Course Syllabus

Instructor
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Virtual Office Hours
• By Appointment; please email me to schedule an appointment.

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

Course Description
A survey of children’s literature, traditional and modern. Reading and evaluation of books and 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
• To become aware of, and familiar with, a wide variety of authors, illustrators, and books in the field of children’s literature.
• 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 for using children’s literature across the school curriculum.
• To become familiar with basic selection aids and other sources of information about children’s trade books.

Required Reading

✓ The required children’s literature reading list is available online at http://bit.ly/LIS51013.
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
- Class Participation – 30%
- Illustrator Guide – 10%
- Fairy Tale Paper – 15%
- Module Quizzes (8) – 20%
- Story Time Project – 10%
- Bibliocognition Collection: Group Project – 15%

Grading Guidelines
(See Submission of Course Assignments for details.)
- Submissions with incorrect file-naming scheme: -2 minimum (progressive)
- Spelling errors: -2 per occurrence over two; Names/proper nouns (e.g., authors) -5
- Grammar and punctuation: Excessive (>1 occurrence per 100 words) misuse of punctuation and improper grammar will result in an automatic C (75) and referral to the UK Writing Center. Please proof your work!
- Late work will only be accepted with the prior consent of the instructor
- Incomplete or missing citations: -2 points minimum each
- Concise and clear writing is expected. All work will be graded comparatively, including evidence of effort, research, clarity of thought, creativity, and when appropriate, design and awareness of the intended audience.

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

Participation/Attendance
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.

Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response, generally within a few hours during normal business hours. Please include the course number in the subject line. 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.

Formatting & Submission of Course Projects
IMPORTANT: Unless otherwise indicated, all projects are to be submitted electronically via Blackboard by the End of the Day (i.e., 11:59 pm in the student’s time zone) on the date indicated (see project instructions and the course calendar for due dates). All projects must be submitted via each project’s dropbox. Projects are not to be submitted via email. If you need to resubmit a project (prior to the due only), please email me to have the dropbox reset.

The use of proper English is expected at all times. This includes discussion posts. 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/). You may use any formatting style (e.g., APA, MLA, Turabian) that you like, but please be consistent.

Unless otherwise indicated, all documents must be submitted as a 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. MS Publisher files are not accepted. 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 only single-line spacing unless otherwise indicated. All projects must have a unique title that specifically
describes your work and not the project name. Please see the Document Template posted in Bb.

Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of the 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). Proof your work and ask someone else to as well. Please show respect for yourself, the profession and for me by turning in quality work that demonstrates commitment to serving your future communities with excellence and care.

Full names and course information must be included on the first page of all documents (no cover page, please). Please include your last name and page numbers in the footer on all subsequent pages.

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 are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Please see the online guide to supported operating systems and browsers: http://bit.ly/TDkqwy. 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.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/ukit/techtips/students; 859-257-1300

Information on Distance Learning Library Services
http://www.uky.edu/Libraries/DLLS
• Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
• Local phone number: 859-257–0500, x2171; Out of area: 800-828–0439 (option #6)
• DL Interlibrary Loan Service: http://libraries.uky.edu/DLLS

COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about youth literature and serving them and the adults in their lives without discussing the issues. In addition, it is not possible for me to adequately assess your comprehension of the course materials solely based on your submitted assignments. We will use the discussions to help to prepare you to complete your projects and to share the results of your work. While a rubric will be provided in Blackboard, a set number of posts are not part of the requirement. This course is fast paced and the workload is heavy. Expectations are high, but it is not a numbers game. You will receive a letter grade for participation at the end of the semester. Those who receive an “A” will have regularly participated in the discussion with thoughtful, well-written posts that reflect learning. Posts must indicate comprehension of course readings.
# COURSE READING/DISCUSSION SCHEDULE

Please see Course Projects section for assignment due dates.

