

University of Kentucky
School of Information Science (SIS)

LIS 510 401 Children's Literature and Related Materials
Spring 2022
January 12 – May 4

Instructor

Rebecca B. Nelson
MSLS, Rank 1; Library Media Specialist
859.552.7128 mobile
Becky.nelson@uky.edu
Twitter: @beckyuknelson

Class Information

- FACE-TO-FACE
- Wednesdays; 5:30—8:30 pm
- Lucille Caudill Little Fine Arts Lib Rm. 311
- Final Exam submitted to Canvas May 4 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, including multimedia materials, with emphasis on the needs and interests of children. Covers media for use by and with children from preschool through grade six.

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....Caldecott and Newbery Award Criteria
- Week 3.... Poetry & Evaluation of Picture Books
- Week 4.... Reading Aloud, Picture Books for Early Childhood, Censorship & Selection
- Week 5... Alternative literature formats: Ebooks, Graphic Novels, Post-Modern Literature
- Week 6.... Picture Book Fiction/ Kentucky Authors & Illustrators
- Week 7... Youth Media Awards / Literature for Trauma -Informed Teaching
- Week 8.... Realistic Fiction
- Week 9.... Midterm & Fantasy /Science Fiction
- Week 10...Multicultural & Diverse Literature
- Week 11... Historical Fiction, Class and Companion Text Sets
- Week 12... Text Complexity
- Week 13...Book Talks, Administrator Advice
- Week 14...Nonfiction Books
- Week 15...Teacher Collaboration with School and Public Librarians
- Week 16... Final Exam

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

Required Trade Books: *The Boy Who Failed Show and Tell* by Jordan Sonnenblick; *When You Trap a Tiger* by Tae Keller; *Paper Wishes* by Lois Sepahban; *Klondike Do Not Eat Those Cupcakes!* by Amanda Driscoll; *Perfect Timing* by Patsi Trollinger; *Lift Your Light a Little Higher* by Heather Henson; *Voices of Justice* by George Ella Lyon.

Recommended Professional Books: *The Book Whisperer* by Donalyn Miller. ISBN-13: 978-0470372272; *The Read Aloud Handbook* by Jim Trelease, 7th ed. Penguin, 2013. ISBN13: 978-0-14-312160-2.

Required Social Media Web Group: Create an account @ www.goodreads.com and request to join the UK LIS 510 Children's Lit Spring 2022 group. <https://www.goodreads.com/group/show/1179101-uk-lis-510-children-s-lit-spring-2022>
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 Kentucky Academic Standards – Reading and Writing

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 Kentucky Academic Standards for Reading and Writing.

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

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 resubmit it. **Keep a copy of each assignment completed.** I will also maintain Canvas Gradebook, but THE STUDENT ASSESSMENT SHEET IS THE FINAL WORD ON YOUR GRADE STATUS

STUDENT ASSESSMENT SHEET

Grading Parameters

Updated 1/5/21

LIS 510 STUDENT ASSESSMENT SHEET

- _____ 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%**
18 postings Most worth 1 point each
1 poetry book, 1 verse novel **{2 pts.}**, 5 picture book types [pattern/predictable, ABC, counting, concept, wordless] **{3 pts.}**, 5 picture storybooks **{2 pts.}**, 1 graphic novel **{2 pts.}**, 1 easy reader, 1 popular series **{2 pts.}**, 1 transitional reader, 1 picture book for older readers.
- _____ 6. **Required Reading** for Small Group Book Discussion Sessions **15%**
_____ Goodreads postings prepared in advance for book discussions:
3 KY Author picture books {1 pt}, Caldecott {1 pt.}, *The Boy Who Failed Show and Tell* {2 pts}, *When You Trap a Tiger* {2 pts}, folktale variant chart {1 pt} (not posted but compared on chart), multicultural/diverse {1 pt}, *Paper Wishes* {2 pts}, *Perfect Timing* {1 point}, (1 informational book & 1 biography book) [1 pt], *Voices of Justice* {1 pt}, **13%**
_____ Advanced preparation as group leader **2%**
- _____ 7. Literature Lesson Write-Up & Presentation **10%**
- _____ 8. Text Complexity Project **5%**
- _____ 9. Author/Illustrator Guide OR Topics for Further Exploration **10%**
- _____ 10. Book Talk **8%**
- _____ 11. Class Participation **4%** (1 point each for whole class participation, 1 point for intellectual initiative, 2 points for attendance).
- _____ 12. Final exam: **10%**

MIDTERM GRADE: _____

FINAL GRADE FOR COURSE: _____

Grading Rubric

Writing Assistance: The UK Writing Center <https://uky.mywconline.com/> should be consulted if you receive comments about issues with your writing.

