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

Library Materials & Literature for Children
LIS610 – Fall 2011
August 24 – December 16, 2011

Instructor
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Office Hours
• By Appointment
• If you need to reach me or schedule an appointment, contact me via e-mail.

Class Information
• Online via Blackboard (Bb)
• Youthlitmatters Wiki

COURSE INFORMATION

Course Description
A survey and historical study of library materials and literature for children up to grade 6. Students will engage in extensive reading, and in the evaluation of books and some multimedia materials. Basic programming will be explored.

Course Objectives
• To become aware of and familiar with a wide variety of children’s books and materials.
• To develop competencies in the exploration and critical evaluation of materials for children.
• To learn to meet the personal and intellectual requirements and interests of individual children through selection of appropriate materials.
• To develop competencies in selecting and presenting books and stories for the purpose of motivating children to enjoy literature and to become lifelong readers.
• To develop an understanding of the potential uses of children’s books in public and school library programming.
• To develop an awareness of multimedia materials and how they can promote literacy and encourage reading.
• To become familiar with selection aids and other sources of information about children’s books.
Course Overview
To complete this course, students will read a wide variety of children’s literature from all genres, and experience media related to the literature. Students will complete an extensive reading journal based upon the literature read. Students will create and conduct story time and book talk sessions.

Course Outline
1. A History of & an Introduction to Children & Their Literature (August 24–September 3)
2. The Evaluation & Selection of Materials for Children (September 4–September 17)
3. Picture Books (September 18–October 1)
4. Traditional Tales & Poetry (October 2–October 15)
5. Contemporary Realistic Fiction (October 16–October 29)
6. Historical Fiction (October 30–November 12)
7. Fantasy & Science Fiction (November 13–November 26)
8. Informational Books & Biographies (November 27–December 10)

Required Reading

See the Youthlitmatters Wiki for the complete course Reading List.

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.

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.

**STUDENT EVALUATION**

**Grading Parameters**
- Participation – 35% (200 points)
- Reading Autobiography – 5%
- Illustrator Guide – 10%
- Midterm Paper – 10%
- Story Time Project – 20%
- Book Talk Project – 20%

**Grading Rubric** (See Submission of Course Assignments for details.)
- Files with incorrect naming scheme: -5 points
- Projects submitted without student’s name and course information: -5 points
- Work with more than 4 spelling or major grammatical errors: -10 points minimum
- Unexcused late work will NOT be accepted unless authorized before the due date.
- Incomplete or missing citations (this includes proper in-text citations): -10 points
- Deductions for assignments that do not meet the minimum requirements will vary.

**Grading Scale**
- 90% – 100% = A (Exceptional)
- 80% – 89% = B (High)
- 70% – 79% = C (Average)
- 0% – 69% = E (Failing)

Please note that grades will not appear in your My Grades area in Blackboard until grades for each assignment or exam are final for everyone.

**Participation**
Class participation is an important component of your grade for this class. The due dates for required discussion posts will be posted in the appropriate Blackboard forums. Credit will not be given for late responses. To receive credit for discussion posts you must use proper English and punctuation. Your discussion posts must be substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with the author” is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work.

Please note that discussion questions will be posted in the graded discussion forum when the module opens. It is the student’s responsibility to use the Subscribe feature for each discussion forum and to monitor e-mail and/or the discussion board for new questions and posts.

**Absences/Attendance**
Although this is an online course, regular attendance is expected. This means that you should be logging into the class on a regular basis, at least every 3 days is a good
Guideline (everyday for summer courses). Blackboard allows for tracking of student performance. If you are not logging in to read the discussion forums, other posted readings, and submitting assignments on time, your participation grade will be adversely affected.

Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask questions. It is the student’s responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

Submission of Course Assignments
IMPORTANT: Unless otherwise indicated, all assignments are to be submitted electronically via Blackboard by 9:00 AM on the date indicated on the course schedule.

The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). APA (6th edition) formatting is required for citations. Detailed expectations will be provided in Blackboard.

Unless otherwise indicated, if you send me an assignment electronically it must be submitted as Word (or comparable) document. While documents with .doc or .docx extensions are preferred, .rtf and .txt are also acceptable. Microsoft Office products are free for students. Click https://iweb.uky.edu/MSDownload/ to download. All documents must be written in either 12-point Times New Roman or 12-point Arial (other similar fonts are acceptable) with 1-inch margins. Please use single-line spacing unless otherwise indicated. Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical, and to use the AutoCorrect feature to assist you (e.g., I have it set so that if I type lit, the word “literature” results). Please proof your work and ask someone else to as well.