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<tr>
<th>MODULE/DATES</th>
<th>ITEM/ASSIGNMENT</th>
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| Module 1: Introduction/Traditional Literature  
June 6 – June 12 | • Discussion: Reading Retrospectives, Traditional Lit  
• Read: Textbook Part I, Chapters 1-3; Part II, Chapter 6  
• Read: Children’s Literature listed on [youthlitmatters](#) wiki  
• Quiz: June 12 |
| Module 2: Picture Books/Poetry  
June 13 – June 19  
Project Due: June 19 | • Discussion: Picture Books, Caldecott Award, Poetry  
• Read: Part II, Chapters 1-5  
• Read: Children’s Literature listed on [youthlitmatters](#) wiki  
• Quiz: June 19 |
| Module 3: Realistic Fiction  
June 20 – June 26 | • Discussion: Realistic Fiction, Bibliocognition  
• Read: Part II, Chapter 8  
• Read: Children’s Literature listed on [youthlitmatters](#) wiki  
• Watch: Module 3 videos posted in Bb  
• Quiz: June 26 |
| Module 4: Historical Fiction/Bios  
June 27 – July 3  
Project Due: July 3 | • Discussion: Historical Fiction, Bios, Biographical Fiction  
• Read: Part II, Chapter 9  
• Read: Children’s Literature listed on [youthlitmatters](#) wiki  
• Watch: Module 4 videos posted in Bb  
• Quiz: July 3 |
| Module 5: Diverse Literature  
July 4 – July 10 | • Discussion: Diversity Literature, Cultural Authenticity  
• Read: Part II, Chapter 11  
• Read: Children's Literature listed on [youthlitmatters](#) wiki  
• Watch: Module 5 videos posted in Bb  
• Quiz: July 10 |
| Module 6: Modern Fantasy  
July 11 – July 17  
Project Due: July 17 | • Discussion: Fantasy, Science Fiction, Mysteries  
• Read: Part II, Chapter 7  
• Read: Children’s Literature listed on [youthlitmatters](#) wiki  
• Watch: Module 6 videos posted in Bb  
• Quiz: July 17 |
| Module 7: Informational Books  
July 18 – July 24 | • Discussion: Information Resources, Reference Books  
• Read: Part II, Chapter 10  
• Read: Children’s Literature listed on [youthlitmatters](#) wiki  
• Watch: Module 7 videos posted in Bb  
• Quiz: July 24 |
| Module 8: Implementation  
July 25 – July 31  
Project Due: July 31 | • Discussion: Bringing It All Together  
• Read: Part III, Chapters 12-13  
• Quiz: July 31 |
COURSE PROJECTS

Illustrator Guide
Due June 19

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. Your guide needs to be a tri-fold brochure. Word has brochure templates you can use (please do NOT submit Microsoft Publisher files; if you use Publisher, you will need to save it as a PDF before submitting). 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 (make sure to use quality sites)
• Graphics (such as book jackets, but do not make this the focal point of your guide)
• References (you must include the references for the information 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.

Fairy Tale Analysis Paper
Due July 3

For this paper, you will compare and contrast 2 versions (or variations – this may include fractured fairy tales) of one of the fairy tales listed below. You should try to use titles representing different decades: e.g., Jon Scieszka’s The True Story of the Three Little Pigs (1996) and Mark Teague’s The Three Little Pigs and the Somewhat Bad Wolf (2013). Keep in mind that some versions will not have the standard title. For example, Bubba, the Cowboy Prince is an acceptable Cinderella story. You need to use the course textbook 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. This paper is to be 800 to 1,000 words (plus references).

• Cinderella
• The Three Little Pigs
• Rapunzel
• Little Red Riding Hood

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 Project
Due July 17

The steps to setup your program are as follows:

Choose what age group for which to prepare your program from toddlers up to 2nd grade and decide on a theme, such as baby animals, summer fun, seasons, friendship, families. Please explain why you chose your theme and made each selection. Submit your project as a Word document. You will also record yourself reading one of your 5 selected titles. You will record your reading and post it to your discussion group. A video submission is preferred (the software is available in Blackboard); however, if you do not have access to a webcam, with instructor approval, you may submit an audio recording (mp3).

Your program should include:
1. Three to five books depending upon the age group selected.
2. Songs and poems: The song(s) will be best for younger kids along with a very short poem. To help younger children get the wiggles out, you will need to have an active song to start your program and intersperse them throughout your program. For older kids, two poems might be more appropriate. Your theme will help drive your selections.
3. 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.

Evaluation Criteria: The completeness and age appropriateness of your program, and the quality and creativity of your recording.
Learning Outcomes: An understanding of basic literature-focused programs and how to plan for them.

Bibliocognition Collection: Group Project
Due July 31

For this project, you will be given provided with a survey to select the topics (e.g., death and grief, pet loss, disability, illness, divorce, body image, bullying, friendship) you are interested in focusing on for your project. The books in this collection are intended to be used as a classroom collection. Group size will not be more 3-4 people, so not everyone will get her/his first choice. The books are to be appropriate for a specific age group, which each group will decide.

Each group will work together to create a document (you can collaborate using Google Docs) that will include an introduction to your topic and an annotated bibliography that includes 10 books (7 fiction, 2 non-fiction). Each annotation needs to include an description of each book (in your own words) and justification for including the book in
your bibliography. Each annotation must include a full citation for each book. You may use any citation format that you like (e.g., APA, MLA, Turabian), but be consistent.

**How to Prepare an Annotated Bibliography**
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

**Evaluation Criteria**: The completeness and appropriateness of your collection, and group work cooperation.

**Learning Outcomes**: An understanding of creating a classroom collection that fills a bibliocognitive need for children.