

**University of Kentucky
School of Information Science (SIS)**

**LIS 510 401 Children's Literature and Related Materials
Spring 2018
January 10 – April 25**

Instructor

Becky B. Nelson
MSLS, Rank 1; Library Media Specialist
112 Canvasback Court
Georgetown, KY 40324
859.552.7128 mobile
Becky.nelson@uky.edu
Twitter: @beckyuknelson

Class Information

- FACE-TO-FACE
- Wednesdays; 5:30—8:30 pm
- Lucille Little Learning Center/Art Library (LCLI) Room 311
- Final Exam posted to Canvas April 25 by 8:30 pm.

Office Hours

By appointment
Preferred method of contact:
Canvas email or text

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 five.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Recognize a wide variety of authors, illustrators, and books in the field of children's literature from early childhood through elementary school.
2. Critically evaluate literary materials for children.
3. Select appropriate literary materials that meet the personal and intellectual requirements and interests of individual children.
4. Demonstrate the ability to select and present books and stories for the purpose of motivating children to enjoy literature and to become lifelong readers.
5. Prepare an instructional plan to use children's literature in support of the Common Core State Standards.
6. Select supporting web resources when using children's trade books for student instruction across the school curriculum.

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, guest speakers, a midterm and a final exam.

Course Outline

Week 1....Overview of course

Week 2....Celebrity Authors

Week 3.... Evaluation of Picture Books, Poetry

Week 4.... Kentucky Authors

Week 5... .Postmodern Literature, Books in nonprint formats, Graphic novels, Picture Books for Early Childhood

Week 6.... Censorship and Selection

Week 7... Youth Media Awards

Week 8.... Fantasy Fiction

Week 9.... Realistic Fiction, Midterm Exam

Week 10...No Class! Enjoy Your Spring Break

Week 11...Diversity in Children's Books

Week 12...Historical Fiction & Storytelling

Week 13...Text Complexity

Week 14...Book Talks

Week 15...Biography and Information Books, Teacher Collaboration with Public Librarians

Week 16... No Class. Post Final Exam

Required Textbook: Digital text is *The Inside, Outside, and Upside Downs of Children's Literature*; download from

http://scholarcommons.usf.edu/childrens_lit_textbook/

Easiest to access with Adobe Acrobat Reader

Required Trade Books: *Wonder* by R. J. Palacio;

The Girl Who Drank the Moon by Kelly Barnhill; *Paper Wishes* by Lois Sephaban;

Wally Doesn't Want a Haircut by Amanda Driscoll; *Perfect Timing* by Patsi Trollingier;

Lift Your Light a Little Higher by Heather Henson.

Recommended Text Books: Short, Lynch-Brown & Tomlinson. *Essentials of Children's Literature*/9th ed. Pearson, 2018. ISBN-9780134532592

The Read Aloud Handbook by Jim Trelease. 7th edition. Penguin, 2013.

ISBN 978-0-14-312160-2

Required Web Group: Create an account @ www.goodreads.com and request to join the UK 510 Children's Lit Spring 2018 group.

<https://www.goodreads.com/group/show/416402-uk-lis-children-s-lit-spring-2018>

This is where you will post book reviews for all the books you read for this course.

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-5 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 ASSESSMENT SHEET

Grading Parameters

LIS 510 STUDENT ASSESSMENT SHEET

Name _____

- _____ 1. Reading Autobiography & Principal Joey Blog Reflection **5%**
- _____ 2. Web Search **5%**
- _____ 3. Picture Book Read Aloud **3%**
- _____ 4. Midterm **10%**
- _____ 5. **Free Choice Reading** *Goodreads* Book Postings **13% ; 19 postings**
Most worth 1 point each
1 poetry book, 1 verse novel, 5 picture book types **{2 pts.}** [pattern/predictable, ABC, counting, concept, wordless], 5 picture storybooks **{2 pts.}**, 1 graphic novel, 1 easy reader, 1 traditional book, 1 picture book for older readers, 1 classic or classic picture book, 1 popular series, 1 transitional reader.
- _____ 6. **Required Reading** for Small Group Book Discussion Sessions **17%**
_____ *Goodreads* postings prepared in advance for book discussions:
KY Author picture books (3) {2 pts}, Caldecott {1 pt.}, *Wonder* {2 pts}, *The Girl Who Drank the Moon* {2 pts}, folktale form {1 pt} (not posted but compared on chart), multicultural {1 pt}, *Paper Wishes* {1 pt}, 1 informational/1 biography book {2 pts}, **12%**
_____ Advanced preparation as group leader **3%**
_____ Follow-up summary as group reporter **2%**
- _____ 7. Literature Lesson Write-Up & Presentation **10%**
- _____ 8. Text Complexity Project **5%**
- _____ 9. Author/Illustrator Guide OR Topics for Further Exploration **10%**
- _____ 10. The Mysteries of Harris Burdick Reflection **5%**
- _____ 11. Book Talk **3%**
- _____ 12. Class Participation **4%** (1 point each for whole class participation, 1 point for intellectual initiative, 2 points for attendance).
- _____ 13. 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.