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 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**

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

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

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).

GENERAL UNIVERSITY COURSE POLICIES

Academic Policy Statements:

Effective Fall 2021: Below are descriptions of the official policies established in the *University Senate Rules*, available [HERE](#) in their entirety.

Note that in Spring 2021, the University Senate changed the phrase "Dead Week" to "Prep Week."

- [Excused Absences and Acceptable Excuses](#)
- [Religious Observances](#)
- [Verification of Absences](#)
- [Make-Up Work](#)
- [Excused Absences for Military Duties](#)
- [Unexcused Absences](#)
- [Prep Week and Reading Days](#)
- [Accommodation Due to Disability](#)
- [Non-Discrimination Statement and Title IX Information](#)

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.

Unexcused Absences

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. Any other assignments/responsibilities may be made up due to the discretion of and arrangement with the instructor.

Excused Absences: *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

Make-Up Work: 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 instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Religious Observances: 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. Please notify your instructor about these absences at least 2 weeks before they are observed.

Academic Offenses Rules for Undergraduate and Graduate Students

Students shall not plagiarize, cheat, or falsify or misuse academic records.

- [Plagiarism](#)
- [Cheating](#)
- [Misuse of Academic Records](#)

Goodread Posts as assigned are to be the student’s original, thoughtful critical reviews, not commercial literary reviews or opinions of others.

Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and

human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued. We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness (uky.edu/inclusiveexcellence/college-diversity-inclusion-officers). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services [website](#) (<https://www.uky.edu/biss/report-bias-incident>).

COVID 19 Expectations

- In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
 - Students should complete their daily online wellness screening before accessing university facilities and arriving to class.
 - Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found {specific location in building} if needed.
 - Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
 - The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.

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

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 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.

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&lilib_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, and students are expected to check the class shell regularly. All major course documents will be posted as will class agendas containing an overview of each class and assignments for the following week. This is the best place to post your completed assignments. **While grades will be posted to Canvas, the Student Assessment Sheet, updated and sent to each student throughout the course, is your best source for accurate grade point status.**

Goodreads is social media site focusing on literature. Each student will make an account on Goodreads and post required literature reviews there.
<https://www.goodreads.com/group/show/1179101-uk-lis-510-children-s-lit-spring-2022>

Course Reserves

Materials may be on reserve in the Education Library in Dickey Hall.
Contact Jeretta Robinson jeretta.robinson@uky.edu

LIS 510 COURSE CALENDAR Spring 2022 Updated 1/5/22

January 12 Read *Harold Loves His Woolly Hat*. Introductions referencing Student Information Sheet. Overview of Children's Literature/PowerPoint. Overview of semester emphasizing Course Calendar. Discuss extra credit on Canvas.

Assignment: Text: Chapters 1, 2, & 3: prepare Reading Autobiography and reflection on Principal Joey Blog <http://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/> Fill out Reading Interest Inventory online and submit to Canvas.

January 19 Discuss Caldecott Criteria. Guest speakers: Lori Hancock (2018 Newbery Committee) and Susan Melcher (2017 Caldecott Committee).

Discuss *Literature Lesson Presentations*/sign up.

Demonstrate Goodreads posts.

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 as one assignment.

Assignment: Text: Chapter 4, 5, & 6: Illustration/Visual Elements, Picture books/Graphic Novels, Poetry.

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

January 24 American Library Service to Children Announcement of Book Awards!!

January 26 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: Complete Goodreads postings for picture books types (ABC, Concept, Pattern/Predictable, Counting, Wordless). Post all 5 titles on shelf titled *Picture Book Types*. Begin Web Search.

February 2 Guest Speaker: Mary Lou White, Scott County Public Library presenting Favorite Read Aloud Picture Books for Early Childhood.

Discuss Censorship & Selection. <https://www.yout-ube.com/watch?v=rKYNqcxM5UM>
<https://www.yout-ube.com/watch?v=paluqcTnRis&t=17s>

Tips for Reading Aloud.

Literature Lesson Presentations Begin

Assign groups. Meet and sign up for leadership roles.

DUE: Completed Goodreads posts for picture book types.

Assignment: Complete Goodreads posts for 5 picture storybooks posted on shelf (*Picture Storybooks*).

Read Text: pp. 222-224 on reading aloud. Prepare Read Aloud. Bring a **hardback book** from which to read/**NO phones, iPads or tablets!!** Choose from recommendations in

text, Chapters 5-12, "Excellent Books to Read Aloud" or my selection. Post book on Goodreads under the shelf, *Read Aloud*, discussing why you chose that book as a read aloud.

