

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

LIS 510 401 Children's Literature and Related Materials
Spring Semester
January 15 – May 7, 2015

Instructor

Becky B. Nelson
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(school)

Office Hours

Available by appointment before or after class; contact me by email, phone, or text anytime.

Class Information

- FACE-TO-FACE
- Thursdays; 5:30-8:30 pm
- **Lucille Little Fine Arts Library
Room 312**
- Final Exam emailed to me May 7 by 8:30 pm.

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.

Course Objectives

1. To become aware of, and familiar with, a wide variety of authors, illustrators, and books in the field of children's literature.
2. To develop competencies in the exploration and critical evaluation of materials for children.
3. To learn to meet the personal and intellectual requirements and interests of individual children through selection of appropriate materials.
4. To develop competencies in selecting and presenting books and stories for the purpose of motivating children to enjoy literature and to become lifelong readers.
5. To develop an understanding of the potential for using children's literature across the school curriculum and in support of the Common Core Standards.
6. To become familiar with basic selection aids and other sources of information about children's trade books.

Course Overview

Students will read a variety of literature aimed at children. Through discussions, selective readings/reflections, read-alouds, storytelling, book talks, 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, a class held in an elementary school, guest speakers, a midterm and a final exam.

Course Outline

Week 1....Overview of course

Week 2....Celebrity Authors & Picture Books

Week 3....Kentucky Authors

Week 4.... Caldecott Medal Winners

Week 5.... Reading Aloud & Picture Books for Early Childhood

Week 6.... Censorship & Selection/ebooks/picture book apps

Week 7.... Realistic Fiction

Week 8.... Midterm & Fantasy Fiction

Week 9....Literature for a Diverse Society & Text Complexity

Week 10.. .No Class/Spring Break

Week 11...Storytelling

Week 12... No Class

Week 13... Historical Fiction

Week 14...Field Trip to Hearn Elementary/Book Talks; Magazines and Journals

Week 15...Biography and Information Books/Research Sources

Week 16...Teacher Collaboration with School and Public Librarians

Week 17...Final Exam

Required Textbook: Lynch-Brown & Tomlinson. *Essentials of Children's Literature*/ 8th Ed. Boston: Allyn & Bacon, 2014 ISBN-10: 0-13-306673-8 ISBN-13: 978-0-13-306673-9

Required Trade Books: *True...Sort Of* by Katherine Hannigan; *The Miraculous Journey of Edward Tulane* by Kate DiCamillo.

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-6 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 EVALUATION

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 **15%** **2 summary sheets; 21 postings Each worth 1 point each**
5 picture book types {2 pts.} [predictable, ABC, counting, concept, wordless], 5 picture storybooks {2 pts.}, 1 graphic novel, 1 poetry book, 1 picture book for older readers, 1 easy reader, 1 traditional book, 1 classic or 1 classic picture book, 1 popular series, 1 transitional reader, 1 biographical picture book or 1 biography book, 1 children's magazine and 1 professional journal (these magazines will be submitted on specific summary sheets found on Blackboard and will not be posted on goodreads).
- _____ 6. **Required Reading** for Small Group Book Discussion Sessions **15%**
_____ Goodreads postings prepared in advance for book discussions: picture book {1 pt}, Caldecott {1 pt.}, *True...Sort Of* {2 pts}, folktale variant chart {1 pts} (not posted but compared on chart), *The Miraculous Journey of Edward Tulane* {2 pts}, multicultural {1 pt}, historical fiction book {1 pt}, 1 informational picture book or information book {1 pt}, **10%**
_____ Advanced preparation as group leader **3%**
_____ Follow-up summary as group reporter **2%**
- _____ 7. Literature Unit Write-Up & Presentation **10%**
- _____ 8. Text Complexity Project **5%**
- _____ 9. Author/Illustrator Guide OR Topics for Further Exploration **10%**
- _____ 10. Story Told **5%**
- _____ 11. Book Commercial **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. Also included is the number of points you will need to be exempt from having to take the final after all assignments are graded..this represents 90 points out of 100/the final is worth 10 points. There will always be some students just one point from having to take the final, but there must be a cutoff point and there have been opportunities for extra credit throughout the course. If you have any questions, don't hesitate to ask. Everyone will know their point count by or before the last day of class, prior to the final.