Grade Point Scale for Undergraduates

90% – 100% = **A (Exceptional Achievement)**

80% – 89% = **B (High Achievement)**

70% – 79% = **C (Average Achievement)**

60% – 69% = **D (Below Average Achievement)**

Below 60% = **E (Failing)**

Grade Point Scale for Graduates

90-100% = **A**

80 – 89% = **B**

70 – 79% = **C**

Below 70% = **E**

Mid-term Grade (for undergrads in 500-level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar and on the Course Calendar (<http://www.uky.edu/registrar/calendar>).

Participation (worth 4 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/mobile devices** 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 4 points include: attendance (2), oral participation, whole class (1) intellectual initiative (1).

Absences/Attendance

This class is a community whose success depends on everyone's participation, and it is vital for you to attend class in order to be successful. Attendance will be taken at the beginning of class. If you miss this, it is your responsibility to let me know you arrived late.

If you are absent on a day when an assignment is due, you will be allowed to hand in or make up that work only if the absence is officially excused. You will be asked to provide official written documentation for excused absences the next time you are in class in order for your absence to be excused. If you know ahead of time that you will be absent from class with an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made prior to such absences. For any emergency situation that arises, email your instructor as soon as you know about the situation when possible. No make-up work is available for in-class exercises or quizzes unless approved in advance by your instructor. Students have one week to complete a missed assignment or quiz due to an excused absence upon their return without penalty.

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.

Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Withdrawal from the Course:

If a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87]

Incompletes:

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances.

http://www.uky.edu/Ombud/ForFaculty_EnrollmentGrades.php

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

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 posted on Canvas (preferred), sent as email attachments, 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 Canvas email. 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 or you will receive no credit for that role.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
<https://ci.uky.edu/sis/sites/default/files/policies.pdf>

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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

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. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

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: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
<http://www.uky.edu/UKIT/>; 859-218-4357

Library Services & Distance Learning Services
<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

Canvas will be used in a substantive way, and students are expected to check the course shell regularly for announcements. All major course documents will be posted as well as class agendas containing an overview of each class and assignments for the following week. This is the best place to post your completed assignments under Grades. The Student Assessment Sheet is the definitive document delineating the assignments received and graded with comments.

Goodreads <https://www.goodreads.com/group/show/416402-uk-lis-children-s-lit-spring-2018> is social media site focusing on literature. Each student will make an account on Goodreads and post required literature reviews there.

Course Reserves

Materials will be on reserve in the Lucille Little Fine Arts Building Library.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veteransfor> for more available resources.

LIS 510 COURSE CALENDAR **Spring 2018**



January 10 Read *The Day the Crayons Quit*. Introductions/fill out Student Information Sheet & Interest Inventory; Overview of children's literature/PowerPoint. Overview of semester. Discuss extra credit (*The Book Whisperer* by Donalyn Miller/ *The Read-Aloud Handbook* by Jim Trelease 7th ed. /lit lesson presentation, and Course Calendar.

Assignment: Text: Chapters 2 (pp24—38): prepare Reading Autobiography and reflection on Principal Joey Blog <http://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/>

January 17 Discuss Literature Lesson Presentations/sign up. Reading Autobiographies discussion. Demonstrate Goodreads posts. Celebrity Authors presentation and discussion.

Assign groups. Meet and choose leaders/reporters. Let instructor know leaders' and reporters' names.

DUE: Reading Autobiography and Reflection on Principal Joey blog...submit to Canvas.

