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….Traditional Literature
Week 9… Literature for a Diverse Society
Week 10….Storytelling
Week 11….Historical Fiction
Week 12…Book Talking; Magazines and Journals
Week 13….Biography and Information Books
Week 14…The Book Whisperer/Engaging Students
Week 15….Final Exam


Required Trade Books: Chasing Vermeer by Blue Balliett; The Miraculous Journey of Edward Tulane by Kate DiCamillo OR Savvy by Ingrid Law.

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 Common Core Standards Initiatives:**
This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with enactment of SB 1 including the new assessment system referred to as UnBridled Learning College and Career for All, which includes the (K-PREP) tests – including the criterion and norm-referenced portions for grades 3-6. As students carry out projects and complete assignments that involve instructional activities for P-6 students in Kentucky schools, they will address one or more components of the Common Core Academic Standards for Language Arts.

**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. Goodreads Book Postings  15%  2 summary sheets; 21 postings 
   Each worth 1 point each
   5 picture book types {1 pt.} [predictable, ABC, counting, concept, wordless], 5 picture
   storybooks {1 pt.}, 1 graphic novel, 1 poetry book, 1 easy reader, 1 traditional book, 1
   classic, 1 classic picture book, 1 popular series, 1 picture book for older readers, 1
   2012 Newbery candidate novel, 1 transitional reader, 1 biographical picture book or 1
   biography book, 1 children’s magazine and 1 professional journal (these magazines will
   be submitted on specific summary sheets found on Blackboard and will not be posted
   on goodreads).
6. Small Group Book Discussion Sessions  15%
   Goodreads postings prepared in advance for book discussions:
   picture book {1 pt}, Caldecott {1 pt}, Chasing Vermeer {2 pts}, folktale variant chart {1
   pts} (not posted but compared on chart), The Miraculous Journey of Edward Tulane or
   Savvy {2 pts}, multicultural {1 pt}, historical fiction book {1 pt}, 1 informational picture
   book or information book {1 pt},  10%
   Advanced preparation as group leader  3%
   Follow-up summary as group reporter  2%
7. Literature Unit Program Write-Up & Presentation  10%
8. Author/Illustrator Guide OR Topics for Further Exploration  10%
9. Story Told  5%
10. Book Commercial  5%
11. Class Participation  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, prior to the final.

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 other than goodreads posts are to be sent as email attachments 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 resubmitted 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 http://www.uky.edu/StudentAffairs/Code/part2.html.
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, the McConnell Literature Center, 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 2012

January 12  Introductions/fill out Student Information Sheet; Overview of children’s literature/PowerPoint  
Overview of semester. Discuss extra credit *(The Book Whisperer* by Donalyn Miller; folktale variants, McConnell Literature Conference March 23-24  
http://www.uky.edu/CommInfoStudies/SLIS/McConnellConference/2012/, lit unit presentation) and course calendar.  
**Assignment:** Text: Chapters 1 & 2, & 3: 3-51; prepare Reading Autobiography.

January 18  Discuss Literature Unit Program Presentations/sign up. Demonstrate Goodreads posts. 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:** Text: Chapters 4 & 5: 55-113, Read the Kentucky author picture book that everyone in your group will discuss: Group 1: *The Pirate of Kindergarten* by George Ella Lyon, Group 2: *Whose Side Are You On; the story of a song* by George Ella Lyon, 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. Goodreads post should be made.


*Caldecott Criteria* discussion/Censorship & Selection.  
**Assignment:** Choose a ©2011 picture book to present as your choice for the Caldecott Award and defend your position in written response on your goodreads posting and to your group. Complete Goodreads postings for picture books types (ABC, Concept, Pattern/Predictable, Counting, Wordless). Complete Web Search.

February 2  Group discussion: *This Book Should Have Won the Caldecott! Picture Book Art PP.* Finish Censorship & Selection.  
Discuss author illustrator guides and *Topics for Further Exploration; /sign up. Literature Unit Program Presentations begin.* Tips for Reading Aloud.  
**DUE:** Completed goodreads posts including Caldecott rationale and Web Search.  
**Assignment:** Read Text: Chapter 8: 147-165/Realistic Fiction. Begin reading *Chasing Vermeer.* Complete goodreads posts for 5 picture storybooks. Read Text: pp. 281-283 on reading aloud. Prepare Read Aloud/one student from each group will read aloud to whole class.

February 9  Group Reading of Picture Book/Class presentation, *Literature Unit Program Presentations.* Possible Guest Speaker: Jessica Holmes, Library Media Specialist, Westridge Elementary, Franklin Co. Schools speaking on best books for
Early Childhood.

Assignment: Complete reading *Chasing Vermeer* and post to goodreads. Read text—Chapter 7:130-146, *Modern Fantasy*. Begin reading *The Miraculous Journey of Edward Tulane* or *Savvy*. Post to goodreads for Poetry and Graphic Novel…elementary only.

February 16 Evaluating Children’s Literature: *Chasing Vermeer* and realistic fiction. Whole class discussion. Literature Unit Program Presentations.

Assignment: Complete *The Miraculous Journey of Edward Tulane* or *Savvy*/*goodreads* post..