Grade Point Scale

Undergrads:

90% – 100% = A (Exceptional Achievement)
80% – 89% = B (High Achievement)
70% – 79% = C (Average Achievement)
60% – 69% = D (Below Average Achievement)
0% – 59% = E (Failing)

Grads:

93--100
86--92
79--85
<79

Lowest point total to be exempted from final after 90% of assignments completed:

Undergrads...83/90 points Grads...86/90 points

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 5 points include: attendance (2), oral participation, whole class (1), intellectual initiative...impress me! Go beyond minimum standards on assignments/exhibit a positive, enthusiastic demeanor toward the class and its assignments/listen attentively to presentations of classmates and the professor/stay focused on classroom activities (1).

Absences/Attendance

Students are expected to attend, and participate in, all classes. Each student will receive one personal day, no questions asked, as an excused absence. All other unexcused absences will result in points lost from the class participation portion of the Student Assessment Sheet. 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.

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 sent as email attachments (preferred) 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 email and Blackboard. 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.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<http://ci.uky.edu/lis/sites/default/files/policies.pdf>

ACADEMIC STANDARDS

Academic Integrity: According to Senate Regulation 6.3.1: "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." For specific information regarding the University's code and regulations on plagiarism and cheating, refer to:

<http://www.uky.edu/Ombud/Plagiarism.pdf>: "Plagiarism: What is it?"

Disability Accommodations:

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

<http://www.uky.edu/StudentAffairs/Code/part2.html>.

TECHNOLOGY INFORMATION & RESOURCES

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. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)

<http://www.uky.edu/TASC/>; 859-257-8272

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-257-1300

Blackboard will be used in a limited way but students are expected to check the course Blackboard shell regularly for announcements. Group leader questions are to be posted there. All major course documents and links will be posted as will class agendas containing an overview of each class and assignments for the following week.

Goodreads www.goodreads.com is social media site focusing on literature. Each student will make an account on, join the LIS510 group <https://www.goodreads.com/group/show/154533-uk-lis-510-children-s-lit-spring-2015> and post required literature reviews there.

Course Reserves

Materials may be on reserve in the Education Library in Dickey Hall.

LIS 510 COURSE CALENDAR Spring 2015



January 15 Introductions/fill out Student Information Sheet; Overview of children's literature/PowerPoint *Read [The Day the Crayons Quit](#)*. Overview of semester. Discuss extra credit (*The Book Whisperer* by Donalyn Miller/The Read Carpet Event), lit unit presentation and course calendar.
Assignment: Text: Chapters 1, 2, & 3: 3-46; prepare Reading Autobiography and reflection on Principal Joey Blog <http://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/>

January 22 Discuss Literature Unit Presentations/sign up. Demonstrate Goodreads posts. Reading Autobiographies discussion. Celebrity Authors. Discussion of *picture books* and *picture books for older readers*. Assign groups. Meet and choose leaders/reporters. Let instructor know leaders' and reporters' names.
Assignment: Text: Chapters 4 & 5: 49-106, Read the Kentucky author picture book that everyone in your group will discuss: *Group 1: The Pirate of Kindergarten* by George Ella Lyon, *Group 2: All the Water in the World* by George Ella Lyon, *Group 3: Thrill in the Ville* (short chapter book) or *Perfect Timing* (extra credit for reading and posting both) by Patsi B. Trollinger, *Group 4: That Book Woman* by Heather Henson *Group 5: Otis* by Loren Long. Goodreads post should be made..

January 29 Group discussion of assigned picture book. *Guest Speaker: Author, Patsi Trollinger. Caldecott Criteria* discussion.
Assignment: Choose a ©2014 picture book to present as your choice for the 2015 Caldecott Award and defend your position in written response on your goodreads posting and to your group. *Provide with a list of Buzz Books (notables)*. Complete Goodreads postings for picture books types (ABC, Concept, Pattern/Predictable, Counting, Wordless). Complete Web Search.

