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

LIS 510 401 Children’s Literature and Related Materials
Spring Semester
January 10 – May 2, 2013

Instructor
Becky B. Nelson
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or becky.nelson@franklin.kyschools.us
(school)

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

Class Information
• FACE-TO-FACE
• Thursdays; 5:30-8:30 pm
• Lucille Little Fine Arts Library
   Room 311
• Final Exam emailed to me May 2 by 8:30 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 and in support of the Common Core Standards.
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 commercials, 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 & Picture Books
Week 3....Kentucky Authors
Week 4.... Caldecott Medal Winners
Week 5.... Reading Aloud & Picture Books for Early Childhood
Week 6.... Censorship & Selection/ebooks/picture book apps
Week 7.... Realistic Fiction
Week 8.... Midterm & Fantasy Fiction
Week 9.....Literature for a Diverse Society
Week 10... No Class/Spring Break
Week 11...Storytelling
Week 12...Historical Fiction
Week 13...No Class
Week 14...Field Trip to Hearn Elementary/Book Commercials; Magazines and Journals
Week 15...Biography and Information Books/Research Sources
Week 16...Teacher Collaboration with School and Public Librarians
Week 17...Final Exam


Required Trade Books: Chasing Vermeer by Blue Balliett; 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 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

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<tr>
<th>LIS 510 STUDENT ASSESSMENT SHEET</th>
<th>Name</th>
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<tr>
<td>_________ 1. Reading Autobiography</td>
<td>5%</td>
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<tr>
<td>_________ 2. Web Search</td>
<td>5%</td>
</tr>
<tr>
<td>_________ 3. Picture Book Read Aloud</td>
<td>5%</td>
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<tr>
<td>_________ 4. Midterm</td>
<td>10%</td>
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<tr>
<td>_________ 5. Goodreads Book Postings</td>
<td>15%</td>
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*Each worth 1 point each except as stated:*
- 5 picture book types {1 pt.} [predictable, ABC, counting, concept, wordless], 5 picture storybooks {2 pts.}, 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 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* {2 pts}, multicultural {1 pt}, historical fiction book {1 pt}, 1 informational picture book or information book {1 pt}, |      |
| _________ Advanced preparation as group leader | 3%   |
| _________ Follow-up summary as group reporter | 2%   |
| _________ 7. Literature Unit 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:** _______
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

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<th>Undergrads:</th>
<th>Grads:</th>
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<tr>
<td>90% – 100% = A (Exceptional Achievement)</td>
<td>93--100</td>
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<tr>
<td>80% – 89% = B (High Achievement)</td>
<td>86--92</td>
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<tr>
<td>70% – 79% = C (Average Achievement)</td>
<td>79--85</td>
</tr>
<tr>
<td>60% – 69% = D (Below Average Achievement)</td>
<td>&lt;79</td>
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<tr>
<td>0% – 59% = E (Failing)</td>
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Lowest point total to be exempted from final after 90% of assignments completed:
Undergrads…83/90 points       Grads…86/90 points

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).
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 or reporter 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 (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 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 and Blackboard. 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:

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

**Blackboard** will be used in a limited way but students are expected to check the course Blackboard shell regularly for announcements. Group leader questions are to be posted there. All major course documents and links will be posted as will class agendas containing an overview of each class and assignments for the following week.

**Goodreads** [www.goodreads.com](http://www.goodreads.com) is social media site focusing on literature. Each student will make an account on, join the LIS510 group and post required literature reviews there.

**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.
LIS 510 COURSE CALENDAR  Spring 2013

January 10  Introductions/fill out Student Information Sheet; Overview of children’s literature/PowerPoint
Overview of semester. Discuss extra credit  (The Book Whisperer by Donalyn Miller/The McConnell Literature Conference/Jack Gantos visit), lit unit presentation and course calendar.
Assignment:  Text: Chapters 1 & 2, & 3: 3-51; prepare Reading Autobiography.

January 17  Discuss Literature Unit Presentations/sign up. Demonstrate Goodreads posts.
Discussion of picture books and picture books for older readers. Assign groups.
Meet and choose leaders/reporters. Let instructor 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: All the Water in the World by George Ella Lyon, Group 3: Thrill in the ‘Ville or 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.

Assignment: Choose a ©2012 picture book to present as your choice for the 2013 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.

January 28  The 2013 ALA Youth Media Awards Announced live from Seattle starting at 11:00 am (EST).
http://www.ala.org/news/mediapresscenter/presskits/youthmediaawards/alayouthmediaawards

January 31  Group discussion: This Book Should Have Won the Caldecott!
Picture Book Art PP. 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 7 Group Reading of Picture Book/Class presentation. Literature Unit Program Presentations. Discuss folktale variants/hand out charts & assignments. **Speaker on best books for Early Childhood.**

**Assignment:** Read Text: 114-129 Chapter 6, *Traditional literature*. Read folktale variants as assigned (see Blackboard)—no goodreads postings needed for folktale variants. Turn in folktale variant chart (Groups 1-3, 4-5) or Snow White questions and answers (Group 3).

February 14 Ebooks/Picture Book Apps. Censorship & Selection. Literature Unit Program Presentations. Turn in Folktale Charts.

