University of Kentucky

School of Library & Information Science (SLIS)

LIS 510 402 Children’s Literature and Related Materials
Fall 2011
August 25--December 15

Instructor
Erinn A. H. Conness
Adjunct Faculty
859.488.1605
erinn.conness@uky.edu or erinn@conness.net

Office Hours
Available by appointment before class; contact me by phone or e-mail anytime.

Class Information
~Face-to-face
~Thursday; 5:30-8:30 p.m.
~Little Fine Arts Library Room 302

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, guest speakers, a midterm and a final exam.

**Required Textbook:**

**Required Trade Books:**
Savvy by Ingrid Law; Woods Runner by Gary Paulsen; Waiting for Normal by Leslie Connor.

**Recommended Reading (not required):**
Harry Potter and the Sorcerer’s Stone by J. K. Rowling

**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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Autobiography</td>
<td>10 pts</td>
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<tr>
<td>Summary Sheets</td>
<td>20 x 10 pts. = 200 pts.</td>
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<tr>
<td>Group Discussion sheets</td>
<td>5 x 10 pts. = 50 pts.</td>
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<tr>
<td>Attendance/Participation</td>
<td>55 pts</td>
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<tr>
<td>Author/Illustrator Study</td>
<td>50 pts</td>
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<tr>
<td>Literature Study</td>
<td>50 pts</td>
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<td>Book Talk</td>
<td>25 pts</td>
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<tr>
<td>Read Aloud</td>
<td>10 pts</td>
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<td>Exams</td>
<td>100 pts</td>
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### Grading Scale

- 495-550 pts. = A (Exceptional Achievement)
- 440-494 pts. = B (High Achievement)
- 385-439 pts. = C (Average Achievement)
- 330-384 pts. = D (Below Average Achievement)
- 0-329 pts. = E (Failing)

### Participation and Attendance

Class participation is an essential component of your grade for this class. Your responsibility is to contribute to class discussions and small group discussions. You are expected to listen respectfully to reports by class members. Their reports are part of your learning experience. You have to be in class to participate. Cell phones should be silenced during class and only accessed during breaks.

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 let me know when these situations arise in a timely manner. Please be on time for class.

**Communications**
You may communicate with me outside of class via e-mail or phone. E-mail will elicit the timeliest response.

**Submission of Course Assignments**
All assignments are due on the date indicated on the course calendar. Assignments can be submitted via Blackboard (preferred) or e-mail. All papers/projects must be submitted as Word or Pages files.

Acceptance of late assignments will be subject to the discretion of the instructor. Any last assignments will be subject to the loss of one letter grade upon evaluation. It is the student’s responsibility to retain copies of all assigned work until the semester is over.

**Academic Integrity**
All of your work for this class is expected to be your original work. You may not use work submitted for a grade in another class or collaborate with anyone unless required for completion of the assignment. Proper citations are expected for all sources used for any course work. Please review the University's plagiarism policy.

http://www.uky.edu/studentaffairs/code/part1.html
http://www.uky.edu/ombud/plagarism.pdf
http://www.uky.edu/studentaffairs/code/part2.html  (section 6.3.1)