Full names and course information must be included on the first page of all documents submitted for course credit. Please include your last name and page numbers on all subsequent pages. If you are submitting your assignments electronically, please use the following naming scheme for your files LastnameFirstInitial_DueDate (month and day only). For example, JohnsonT_0619.doc or SmithB_0705.doc. Incorrectly named files will lower your grade.

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Late Work
It is expected that you will submit course assignments on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, let Dr. Reynolds know before the due date. Late assignments will not be accepted without prior approval.

ACADEMIC STANDARDS

Academic Integrity
All of your work for this class is expected to be 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/Plagiarism.pdf
http://www.uky.edu/StudentAffairs/Code/part2.html (section 6.3.1)

Disability Accommodation
Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.

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

Distance Learning Students (for the purpose of this online course, this means all students) are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. For both Windows and Mac users, Mozilla Firefox 3.6.17 is browser/version currently recommended by UK’s Blackboard administrators.

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. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response. I will generally respond
within a few hours, but longer wait times are possible. 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.

Information on Distance Learning Library Services
http://www.uky.edu/Libraries/DLLS
• Carla Cantagallo, DL Librarian
• Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
• Email: dllservice@email.uky.edu
• DL Interlibrary Loan Service:

COURSE SCHEDULE
(Subject to change)

<table>
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<th>MODULES</th>
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| Module A: A History of & an Introduction to Children & Their Literature  
• READ TEC Chapters 1 & 2; Caldecotts 1940-1989 as indicated on the course wiki. | August 24–September 3 |
| Module B: The Evaluation & Selection of Materials  
• READ TEC Chapter 3; Caldecotts 1990-2009 as indicated on the course wiki. | September 4–September 17 |
| Module C: Picture Books  
• READ TEC Chapters 4 & 5; Caldecotts 2010-2011 as indicated on the course wiki. | September 18–October 1 |
| Module D: Traditional Tales & Poetry  
• READ TEC Chapters 6 & 8 | October 2–October 15 |
| Module E: Realistic Fiction  
• READ TEC Chapter 9 | October 16–October 29 |
| Module F: Historical Fiction  
• READ TEC Chapters 10 | October 30–November 12 |
| Module G: Fantasy & Science Fiction  
• READ TEC Chapter 7 | November 13–November 26 |
| Module H: Informational Books & Biographies  
• READ TEC Chapters 11 & 12 | November 27–December 10 |
COURSE DISCUSSION

Discussion questions will be posted on the first day of each module period. In order to facilitate discussion, students should have read all of the required readings prior to the module opening date, and utilize the text readings and the youth literature to respond to the questions. Each question is worth 25 points. Please see the instructions in Blackboard for complete discussion requirements. Discussion grades will be posted after the completion of each module. Failure to fully participate will dramatically impact the final course grade.

COURSE PROJECTS

Notes for projects: While you may choose to include materials that are not contemporary for your story time and book talk projects, please avoid using out-of print or dated materials that are not readily available. Check Worldcat.org and Amazon.com for availability.

Reading Autobiography Paper
Due September 8

In a short essay, write about your history as a reader. Discuss the following:
• What is the first story you remember having read to you?
• Were you were read to as a child and by who?
• What books you remember (from elementary, middle, high school) and what do you remember about them?
• What do you remember about learning to read?
• What is the first book you read on your own?
• Was anyone important in developing your attitude toward reading? How did that person influence your current reading habits?
• How did you choose the books you read for pleasure?
• Did these experiences impact your decision to become a librarian?

Write about experiences that encouraged/discouraged you to read. Be as specific as possible. See the syllabus for formatting guidelines. There is not a specific length requirement for this assignment. Everyone's experiences will be different. If you need something to aim for, consider 1,000 words a good minimum.

Illustrator Guide
Due September 29

Prepare a program guide for an illustrator. In some instances, the person you have as an illustrator may also author books, but you will focus on the illustrator side of his/her work. You may do a brochure format (double-fold or tri-fold) or a simple handout sheet, but be creative. Word has brochure templates you can use (please do NOT submit pdfs or Microsoft Publisher files). A sample guide is available in Blackboard.

- About the Illustrator (basic biographical information)
- Books published (for those illustrators who also have published for older children or adults, stick with their work for 0-12 year olds)
- Literature Awards (key awards related to children’s literature - such as the Caldecott for ages 0-12)
- Web Links for Further Research (we will discuss Web site evaluation in class)
- Graphics (such as book cover art, but do not make this the focal point of your program)
- References (you must include the references for the data you provide)

Evaluation: Completeness of guide and understanding of the illustrator’s work.
Learning Outcomes: Greater knowledge of children’s illustrators and knowledge of how to prepare informational guides.