February 23 Group Discussion: *The Miraculous Journey of Edward Tulane* or *Savvy*. Literature Unit Program Presentations.

Discuss folktale variants/hand out charts & assignments. Discuss Midterm.

Assignment: Prepare for midterm. Read Text: 114-129 Chapter 6, *Traditional literature*. Read folktale variants as assigned (see Blackboard) discussion—no goodreads postings needed for folktale variants.

March 1 MIDTERM. Discussion: Traditional Literature. Literature Unit Program Presentations. Turn in Folktales Charts.


Each student will choose a book, picture or chapter, to read and discuss in his/her group:

- Group 1: Asian/Pacific American
- Group 2: African American
- Group 3: Latino
- Group 4: Religious Cultures
- Group 5: International

March 8 Group discussion: multicultural & international literature. Storytelling Tips: Mary Hamilton (*The Bun*).

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. 121-123. Post on goodreads -- Picture Book for Older Readers. All Groups: Read Newbery 2012 candidate from list posted on Blackboard. Post to goodreads. Bring to class for discussion.

March 15 Spring Break….Enjoy!

March 22 Historical Fiction PowerPoint. Literature Unit Program Presentations. Storytelling presentations in groups. Discussion of Newbery Award Winners.

March 29  Group Discussion: Historical Fiction. Literature Unit Program Presentations. Book Commercial Discussion.
Assignment: Post to goodreads for transitional, biography or biographical picture book (this will be for your Free Choice Reading). Prepare book commercials. Complete and submit Author/Illustrator Info Guides or Topics for Further Exploration. Read handout from The Book Whisperer on book commercials.

April 5  No Class…Excellent time to catch up on all assignments.

April 12  Class will meet at Hearn Elementary School in Frankfort [directions on Blackboard]. Tour & Questions. Flexible Scheduling. Children’s Magazines, print and on-line, Professional Journals (including book reviews & activities). Book Commercials/One member from each group gives commercial to whole class. Literature Unit Program Presentations.
Assignment. Read text: 187-209, Informational Books; Choose information book for group discussion; each group member will have a different book. Complete and submit Summary Sheets (see Blackboard for forms) for children’s magazine and professional journal (find approved magazines and journals at end of Reading List.) All assignments should be turned by April 19.

April 19  Group Discussion: Biography and Information Books. Discussion of Reference Sources. Literature Unit Program Presentations. 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.
Assignment: None.

April 26  The Final…explained. Our class will be joining Dr. Reynold’s LIS 611 class for Newbery Books discussion with 6th grade students and graduate students.
Assignment: Prepare Final Take-Home Exam

May 3  No Class. Email final exam to instructor by 8:30 PM.

The Instructor 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 18

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. What literary genre is your favorite(s). Do you like to be reading 1 or multiple books at a time? What literary character(s) or authors would you like to meet? Write about experiences that encouraged/discouraged you to read. Be as specific as possible. Length of assignment: 2-3 pages.

Goodreads Posts (www.goodreads.com) on UK SLIS 510 Children's Lit Spring 2012 group.

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 classic picture book, 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 posting on your account on www.goodreads.com on our class club group http://www.goodreads.com/group/show/61099.UK_SLIS_510_Children_s_Lit_Spring_2012 is required for every picture book and novel read unless an exception is cited in the LIS 510 Course Calendar.

In addition, 9 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 or through a website. Goodreads postings are due for each class discussion book read by the date of the discussion. Free Choice postings are due according to the Course Calendar.
Read Aloud Session  Due: February 9

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. Post a review of your book to goodreads along with a brief explanation as to why you choose that particular book for reading aloud.

Author/Illustrator Information Guide/Topic  For Further Exploration Due: April 12

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 reviews are to be your original work. Graphics are welcome and enhance your paper.

OR: 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 3-5 pages.

Literature Unit Programs

Plan one presentation for the class showcasing your selection of fiction paired with nonfiction literature targeted toward a specific grade level classroom (PK—6th grade). Selections should include read-aloud and/or book talks/commercials. Undergrads in education and graduates seeking school library media certification should include the area of instruction they are targeting from one of the units of the newly adopted Common Core Standards. You should include an annotated bibliography of the titles you select (about 10 of the best trade fiction books paired with 10 of the best nonfiction trade books available about your subject). Make sure your titles are all appropriate for the age group you plan to target. 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. 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. Present your books to the class.
orally **(10 minutes maximum)**. During your oral presentation, present ONLY 2-3 of your favorite pairs 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.

**Book Discussion Sessions**

On January 18, you will be assigned to a discussion group. You will meet in groups to share your reading. Preparation [for eight of those sessions] Jan 26, Feb 2, Feb 16 (this will be a whole class discussion), Feb 23, March 8, March 22, March 29, and April 19 will include posting on goodreads to share with group members. This post is to be completed BEFORE class discussion and may be used as a reminder during discussion. These class discussion book postings are to be completed by the day of the class discussion. Preparation for **March 1** 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 2**, Caldecott Medal Choice, will simply a posting on goodreads which includes your rationale for why you feel it should be chosen as the Caldecott Winner 2012.

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 (or post them on Blackboard) *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 22**

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 instructor: 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/Commercials Due: April 12

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.