

UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

CHILDREN'S LITERATURE & RELATED MATERIALS

DELIVERED ONLINE VIA CANVAS

LIS510.201 – SPRING 2019

JANUARY 9 – MAY 3, 2019

****Course Syllabus****

Course Instructor

Sarah Flood, MLS

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Canvas messaging is preferred over regular UK email)

Course Coordinator

Dr. Stephanie Reynolds

Dr. Reynolds's [Website](#)

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 five.

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.

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 a group classroom project, quizzes, and other course work to prepare them for engaging young people in the classroom.

Course Outline

- Understanding the Read-Aloud Experience
- Engaging Children with Award-Winning Literature
- Inspiring a Love for Books
- Great Books to Read Aloud
- The History of Children's Literature
- Picture Books & Illustrators
- Poetry & Traditional Literature
- Fantasy & Mystery
- Realistic Fiction
- Historical Fiction & Biographies
- Informational Books (Nonfiction)
- Literature for a Diverse Society

Required Texts

- Short, K.G. (2017). *Essentials of children's literature, 9th edition*. New York: Pearsons. [9th Edition only, please] (Referred to in class as Essentials.)
- Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature: From poets and pop-ups to princesses and porridge*. Tampa: Scholar Commons, University of South Florida. [this is a free, open-access textbook] (Referred to in course materials as Schneider.)
- Trelease, J. (2013). *The read-aloud handbook, 7th edition*. New York: Penguin. [7th Edition only, please] (Referred to in class as Trelease.)
- **Children's Literature Reading List:** See the course page on the Youthlitmatters [website](#).

STUDENT EVALUATION

Assignments for Student Evaluation (200 points total)

- **Participation (weekly small group discussion):** 50% of total course grade
 - **Book Evaluations:** 10 books; 6 points each; 60 points total
 - **General Discussion:** Introduction + 14 sessions; 5 points each; 75 points total
- **Course Projects (details will be provided in Canvas):** 50% of total course grade
 - **Course Orientation:** 5 points; Instructions in Orientation Video **Due** January 14th
 - **Story Time Evaluation:** 15 points; **Due** February 4th
 - **Story Time Lesson Plan:** 20 points; **Due** March 4th
 - Peer Reviews: 5 points; **Due** March 20th
 - Revision: 5 points; **Due** April 1st
 - **Read-Aloud Video:** 15 points; **Due** April 22nd

Grading Scale

Percentage	Final Grade
90% and above	A
80% – 89%	B
70% – 79%	C
60% – 69%	D
0% – 59%	E

Grading Guidelines

- I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must communicate with me within one week (7 days) of receiving the grade.
- Once that one-week period has passed, the grade will not be changed under any circumstances. When you communicate with me regarding a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.
- Grades will not be rounded up at the end of the semester, so please do not ask me to do so. If you earned a 79.5%, then you have a “C” in the course. You should consider this course as you would a job. If you are late for work, you will lose your job. If you do poorly on a work project, you will not be allowed to redo it. Decide what grade you want to earn and create a plan to make it happen - NOW.

COURSE EXPECTATIONS

Participation

Participation in the Graded Discussion Boards is an important component of your grade and requires regular engagement in each session’s discussion. Please see Discussion Board Guidelines under Course Participation on **Page 7** below for complete instructions. The Guidelines are also provided in Canvas. Your discussion posts must be substantive and thoughtful, but not essays. I encourage you to complete your discussion posts in Word (or other application) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work. Late work will not be accepted without prior approval.

Communication with Professor Flood

Check the syllabus, Then check with me

Before e-mailing me, please follow these steps:

1. Consult the class schedule and/or syllabus.
2. Check Canvas.
3. Then check with me.

I am always glad to answer questions and try to reply as promptly as possible, but you may find the answer quicker by doing the first two steps.

For questions that do not pertain to the class at large, please use Canvas email to communicate with me. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student’s responsibility to be certain that all course communications (e.g., Announcements, Discussion posts, and e-mails) are read in a timely

manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead!