Assignment: Text: Chapter 5: "The Right Book" including What is the Author's and Illustrator's Purpose/Evaluation [Graphic Novels], pp 99-130. Read Chapter 10: "Poetry": pp267-300.

Post Poetry Book and Verse Novel (see Reading List) to Goodreads.

January 17 Discussion of *picture books* and picture books for older readers. Children's poetry discussion including verse novels.

DUE: Poetry book and Novel in Verse posted on Goodreads.

Assignment: Read the Kentucky author picture book that everyone in your group will discuss:

Group Assignment: *All Groups Will Read: Perfect Timing* by Patsi B.Trollinger, *Lift Your Light a Little Higher* by Heather Henson, *Wally Does Not Want a Haircut* by Amanda Driscoll. Discussions... **Group 1:** *Perfect Timing* by Patsi B.Trollinger & *Lift Your Light a Little Higher* by Heather Henson, **Group 2:** *Wally Does Not Want a Haircut* by Amanda Driscoll. Goodreads post should be made under the folder, **KY Authors**. 3 titles will be posted.

January 31 Group discussion of assigned picture book. *Guest Authors, Patsi Trollinger, Heather Henson, and Amanda Driscoll. Caldecott Criteria* discussion.

DUE: Goodreads post on KY Author Books.

Assignment: Complete Goodreads postings for picture books types (ABC, Concept, Pattern/Predictable, Counting, Wordless). Complete Web Search. Read text "Reading Development,": pp. 133-146.

February 7 Read and discuss Post-Modern Literature (Chloe & the Lion/The Three Pigs)
Books in other formats: Ebooks, Book Apps/Little Red Ridinghood App/Graphic Novels.
Guest Speaker: Mary Lou White, Scott County Public Library presenting Favorite Read Aloud Picture Books for Early Childhood & Tips for Reading Aloud.
Literature Lesson Program Presentations begin.
DUE: Completed Goodreads posts for picture book types. Text Reading. Submit Web Search to Canvas.
Assignment: Read Text: “From Tradition to Modern Fiction” p. 266 including the Pauline Dewan website cited [*Fantasy & Science Fiction, Realistic Fiction, Historical Fiction*].” Begin reading *The Girl Who Drank the Moon*. Complete Goodreads posts for 5 picture storybooks. Read Essentials Handout: pp. 222-224 on reading aloud. Prepare Read Aloud. Bring a **hardback book** from which to read/NO iPads or tablets!! Post book on Goodreads under Read Aloud, discussing why you chose that book as a read aloud.

ALSC Youth Media Awards...watch online 10:00 – 11:00 am.
http://ala.unikron.com/2018/index_home.php

February 14 Censorship & Selection. *Literature Lesson Program Presentations.*
Group Reading of Picture Book/Class presentation.
DUE: 5 picture storybook Goodreads posts; Preparation for picture book read aloud in class.
Assignment: Read text-- Chapter 4: “Important Books” [Awards]: pp. 59—97. Begin reading *Wonder*. Choose a ©2017 picture book to present as your choice for the 2018 Caldecott Medal and defend your position in written response on your Goodreads post and to your group. *Provide with a list of buzz books.*

February 21 Group discussion: *This Book Should’ve Won the Caldecott! Picture Book Art PP. Youth Media Awards PP & Banquet Award Programs.* Discuss author/illustrator guides and *Topics for Further Exploration*; /sign up.
Literature Lesson Program Presentations.
DUE: Caldecott choice posted to Goodreads and brought to class for discussion.
Assignment: Complete reading *The Girl Who Drank the Moon* and post to Goodreads. Post to Goodreads Graphic Novel...*elementary only.*

February 28 Guest speakers: Susan Melcher (2017 Caldecott Committee) and Lori Hancock (2018 Newbery Committee). Evaluating Children’s Literature: *The Girl Who Drank the Moon, 2017 Newbery Winner*, and fantasy fiction. Whole class discussion.
Discuss Midterm.
DUE: Goodreads post of *The Girl Who Drank the Moon*; Post graphic novel to Goodreads.
Assignment: Complete *Wonder*/Goodreads post. **Prepare for Midterm.**

February 26 – March 12 Midterm Grading Window is Open

March 7 Group Discussion of *Wonder*. Discussion of Traditional Lit. and Realistic Fiction. *Literature Lesson Program Presentations*. **MIDTERM**

DUE: Goodreads post for *Wonder*. Preparation to take the Midterm.

