Course Syllabus

Instructor Information

Stephanie D. Reynolds, Ph.D.   Virtual Meetings are
E-mail: stephanie.reynolds@uky.edu   available by appointment
(Canvas's "Inbox" e-mail preferred)   Dr. Reynolds's Website

Course Overview

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.

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 projects, including a fieldwork assignment, designed 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/Science Fiction & Mystery/Suspense
- Realistic Fiction
- Historical Fiction & Biographies
- Informational Books (Nonfiction)
- Literature for a Diverse Society

Course Texts

Required Texts

- Lynch-Brown, C., Tomlinson, C. M., & Short, K. G. (2018). *Essentials of children's literature*, 9th edition. Boston: Pearson. [9th Edition only, please] (Referred to as *Essentials* in class.)
- 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 ed.). New York: Penguin. [**7th Edition only, please**] (Referred to in class as Trelease.)
- **For the Children's Literature Reading List & Recommended Texts**, please see the course page on the Youthlitmatters website.

STUDENT EVALUATION

Grading of Course Work **(225 points total)**

ASSIGNMENTS	POINTS POSSIBLE	DUE DATES
Graded Discussion (Participation)	80 points (5 pts each)	Each Sunday
Reading Retrospective Paper	10 points	September 1st
Story Time Lesson Plan/Peer Review	40 points	September 30th/October 14th
Story Time Field Assignment & Reflection Paper	45 points	December 13th
Book Evaluation Project	50 points (5 pts each)	Each Sunday, Sessions 4-13

Grading Scale

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

Note that the Graduate School considers a grade below a C a failing grade.

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.

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 Assignments on page 9 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 Dr. Reynolds
Ask Three, Then Me
I receive e-mails every day from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

1. Consult the class schedule and/or syllabus.
2. Check Canvas.
3. Confer with three classmates.

If you still don't know the answer to your question, you may e-mail me, but you may be directed back to one of the 3 options above. 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, Dr. Reynolds), 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. Students failing to comply will be reminded only once.

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. 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/.

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.** 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

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)
https://www.uky.edu/ukonline/technology; 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: https://lib.uky.edu/ILLiad/

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

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.

Bias Incident Support Services
Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the BISS website or contact them via email.

Counseling Center
The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website https://www.uky.edu/counselingcenter/ for more detailed information, or call 859.257.8701.

Martin Luther King Center
The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, via email, and by visiting the MLKC website.

Office of LGBTQ* Resources
UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the Office of LGBTQ*'s website.) Otherwise, students can provide this information to faculty members directly. Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the website of the Office of LGBTQ* Resources.

Veteran's Resource Center
Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the VRC website, email the DRC, visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center
If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the Violence Intervention and Prevention (VIP) Center's website (offices located in Frazee Hall, lower level; email them; or call (859) 257-3574), the Counseling Center's (CC) website (106 Frazee Hall; (859)), and the University Health Services (UHS) website; the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

Attendance
Regular attendance is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. It is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details (www.uky.edu/StudentAffairs/Code/).

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 are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/universitysenate/.

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.

<h1 align="center"><u>COURSE ASSIGNMENTS</u></h1>

Course Schedule
Please see the course page on the Youthlitmatters [website](#).

Graded Discussion Board Guidelines
Class participation is an important component of your total grade. In an online class, each session's class 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.

Discussion takes place throughout each 7-day session, but you will lose points if all participation is on the last day of the session. For each session, questions and small assignments will be provided by the instructor (you will have the these ahead of time). Your responses to these questions and small assignments 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.

Each session's discussion is worth 5 points. You will earn 1.5 points for each response to the instructor's posted questions and assignments. You will earn half a point for each substantive response to group mates' (this includes Dr. Reynolds) posts up to a total of 2 points; thus, you must have 4 substantive posts. Poorly written posts (i.e., proper grammar, punctuation, and spelling) will not earn credit. Partial credit will not be given. If more than two of your posts are on the last day, 1 point will be deducted from you total grade for the session. Thus, if you earned 5 points for the session, but most or all of your posts are on the last day, your grade for the session will drop to a 4. Please do not think that each point is not important — a 4 is equivalent to 80%.

Assignments & Semester Projects
Below is a brief description of each major assignment. Complete instructions for each assignment will be provided in Canvas. See page 2 above for due dates.

Reading Retrospective
In an 800- to 1,000-word paper, you will respond to questions about your childhood reading experiences. Your responses must be thoughtful and thorough; "yes" or "no" responses will not be accepted. Even if you do not have a memory of something, explain why you think that is. The questions will be provided in Canvas.

Story Time Lesson Plan
The intention of the lesson plan is for you to prepare for the Story Time Field Work Assignment that you will deliver later in the semester. After choosing your audience for which to develop this lesson, you will locate a venue, contact your host, and set a date (story time presentations

should be scheduled between October 15th and December 10th). You will work with your host to choose a theme and then create a story time program to present. You will be completing peer reviews (due October 14th) of two classmates' lesson plans.

Story Time Field Assignment & Reflection Paper
After you have implemented your Story Time Lesson Plan in the field, you will write a reflective statement about your experience that includes a description of your venue and contact information for your host. This statement must be detailed with a description of what you actually did (do not simply reiterate your lesson plan) and indicate what you learned and what you might do differently in the future. Your host will complete an online evaluation.

Book Evaluation Project
For this project, you will evaluate books of your choosing for each session from 4 through 13. Each selection must correspond to that session's theme (please see the session titles on the [course schedule](#)). You will be provided a format and questions to answer in Canvas. Evaluations will be part of the graded discussion but will be posted, discussed, and graded separately from the regular discussion. Participation requirements are minimal, but evaluations must be posted during each corresponding session.