**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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments due</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Course overview; Brief History of Children’s Lit.</td>
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<td>Sept. 1</td>
<td>Elements of high quality children’s literature; 1st amendment rights of children; discuss literature program assignment; assign groups &amp; report leader/scribe dates</td>
<td>Text: Chapters 1, 2, 3</td>
<td>Reading autobiography</td>
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<td>Sept. 8</td>
<td>Group discussion of assigned book; Caldecott criteria; Tips for reading aloud</td>
<td>Text: Chapter 5; Read the picture book assigned to your group.</td>
<td>Group discussion sheet #1.</td>
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<td>Sept. 15</td>
<td>Caldecott Medal Winners/Mock Caldecott; Literature program presentations</td>
<td>About the Caldecott Medal: <a href="http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/aboutcaldecott/aboutcaldecott.cfm">http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/aboutcaldecott/aboutcaldecott.cfm</a> Terms &amp; Criteria: <a href="http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottterms/caldecottterms.cfm">http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottterms/caldecottterms.cfm</a></td>
<td>Bring a ©2011 picture book that you think should be considered for the Caldecott Medal, ensuring it meets criteria; Summary sheets #1-5</td>
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<td>Sept. 22</td>
<td>Easy Readers/ Controlled Vocabularies; Literature program presentations</td>
<td>Read an easy reader from the series assigned to your group &amp; complete group discussion sheet.</td>
<td>Summary sheets #6-7; Group discussion sheet #2</td>
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<td>Sept. 29</td>
<td>Banned Books Week; gentle reads; graphic novels; Literature program presentations</td>
<td><em>Guideline on the Student’s Right to Read: <a href="http://www.ncte.org/positions/statements/righttoreadguideline">www.ncte.org/positions/statements/righttoreadguideline</a></em>; <em>About Banned &amp; Challenged Books: <a href="http://www.ala.org/ala/issuesadvocacy/banned/aboutbannedbooks/index.cfm">http://www.ala.org/ala/issuesadvocacy/banned/aboutbannedbooks/index.cfm</a></em></td>
<td>Summary sheets #8-10;</td>
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<td>Oct. 6</td>
<td>Modern Fantasy elements; group discussion; Literature program presentations</td>
<td>Text: Chapter 7; Savvy by Law</td>
<td>Group discussion sheet #3; summary sheets #11</td>
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<td>Oct. 13</td>
<td>Integrating Literature into Your Classroom</td>
<td>Text: Chapters 12, 13; Read 5-7 entries on the blog assigned to your group</td>
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<td>Oct. 20</td>
<td>Midterm; Assign author study, read aloud, book talk</td>
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<td>Oct. 27</td>
<td>No class!</td>
<td>Work on author study, read aloud, book talk</td>
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<td>Nov. 3</td>
<td>Historical Fiction; group discussion; Literature program presentations</td>
<td>Text: Chapter 9; <em>Woods Runner</em> by Paulsen</td>
<td>Group discussion sheet #4; summary sheet #12-13</td>
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<td>Nov. 10</td>
<td>Realistic fiction; Read alouds; Book talks</td>
<td>Text: Chapter 8; <em>Waiting for Normal</em> by Connor</td>
<td>Group discussion sheet #5; summary sheets #14-15</td>
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<td>Nov. 17</td>
<td>Multicultural/International</td>
<td>Text: Chapter 11</td>
<td>Summary sheets #16-17</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments due</td>
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<td>Nov. 24</td>
<td>Thanksgiving-no class</td>
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<td>Dec. 1</td>
<td>Informational books; Magazines</td>
<td>Text: Chapter 10</td>
<td>Summary sheet #19</td>
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<td>Dec. 8</td>
<td>Poetry; hand out final exam</td>
<td>Text: Chapter 4</td>
<td>Summary sheet #20</td>
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<tr>
<td>Dec. 15</td>
<td>No class!</td>
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<td>Final exam due by 8:30 p.m.</td>
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The Professor reserves the right to change the course calendar to accommodate guest speakers or unforeseen circumstances.

**Assignments & Grading**

**Reading Autobiography**
In a short essay (two to three pages, double spaced), 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 reading 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 titles you have read recently, and how you choose the books you read. Write about experiences that encouraged or discouraged you to read. Be as specific as possible.

**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. 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 choices, attempt to review books that have been published since 1990.

**Summary Sheet Outline**
1- ABC books
2- Counting books
3- Concept books
4-Patterned/Predictable books  
5-Wordless (or almost) picture books  
6-Picture story books  
7-Picture books for older readers  
8-Graphic novels  
9-Easy-to-read books  
10-Transitional books  
11-Traditional literature/Literary tales  
12-Classics  
13-Classic picture books  
14-Fantasy  
15-Realistic fiction  
16-Historical fiction  
17-Historical picture books  
18-Popular series  
20-Poetry  

**Group Discussion Sheets**  
Five books will be read for class discussion. These are referred to as required reading and you are required to write a brief response to each book and include 5 open-ended discussion questions about the reading.

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

Group discussion sheets are due for each class discussion book read by the date of the discussion.

**Group Discussion sheet outline**  
1-Picture book (group 1: Black and White/ Macauley ; group 2: Click, Clack Moo.../ Cronin; group 3: Lilly’s Purple Plastic Purse/Henkes ; group 4: Interrupting Chicken/ Stein ; group 5: City Dog, Country Frog/Willems)  
2-Easy reader (group 1: Frog & Toad; group 2: Henry & Mudge; group 3: Elephant & Piggie ; group 4: Mr. Putter & Tabby; group 5: Cowgirl Kate & Cocoa)  
3-Savvy  
4-Woods Runner  
5-Waiting for Normal

**Literature Program Presentations**  
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 and plan an informational unit targeted for a specific grade level (PK to 6th grade). The plan should include read alouds and/or book talks. Please include an annotated bibliography of the titles you select (about 10 of the best trade books available, can be a mix of
fiction and nonfiction). Make sure all of your titles are appropriate for the age group you have selected. Also include one relevant audiovisual item and website. I expect that you will have read the books you annotate. Do not use commercial annotations; these are to be your original work. Plan one activity that extends one of the books you choose; bring a model of any craft or activity that you would assign to your students.

**Author/Illustrator Study**
Become an expert on one author/illustrator. Prepare a 3-5 page guide on your author and e-mail it to me for distribution 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 and/or electronic) to find information on the author/illustrator (at least 3 with brief annotations), 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 the 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 should enhance your paper. If you need ideas or suggestions on which author/illustrator to highlight, please see me.

**Read Aloud**
Select a picture book to read aloud to the class that you think would appeal to a group of children. An ideal read aloud has large, clear illustrations. Please choose a book that does not exceed 10 minutes when read aloud with expression. Submit the title, author, illustrator, publication date and a brief explanation as to why you chose that particular title.

**Book Talk**
Select a novel 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 level 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.