Assignment: Complete Goodreads posts for easy-to-read, classic, popular series, traditional. Read *Essentials* Handout: "Chapter 12, Literature for a Diverse Society." Each student will choose a book, picture or chapter, to read and discuss in his/her group:

Group 1: African American Group 2: Latino. Goodreads posts for diversity book.

Use bibliographies from *Essentials* handout &/or Social Justice Books website

<https://socialjusticebooks.org/booklists/> Use Group 1 (Africa, Afro-Latinx); Group 2 (Latinx & Latin America, Spanish/ Bilingual, Central America)

Read **text**, "**Studying Folk and Fairy Tales**" pp. 255-257. Read and follow assignment under "**Exploring Story**": Text 258-266 (Completed form, pp. 364-365 posted to Canvas --Due March 21).

March 14 Spring Break! No Class!

March 21 Historical Fiction PowerPoint. *Literature Lesson Program Presentations*.

Group discussion: *multicultural literature*. Return Midterms

DUE: Goodreads posts for diversity book, easy-to-read, classic, popular series, traditional; Exploring Story Folktale Form posted to Canvas.

Assignment: Post on Goodreads -- *Picture Book for Older Readers*.

Whole Class Read: *Paper Wishes* by Lois Sepahban. Post to Goodreads.

March 28 *Historical Fiction & Paper Wishes. Literature Lesson Program*

Presentations. Guest Author, Lois Sepahban. Storytelling creation in groups. See Text: pp.252-254 for class exercise on *The Mysteries of Harris Burdick*.

DUE: *Paper Wishes / Picture Book for Older Readers*, post to Goodreads

Assignment: Take the class group story, read and follow assignment under "**Writing Down Stories**": Text 254-255. Answer the questions and post to Canvas.

Read *Essentials* handout pp. 15-16 from the text in preparation for discussion on text complexity. Read text pp. 180-183 "The US Governors Attempt to Settle the New Reading Wars." *Complete and submit Author/Illustrator Info Guides or Topics for Further Exploration*.

April 4 Group Discussion: Discussion of text complexity. <http://www.lexile.com/about-lexile/lexile-video/> <https://www.teachingchannel.org/videos/simplifying-text-complexity>
Read *Sophie's Masterpiece* (ex of low lexile text perfect for teaching inference)/ discuss use in teaching inference to 4th/5th. Discuss as example of analyzing text complexity assignment. Book Talks Discussion. *Literature Lesson Program Presentations*.
Due: Author/Illustrator Guide or Topics for Future Exploration. Questions answered concerning stories from *The Mystery of Harris Burdick* (post to Canvas).

Assignment: Post to Goodreads for transitional book (this will be for your Free Choice Reading). Read *Essentials* handout pp. 225-226 and prepare book talk. Book should be posted to Goodreads. *Complete text complexity assignment—submit to Canvas*.

April 11 Book Talks. Presentation by Former Principal, Kyle Lee: Tips on Finding That First Teaching Position.

Due: Goodreads posts: transitional, Book Talk; Text Complexity Assignment.

Assignment. Read *Essentials* handout, Chapter 11, "Nonfiction: biography and informational books. Choose 2 nonfiction books, 1 informational & 1 biography, for group discussion; each group member will have different books. BRING THESE BOOKS TO CLASS. Post both books to Goodreads.

April 18 Guest Speaker: Roseanne Polachek, SCPL, on teacher/public library collaboration. Group Discussion: *Information Books* including *biographies*. **The Final...explained.**

DUE: Info & Bio book posts to Goodreads. Any assignments not previously completed.

Assignment: Prepare Final Take-Home Exam

April 25 *No Class.* Post final exam to Canvas by 8:30 PM.

April 23 – May 2 Final Grades Window Open.

The Instructor reserves the right to change the course calendar to accommodate guest speakers, new opportunities, or unforeseen circumstances.

COURSE ASSIGNMENTS

Please Note: All assignments should deal with children's literature from ages 4 through 11 (preschool through 5th grade).

Assignments using children's literature intended for older ages will not be accepted without permission.

Please Note: *Wikipedia is not an accepted source for research but can be used as a springboard to authenticated websites*

Reading Autobiography & Blog Response 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. Submit to Canvas.