Additionally, use your emails and other correspondence as an opportunity to practice good communication skills! All correspondence must include an appropriate greeting (e.g., “Hello, Professor Flood), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible.

Submission of Course Projects

IMPORTANT: All work is to be submitted electronically via Canvas by **11:59 PM ET** on the dates as indicated on the Course Schedule (see the Youthlitmatters [website](#) and Canvas). Projects are **not** accepted via email or by Canvas messaging. You must submit them in the appropriate place to help with grading and in some cases to allow your classmates access to you work. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Microsoft Office and other software is available for free download. Please see <https://download.uky.edu/> and <http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx>.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (<http://www.uky.edu/AS/English/wc/>). Proper citations/references are always required; this includes picture books, novels, and other materials. APA (6th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited). Please proof your work and ask someone else to as well.

Late Work

It is expected that you will submit course work 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, you need to let me know at least 3 days *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval. For an excused absence, you must contact me the day of the sickness or incident. An unexcused absence would be if you did not contact me prior to the assignment’s or discussion board’s due date and you would not receive any credit for that assignment or discussion board.** If you are consistently late, you may be advised to withdraw from class.

ACADEMIC STANDARDS

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses.

The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* states that 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 the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism. (<http://www.uky.edu/StudentAffairs/Code/part2.html>)

Disability Accommodation

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with 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

Absences

This section is from the updated Senate Rules.

1. Excused Absences: If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online courses, as defined in 5.2.4.1.A), the student shall have the right to receive a "W", or the Instructor of Record may award an "I" for the course if the student declines to receive a "W" [US: 2/9/1987; SREC: 11/20/1987; US: 2/8/2016].

2. Unexcused Absences: The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus. If a policy is not stated in the course syllabus or the policy does not allow for a penalty to the student, the Instructor of Record shall not penalize the student for any unexcused absences. [US: 2/8/2016]

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 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).

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/IL>

UK ACADEMIC RESOURCES FOR STUDENT ASSISTANCE

Presentation U! Peer Tutoring

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit <http://www.uky.edu/presentationU/> for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit <http://www.uky.edu/presentationU/academic-coaching> to view our drop-in schedule or make an appointment. For questions about Presentation U! services, please contact Rachael Deel at Rachael.deel@uky.edu.

The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: [The Study South](#) and [The Study North](#). And this year, The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects we tutor and the full schedule, as well as more information about the other services: <http://www.uky.edu/AE>. Summer hours may vary; please check the website.

COURSE PARTICIPATION

Course Schedule

Please see the Youthlitmatters [website](#) and the course homepage in Canvas.

Participation Guidelines

Class participation is a key part of learning in this course and is 50% of your final course grade. Keep in mind that in an online class, group discussion takes the place of the face-to-face class meeting. Face-to-face classes meet two and half hours per week; thus, you should expect to spend the same amount of time participating in the online discussion, coming to the discussion prepared just as you would come to class prepared by having completed the reading of all course material required for each session on the day the session begins.

For each session, there are general discussion questions (you will have these ahead of time), which may include short assignments, as well as book evaluations to complete for certain sessions. General Discussion takes place in 6-day intervals. Your responses to these questions and book evaluations (you will have a template to follow for those) must be substantive and thoughtful but they are not to be essays. Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas. Book Evaluation Discussion happens periodically throughout the semester (see the Course Information & Schedule page in Canvas for details).

Each session's general discussion is worth 5 points. Book evaluations are worth 6 points (10 books total=60 points). Poorly written posts (e.g., proper grammar, punctuation, and spelling) will not earn credit. Partial credit will not generally be given. Please do not think that each point

is not important — a 4 is equivalent to 80%. Please see the rubrics in Canvas for more detail.

Evaluation Criteria for General Discussion: Completeness and thoughtfulness of responses which demonstrate respect for other points of view, and evidence of comprehension of the textbooks and other readings. Engagement with the course material, other students, and the instructor.

Learning Outcomes for General Discussion: To gain an understanding of literature for children and the world in which they live. To recognize how literature can support and enlighten children, that literacy is about much more than the ability to read, and how teachers can foster a true love for reading.