Midterm Paper: Fairy Tale Analysis
Due October 20

For your midterm paper, you will compare and contrast 3 versions (or variations – this may include fractured fairy tales) of one of the following. You should try to use titles representing at least two decades (e.g., Peter Spiers’ Noah’s Ark from the 1970s with two other more recent versions). Keep in mind that some versions will not have the standard title. For example, Bubba, the Cowboy Prince is an acceptable Cinderella story. Although this is primarily a subjective paper, you should use the textbook and other sources to support your assertions. In other words, don’t make a statement about how popular a book is with kids if you can’t justify it. You may include one title from the required reading list (e.g., if you choose to do Little Red Riding Hood books, Lon Po Po may be used for one of your selections). A list of questions to consider will be posted in Blackboard. The paper is to be 1,200 to 1,500 words (plus references).

- Cinderella
- The Lion and the Mouse
- Little Red Riding Hood
- Rapunzel
- The Three Little Pigs

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Evaluation Criteria: The appropriateness of your statements comparing and contrasting each title, and justification of those statements.

Learning Outcomes: To develop a greater understanding of the different versions and variations of classic children’s stories and their appropriateness across the ages.

Story Time Program
Due November 10

Choose an age group and a theme to prepare a story time program. After you have completed your program, you will submit the entire program (i.e., what you did including any songs, etc., bibliography of sources used including explanations, list of any references used, and your summary of the experience; if you wrote your own poem, please include the text) as one Word document to the assignment dropbox. Use your imagination, but be sure everything is age appropriate and that you have approval from your host. You will be providing your host with the link brief evaluation to complete, so be sure he or she is willing to do that. Your program will include:

• 3-5 books depending upon the age group. Include a brief synopsis (in your own words) of each book, as well as why you chose it.
• A poem and/or a song. The song will be best for younger kids along with a very short poem. For older kids, two poems might be more appropriate. Your theme will help drive your selections. Include the words and source for each. You may write your own if you choose.
• An activity for the kids to do. For younger kids, this might be coloring or making something. For older kids, this could be scavenger hunt or a discussion group.
• Provide proper citations for all titles.
• Locate a venue (e.g., school, public library, daycare, after-school program, etc.). If you already work in a library, it is preferable that you find another venue for this assignment. If you do use your work environment, you will need a librarian/teacher observer to complete your evaluation. Please note: You may not simply get together a group of neighborhood kids to complete this assignment. You must have a more formal setting. A group of home-schooled kids is permissible with Dr. Reynolds’ approval.
• Get approval from your host and set a date. Do this early!

I have a growing database of librarians around the state who are happy to host you for story times and book talks. Complete information will be provided in Blackboard.

Evaluation Criteria: The completeness of your program and its age appropriateness. While your grade is not based on your host's evaluation, it must be received to earn full points.

Learning Outcomes: An understanding of basic literature-focused programs and how to plan for them. A successful program is one in which you come away understanding what did and did not work.

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Book Talk Program
Due December 8

You will be preparing a book talk for the grade(s) of your choice between 3rd and 6th grade. You will submit all of your documents to the dropbox after you have completed the book talk. You may submit multiple documents, but all must be submitted at the same time and be either a PDF or a Word document. For your book talk you will:

- Choose 3-4 chapter books by at least 2 authors. Please note that a book talk is not the same as a book discussion. Your goal is to hook your audience into reading the books you present to them, so you want to try to choose books they have not read.
- Choose a theme for your book talk. (Theme suggestions will be provided in class.)
- Locate a venue (e.g., school, after-school program, etc.). If you already work in a library, it is preferable that you find another venue for this assignment. If you do use your work environment, you will need a librarian/teacher observer to complete your evaluation. A link to a database of available hosts will be available when the course begins.
- Get approval from your host and set a date. Do this early! Please note: You may not simply get together a group of neighborhood kids to complete this assignment. You must have a more formal setting. A group of home-schooled kids is permissible with Dr. Reynolds’ approval.
- Prepare a guide with brief bios of your authors.
- Prepare an annotated bibliography of the books you book talk.
- Be prepared to answer questions about each book.
- Prepare an activity such as a word puzzle or something interactive that the kids can do in groups.

Use your imaginations, but be sure that everything is age appropriate and that you have approval from your host. You will be providing your host with a brief evaluation, so be sure he or she is willing to do that.

I have a growing database of librarians around the state who are happy to host you for story times and book talks. Complete information will be provided in Blackboard.

**Evaluation Criteria:** The completeness of your program and its age appropriateness. While your grade is not based on your host's evaluation, it must be received to earn full points.

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