February 2 [The 2015 ALA Youth Media Awards Announced live from Chicago starting at 9:00 am \(EST\).](http://www.ilovelibraries.org/booklovers/youth-media-awards) <http://www.ilovelibraries.org/booklovers/youth-media-awards>

February 5 Group discussion: *This Book Should Have Won the Caldecott!* Read the Winner. Discussion of new winners of Caldecott & Newbery Medals. *Picture Book Art PP*. Discuss author illustrator guides and *Topics for Further Exploration*; /sign up.
Literature Unit Program Presentations begin. Tips for Reading Aloud.
DUE: Completed goodreads posts including Caldecott rationale and Web Search.
Assignment: Read Text: Chapter 8: 145-163/Realistic Fiction. Begin reading *True...Sort of*. Complete goodreads posts for 5 picture storybooks. Read Text: pp. 276-279 on reading aloud. Prepare Read Aloud/one student from each group will read aloud to whole class.

February 12 *Literature Unit Program Presentations* Read and discuss Post-Modern Literature (Chloe & the Lion/The Three Pigs) /Group Reading of Picture Book/Class presentation. Guest Speaker: Mary Lou White, Scott County Public Library on Favorite Read Aloud Picture Books for Early Childhood.

Assignment: Read text--Chapter 7:130-146, *Modern Fantasy*/ Begin reading *The Miraculous Journey of Edward Tulane*.

February 19 Ebooks & Book Apps/Little Red Ridinghood App/ Graphic Novels /Censorship & Selection. *Literature Unit Program Presentations*.

Assignment: Complete reading *True...Sort Of* and post to goodreads. Post to goodreads for Poetry and Graphic Novel...*elementary only*

February 26 Evaluating Children's Literature: *True...Sort Of* and realistic fiction. Whole class discussion. *Literature Unit Program Presentations*. Discuss Midterm.

Assignment: Complete *The Miraculous Journey of Edward Tulane* /goodreads post. Prepare for midterm.

March 5 MIDTERM Group Discussion: *The Miraculous Journey of Edward Tulane*. *Literature Unit Program Presentations*.

Assignment: Complete Goodreads posts for easy-to-read, classic, popular series, traditional. Read text: Chapter 11: 212-242, *Literature for a Diverse Society*.

Each student will choose a book, picture or chapter, to read and discuss in his/her group:

Group 1: Asian/Pacific American Group 2: African American Group 3: International
Group 4: Religious Cultures Group 5: Latino

March 9/The READ Carpet/ 9:00am—1:00pm/Clark County Public Library/EXTRA CREDIT OPPORTUNITY!

March 2-13...Midterm Grade Posting Window Open Until Midnight

March 12 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. Group discussion: *multicultural & international literature*. Storytelling Tips: Online storytelling presentation.

Literature Unit Program Presentations.

Assignment: Prepare a story to tell to your group/one member from each group will tell his/her story to whole class. Read text—pp. 121-123. Post on goodreads -- *Picture Book for Older Readers*. Work on text complexity assignment due April 2.

March 19th – Enjoy your Spring Break! No Class!

March 26 Historical Fiction PowerPoint. *Literature Unit Program Presentations*.
Storytelling presentations in groups. Discuss folktale variants/chart and assignments on Blackboard.

Assignment: Read text: 164-192, Chapter 9, Historical Fiction and Biography. Also:

Read Group 1: *The Watsons Go to Birmingham, 1963* by Christopher Paul Curtis.

Group 2: *Woods Runner* by Gary Paulsen; Group 3: *Countdown* by Deborah Wiles.

Group 4: *The Lions of Little Rock* by Kristin Levine; Group 5 *One Crazy Summer* by Rita Williams-Garcia. Post to Goodreads.

April 2 Group Discussion Historical Fiction. *Literature Unit Program Presentations*.
Book Talks Discussion. Text Complexity Assignment Due.

Assignment: Post to goodreads for transitional, biography or biographical picture book (this will be for your Free Choice Reading). Prepare book talks. Post book on Goodreads. Complete and submit Author/Illustrator Info Guides or Topics for Further Exploration.

April 9 No Class! This will be a good time to catch up on assignments.

Assignment: Read Text: 107-121 Chapter 6, *Traditional literature*. Read folktale variants as assigned (see Blackboard)—no Goodreads postings needed for folktale variants/ fill out chart and submit by email attachment.

April 16 Class will meet at Hearn Elementary School in Frankfort [directions on Blackboard].

Class meets from 6:00-8:00pm. *Literature Unit Program Presentations*.

