions will contribute to your participation points.)

Designate a group leader before the discussion who will take responsibility for the discussion. (Everyone in the group will get a turn at this.) 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 this title. (Everyone will have a chance to do this.) Credit for your work in discussion group will be part of your class participation grade. Reporters will need to turn in discussion notes to me. These responses are due by the class date on which each is discussed.

15 Independent Summary Sheets from Reading List (150 points)

Selections from the reading list will be as follows:

5 Caldecott Winners or Honor Picture Books (Appendix A)
2 Contemporary Realistic Fiction chapter books (Graduate Students read 3)
3 Popular genre series chapter books (They must be different series)
2 Historical Fiction chapter books (Graduate Students read 3)
2 Fantasy chapter books or Science Fiction books (Graduate Students read 3)
1 Graphic novel

Use the Summary Sheet template for each response. Please type all responses and email to me. Clearly identify the genre according to the above genres. Your response should reflect your thoughtful consideration and evaluation of the title. Use criteria and terminology from your text or notes. Consider information on how the title would be useful to you in your future work with children and literature. Special points to consider: how you responded to the book, literary features of the book with example(s), and possible classroom connections. Remember, the purpose of this course is to expand your knowledge of children’s literature. If you read a book as a child, you must reread the book and respond to it as an adult and compare it to your childhood experience. You will need to indicate this on your summary sheet as a reread. Do not include more than 2 rereads.
*Remember, these are not repeats of what you have read for other assignments in this course*

**Author/Illustrator Information Guide (50 points)**

Become an “expert” on one author/illustrator. (Please let me know the name of your author/illustrator as soon as possible.) Prepare a 3-5 page guide on your author and email to me to distribute to the rest of the class. This guide is intended for the teacher to use with his/her students. Include a short narrative about the author and his/her work in general (1-2 pages), a list of places to find information on the author (at least 2), and a selective, annotated list of the author’s works (4-10 books depending on if they are picture or chapter books.) *I expect you will have read the books you annotate.* (Be sure to include most important and most recent works.) Find out if there are any forthcoming works, if the author has a web page that would be useful to teachers or students, or if there is a video about the author or one of his works. Include quotes from author and any awards received. Do not use commercial annotations (e.g. amazon.com.) Graphics are welcome and enhance your paper. Cite your resources.

**Author guide presentation** to the class (No more than 20 minutes) should include the following: Concise biographical information, types of books and recommended audience, discussion of artistic style if picture books, book talk 2 of the books and bring others for the class to peruse while you are presenting. Design a PowerPoint presentation for a student audience that you will share during your presentation. It should be a balance of text and graphics/pictures. Have an intended grade level in mind and gear your PowerPoint accordingly. Graphics and web sites will be an important component.

**Literature Program (50 points)**

Choose a topic of personal or professional interest to you that you would use with students in a classroom setting or library program. This will give you practice in selecting high quality books for your students. Select appropriate books and materials to support the subject matter you plan to “teach.” You should include an annotated bibliography of the titles you select (about 10-12 depending on the topic.) Make sure your titles are all appropriate for the age group you plan to target. Make sure your copyrights reflect contemporary works. This will be a presentation to your group. Write up a plan for your presentation to your group and email it to me along with your annotated bibliography. Bring a hard copy to class. It will include reading aloud 1 picture book or reading an excerpt from one chapter book. Read a short poem that is appropriate for your presentation. From your bibliography, show the group and give a book talk on the 2 best books in your bibliography. Bring others to pass around after presentation. If appropriate, include fiction and nonfiction books and include websites. If you include crafts, make a model to show. Extra credit will be given to students who actually take their presentation to a group of young students and include a write-up of the responses of the children.
Exams (100 points)

Midterm and final examinations will be based on material discussed in class, readings from text, as well as knowledge of books read and evaluated.

Suggested Titles for Independent Readings:

**Realistic Fiction:**
- Rules by Cynthia Lord
- Hoot by Carl Hiaasen
- Pictures of Hollis Wood by Patricia Reilly Giff
- Ruby Holler or Walk Two Moons by Sharon Creech
- Stargirl or Wringer by Jerry Spinelli
- Saffy's Angel by Hilary McKay (any Casson family title)
- A Corner of the Universe by Ann Martin
- Joey Pigza Swallowed the Key by Jack Gantos (any Joey title)
- Travel Team or Summer Ball by Mike Lupica
- Donuthead by Sue Stauffacher
- Surviving the Applewhites by Stephanie Tolan
- The Higher Power of Lucky by Susan Patron
- Holes or There's a Boy in the Girl's Bathroom by Louis Sachar
- How to Steal a Dog by Barbara O'Connor
- Nothing but the Truth by Avi
- Becoming Naomi Leon by Pam Munoz Ryan

**Historical Fiction:**
- Bud, Not Buddy, Elijah of Buxton or the Watsons Go to Birmingham-1963 by Christopher Paul Curtis
- A Year Down Yonder, A Long Way from Chicago or Fair Weather by Richard Peck
- Kira-Kira by Cynthia Kadohata
- Al Capone Does by Shirts by Gennifer Choldenko
- Roll of Thunder, Hear My Cry by Mildred Taylor
- The Cay by Theodore Taylor
- Number the Stars by Lois Lowry
- Hattie Big Sky by Kirby Lawson
- Sign of the Beaver by Elizabeth Speare
- Crispin the Cross of Lead or The Fighting Ground by Avi
- Esperanza Rising by Pam Munoz Ryan

**Fantasy:**
- Tale of Despereaux or The Miraculous Journey of Edward Tulane by Kate DiCamillo
- The Doll People by Ann Martin
- Into the Wild by Erin Hunter (Warriors)
- Ella Enchanted by Gail Carson Levine
- Inkheart by Cornelia Funke
- Magyk by Angie Sage
- Rowan of Rin by Emily Rodda
- The Giver by Lois Lowry
- A Wrinkle in Time by Madeleine L’Engle
- The House of the Scorpion by Nancy Farmer
- Redwall by Brian Jacques
- James and the Giant Peach or The BFG by Roald Dahl
- Gregor the Overlander by Suzanne Collins

**Popular Genre:**
- Junie B. Jones by Barbara Park
- Spiderwick Chronicles by Tony DiTerlizzi
- Time Warp Trio by Jon Scieszka
- Magic Tree House by Mary Pope Osborne
- Weird School by Dan Gutman
- Boys Start the War by Phyllis R. Naylor
- Dragons of Droon by Tony Abbott
- Dragon Slayers Academy by Kate McMullan
- Armanita Spookie by Angie Sage
- Series of Unfortunate Events by Lemony Snicket
Alice series by Phyllis R. Naylor
Anastasia Krupnik by Lois Lowry
Judy Moody by Megan McDonald
A-Z Mysteries by Ron Roy
Horrible Harry by Suzy Kline

Graphic Novels-Text page 116 Babymouse by Jennifer Holm and The Bone Series by Jeff Smith