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

February 21 Evaluating Children’s Literature: *Chasing Vermeer* and realistic fiction. Whole class discussion. Literature Unit Program Presentations. Discuss Midterm.

**Assignment:** Complete *The Miraculous Journey of Edward Tulane* /goodreads post. Prepare for midterm.


**Assignment:** Complete Goodreads posts for easy-to-read, classics (2), popular series, traditional. Read text: Chapter 11: 212-242, *Literature for a Diverse Society*. 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: International
- Group 4: Religious Cultures
- Group 5: Latino

March 1—Jack Gantos visit to Hearn Elementary. Attend for extra credit.

McConnell Literature Conference: March 2-3/Attend for extra credit!

https://ci.uky.edu/lis/mcconnell-conference-2013

February 25—March 8...Midterm Grade Posting Window Open Until Midnight

March 7 Group discussion: *multicultural & international literature*.

Storytelling Tips: Online storytelling presentation.

**Assignment:** Prepare a story to tell to your group/one member from each group will tell his/her story to whole class. Read text for tips—pp. 121-123. Post on goodreads -- Picture Book for Older Readers.

March 14th – Enjoy your Spring Break! No Class!
March 21  Historical Fiction PowerPoint. Literature Unit Program Presentations. Storytelling presentations in groups.
Assignment: Read text: 166-193, Chapter 9, Historical Fiction and Biography:
Read Group 1: The Watsons Go to Birmingham, 1963 by Christopher Paul Curtis.

March 28  Group Discussion: Historical Fiction. Literature Unit Program Presentations. Book Talks and Commercials Discussion.
Assignment: Post to goodreads for transitional, biography or biographical picture book (this will be for your Free Choice Reading). Prepare book talks. Complete and submit Author/Illustrator Info Guides or Topics for Further Exploration. Read handout from The Book Whisperer.

April 4  No Class! This will be a good time to catch up on assignments.

April 11  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. Book Talk/One member from each group gives talk to whole class.
Assignment 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 18 to be considered for exemption from the final. Late assignments will be accepted until April 25.

April 18  Group Discussion: Information Books. Discussion of Research Sources including databases. Literature Unit Program Presentations.
Assignment: None.

April 25 The Final…explained. 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: Prepare Final Take-Home Exam

May 2  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 17

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](http://www.goodreads.com)) on UK SLIS 510 Children's Lit Spring 2013 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 biography book. These are referred to as **free choice reading**. A posting on your account on [www.goodreads.com](http://www.goodreads.com) on our class club group [http://www.goodreads.com/group/show/88507-uk-lis-510-children-s-lit-spring-2013](http://www.goodreads.com/group/show/88507-uk-lis-510-children-s-lit-spring-2013) 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 7

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 11

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.

Note: Graduate students must choose from the Topics for Further Exploration.

Common Core Literature Unit Programs (worth 10 points)

This project requires both a written and a visual/oral presentation.

Using the Reading Standards for Literature K—5 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf, choose a grade level (K—5). Then choose a standard: RL 3 (characters), RL 6 (point of view), RL 7 (print vs illustrations or AV), OR RL 9 (comparing stories—you will need 2 books for this standard).

[DO NOT USE RL9 for second grade, Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.] We will be doing this when we discuss folktale variants.

You may want to use one book for your model and assign them a similar book—especially if using picture books. Choose a book of high literary merit that you will use with students in teaching that standard. You may use the examples provided in
Scholastic Classroom Books Correlated to the Common Core State Standards for English Language Arts
http://teacher.scholastic.com/products/classroombooks/commoncore/, but you may choose any title you feel will work well. Write up a plan for teaching this standard which includes: a picture of the book and brief summary (not commercial, but written by you) for the book/the lexiles http://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/ a way to introduce the books, e.g. book trailers, websites or video clips http://www.ket.org/encyclomedia (for login use LIS510 ; password is student) providing background information) and a model you will use with the students, demonstrating what you expect them to do. Create a Power Point Presentation/Prezi/wiki/blog or other way to visually present your standard and book to the class. The visual presentation will be 10 minutes maximum. Bring your book with you on the night of your presentation.

Book Discussion Sessions

On Jan 17, you will be assigned to a discussion group. You will meet in groups to share your reading. Preparation [for eight of those sessions] Jan 24, Feb 7 (read aloud), Feb 21 (this will be a whole class discussion), Feb 28, March 7, March 28, April 11 (book talk) and April 18 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 Feb 14 will be a chart to fill out for most undergraduates & a website to which to respond for graduates and Group 3. Folktale Variant Charts should be turned in as hard copy or as email attachment. Preparation for Jan 31, 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 2013.

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 post those questions on Blackboard before class. (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 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 21

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 Due: April 11**

Select a novel (not a picture book) 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 book must have been written in the last 10 years. Pick a target age or grade group between 2nd and 6th grade. You want to entice them to read the book without telling too much of the story or revealing the outcome. This is basically an advertisement for the book you’re presenting so be sure it’s one you love. The purpose is to motivate students to read this book.

**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. I will highlight each book that you have posted to Goodreads indicating that I have read and graded that post. If you feel something you have posted has not been highlighted in error, please let me know. 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.