Principal Joey Blog: <http://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/> In a paragraph or two, reflect upon what he has to say. Be specific.

Length of assignment: approx. 3 pages. Submit to Canvas.

Goodreads Posts on <https://www.goodreads.com/group/show/416402-uk-lis-children-s-lit-spring-2018> UK LIS 510 Children's Lit Spring 2018 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*, bibliographies in the *Essentials of Children's Literature* text handouts, &/or books listed in the digital 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: 1 poetry book, 1 verse novel, 5 picture book types, 5 picture storybooks, 1 graphic novel, 1 easy reader, 1 traditional book, 1 picture book for older readers, 1 classic or classic picture book, 1 popular series, 1 transitional reader. These are referred to as **free choice reading**. A posting on your account on our class club group <https://www.goodreads.com/group/show/416402-uk-lis-children-s-lit-spring-2018> 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*, 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 14

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. Do NOT read your book from an iPad or tablet. Post a review of your book to Goodreads *along with a brief explanation as to why you choose that particular book for reading aloud*.

Text Complexity Exercise Due: April 11

Select a picture book for older readers from the Reading List or the bibliography handout of *Essentials*. After reading the book, determine its lexile level (www.lexile.com) and corresponding grade level. Using the *Text Complexity Analysis of template*, fill out each component and determine a final recommended placement of that book. Submit to Canvas. Use *Text Complexity: Qualitative Measures Rubric/Literary Texts* to assist your decisions.

Author/Illustrator Information Guide/Topics For Further Exploration Due: April 4

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 (or be creative in your format: Prezi, PowerPoint, brochure, or any computer presentation tools), on your author or illustrator and submit it to Canvas. 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*** should be an important visual component of your presentation.

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.

Common Core Literature Lesson Programs (worth 10 points)

This project requires both a **written** and a **visual/oral** presentation. **Both** must be emailed to me to receive credit.

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 AV)**, OR **RL 9 (comparing stories)**. Choose **1** book of high literary merit that you will use with students in teaching that standard. **2** books will need to be chosen in teaching some standards that require students to compare and contrast different texts, e.g. RL 9 in most grades and RL 7 in some grades. 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/> as samples, knowing that any high quality books of children’s literature can be used to teach most any standard. Write up a plan for teaching this standard which includes: an image of the book and brief summary (not commercial, but written by you) for the book(s)/the lexiles <http://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/> a way to introduce the book(s), e.g. book trailers, websites or video clips (providing background information) www.ket.org/encyclomedia [you may use my login], and an activity you will use with the students. Create a PowerPoint Presentation/Prezi/wiki/blog or other way to visually present your standard and books to the class. The **visual presentation** will be **10 minutes maximum**. **Bring your books with you on the night of your presentation.**

Book Discussion Sessions

On January 17, you will be assigned to a discussion group. You will meet in groups to share your reading. Preparation [for seven of those sessions] Jan 31, Feb 21, Feb 28, (this will be a whole class discussion), March 7, March 21, March 28, and April 18 will include posting on Goodreads to share with group members. These class discussion book postings are to be completed **by the day of the class discussion** and may be used as a reminder during discussion. Preparation for **March 21** will be a form to fill out and submit to Canvas. **Books being discussed should be brought to class discussion. Ebooks are permissible.**

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 submit those questions on Canvas *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 Required Reading grade.

Exploring Story – Folktale Form Due: March 21

Read text, “**Studying Folk and Fairy Tales**” pp. 255-257. Read and follow assignment under “**Exploring Story**”: Text 258-266 (Completed form, pp. 364-365 posted to Canvas

Exploring Story – *The Mysteries of Harris Burdick* Due: April 4

Text, “**Passing Down Stories**” pp. 252-253 provides the basis of the class group exercise. Take the group story that resulted, read and follow assignment under “**Writing Down Stories**”: Text 254-255. Answer the questions and post to Canvas.

Book Talk 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 5th 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. Book talks are informal and encourage give and take with your audience. **BOOKS MUST BE BROUGHT TO THE DISCUSSION.**

Class Participation (worth 4 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 and mobile phones 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 4 points include: attendance (2), oral participation, whole class (1), and intellectual initiative (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. I will also maintain Canvas Gradebook, but the Student Assessment Sheet is the final word on your grade status.