Book Talk/One member from each group gives book talk to whole class. Presentation

by 1st grade teachers Jenni Shannon & Christina Tipton, 3rd grade teacher Emily

McCarty, 4th grade teachers Katisha Lair and Ashlie Malcolm, and 5th grade teacher

Suzie Harrison on teacher/librarian collaboration and how they structure their language

arts classes. Presentation by Mr. Kyle Lee, principal on resume and interview tips.

Folktale variants due.

Assignment. Read text: 193-211, *Informational Books*; Choose information book (NOT biography) for group discussion; each group member will have a different book.

Complete and submit Summary Sheets (see Blackboard for forms) for children's magazine and professional journal (find approved magazines and journals at end of Reading List.)

All assignments should be turned by April 23 to be considered for exemption from the final.

April 23 Group Discussion: *Information Books*. Discussion of Research Sources including databases. *Literature Unit Program Presentations*.

Assignment: None.

April 30 The Final...explained. Guest Speakers: Erinn Conness, Director of Youth Services & Sarah Whitworth, Paul Sawyier Public Library.

Assignment: Prepare Final Take-Home Exam

May 7 No Class. Email final exam to professor by 8:30 PM.

April 27-May 11...Final Grade Posting Window Open until Midnight

The Instructor reserves the right to change the course calendar to accommodate guest speakers or unforeseen circumstances

COURSE ASSIGNMENTS

Please Note: All assignments should deal with children's literature from ages 4 through 12 (preschool through 5th grade).

Assignments using children's literature intended for older ages will not be accepted.

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

Reading Autobiography & Reflection Due January 22

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.

In addition: read Principal Joey's blog, "Stop Trying to Make Your Kids Read!"
<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.

Goodreads Posts <https://www.goodreads.com/group/show/154533-uk-lis-510-children-s-lit-spring-2015> on
UK SLIS 510 Children's Lit Spring 2015 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* &/or bibliographies in the *Essentials of Children's Literature* 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: 5 picture book types, 5 picture storybooks, 1 graphic novel, 1 picture book for older readers, 1 poetry book, 1 easy reader, 1 traditional book, 1 classic picture book, 1 popular series, 1 children's magazine and 1 professional journal, 1 transitional reader, and 1 biography book. These are referred to as **free choice reading**. A posting on your account on www.goodreads.com on our class club group <https://www.goodreads.com/group/show/154533-uk-lis-510-children-s-lit-spring-2015> 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* or through a website. 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 12

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. 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 2

Select a picture book for older readers from the Reading List or the bibliography of your textbook (p. 80). 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. Use *Text Complexity: Qualitative Measures Rubric/Literary Texts* to assist your decisions.

Author/Illustrator Information Guide/Topic For Further Exploration Due: April 16

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 on your author or illustrator and email to me to distribute to the rest of the class. 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 are important and required to enhance your paper.

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 Unit 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 [see me for login], and an activity you will use with the students. Create a Power Point 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 22, you will be assigned to a discussion group. You will meet in groups to share your reading. Preparation [for seven of those sessions] Jan 29, Feb 5, Feb 26 (this will be a whole class discussion), March 5, March 12, April 2, and April 23 will include posting your book on Goodreads. This post is to be completed BEFORE class discussion and may be used as a reminder during discussion. Bring your book to class in print version (no ebook). These class discussion book postings are to be completed by the day of the class discussion. Preparation for **April 2** will be a chart to fill out or a website to which to respond. **Folktale Variant Charts** should be filled in online and emailed as an attachment. Preparation for **Feb 5, Caldecott Medal Choice**, will simply be a posting on Goodreads which includes your rationale for why you feel it should have been chosen as the Caldecott Winner 2015.

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 post those questions on Blackboard *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 small group book discussion grade.

Storytelling Due: March 26

Choose a story appropriate to tell to a group of children (target your audience to be between preschool and 6th grade). The story should last no longer than 10 minutes. Use your gestures, voice, and facial expressions to engage your audience and to get the story across. While props and costumes are welcome, this is not required. No notes may be used in storytelling. You will tell your story to your group. Turn in to the instructor: the title of your story, the source where you found it, the audience age to whom you'll be telling, and a brief summary of the story. Please do not tell very familiar stories e.g. *The Three Little Pigs*, *Goldilocks and the Three Bears*, etc.

Book Talks Due: April 16

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 6th 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 to get a child excited about reading that book. Book talks are informal and encourage give and take with your audience.

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 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.