February 9 Alternate Literature Formats: Book Trailers

<https://abookishhome.com/2020/02/11/build-excitement-with-book-trailers-2/>

Ebooks, Book Apps, Playaways, Playaway Views, Graphic Novels (Graphic novels vs illustrated novels). Read and discuss *Post-Modern Literature* (Chloe & the Lion/The Three Pigs) / There's a Monster in this Book app/

Literature Lesson Presentations

Group Reading of Picture Book.

DUE: Preparation for Reading Your Book Aloud to Your Group. 5 Picture Storybooks Posted to Canvas.

Assignment: Read: *Little Grump Truck* by Amanda Driscoll

<https://www.youtube.com/watch?v=xpS1tBQ30GE>

The Pirate of Kindergarten by George Ella Lyon

<https://www.youtube.com/watch?v=dpQZrOiZeag>, and

Lift Your Light a Little Higher by Heather Henson

https://www.youtube.com/watch?v=VKeAlzU_GXo

Goodreads posts should be made on the shelf, KY Authors. 3 titles will be posted.

Complete Web Search.

February 16 Group discussion of assigned picture books.

Guest Speakers: authors Amanda Driscoll, and Heather Henson.

Literature Lesson Presentations.

DUE: 3 Goodreads posts on KY Author Books. Submit Websearch to Canvas.

Assignment: Read Text: Chapter 9/Realistic Fiction/Autobiography. Begin reading *The Boy Who Failed Show and Tell* by Jordan Sonneblick. Choose a ©2021 picture book to present as your choice for the **2022 Caldecott Medal** and defend your position in written response on your Goodreads post and to your group.

Resource: Caldecott Buzz Books in Canvas Files.

February 23 Group discussion: *This Book Should Have Won the Caldecott! Youth Media*

Awards PP & Banquet Award Programs. Discuss author illustrator guides and *Topics for Further Exploration* /sign up. **Children's Books on Trauma.**

DUE: Caldecott choice posted to Goodreads.

Assignment: Complete reading *The Boy Who Failed...* and post to Goodreads. Post to Goodreads - Graphic Novel... *elementary only.*

Read text--Chapter 7: Traditional Lit/Begin reading *When You Trap a Tiger*

March 2 Evaluating Children's Literature: *The Boy Who Failed Show and Tell* and realistic fiction; Memoir vs. Autobiography <https://www.yout-ube.com/watch?v=ejnM1Qbl9wI>

Whole class discussion. *Literature Lesson Program Presentations.*

Discuss folktale variants chart & assignments. Discuss Midterm.

DUE: Goodreads post of *The Boy Who Failed...* Post graphic novel to Goodreads.

Assignment: Read Text: Chapter 8, *Fantasy & Science Fiction*. Read folktale variants by choosing 3 title variants of same tale (see Canvas for examples)—no Goodreads posts needed for folktale variants, but a chart should be completed and submitted to Canvas. Complete ***When You Trap a Tiger***/ Goodreads post. **Prepare for Midterm**

March 9 MIDTERM Group Discussion of *How to Trap a Tiger*

Discussion of Traditional Lit. and Fantasy/Science Fiction.

DUE: Folktale Variants Chart. Goodreads post for *When You Trap a Tiger*.

Preparation for Midterm.

Assignment: Complete Goodreads posts for **easy-to-read and popular series books.**

Read text: Chapter 12, *Literature for a Diverse Society*.

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

Group 1: *Gender Identity/LGBTQ+*

Group 2: *Black Lives Matter at School, Africa, Racial Identity, Black History,*

Group 3: *Spanish/Bilingual, Central America/Latino; Afro-Latinx, Latinx and Latin American Titles*

Goodreads post on Diversity shelf.

Use bibliographies from Social Justice Books website

<https://socialjusticebooks.org/booklists/>

2/28/2022 - 3/14/2022 Midterm Grading Window is Open.

March 16 *No Class! Enjoy your Spring Break!*

March 23 Return Midterms. **Discuss** ALSC Laura Ingalls Wilder Award Name change/Prairie Lotus/The Birchbark House.

Guest Speaker, Stephen Beck, school librarian, JCPS.

Literature Lesson Presentations.

Group discussion: *Diverse literature.*

DUE: Goodreads posts for diversity book, popular series, and easy-to-read.

Assignment: Read text: Chapter 10, Historical Fiction.

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

March 30 *Historical Fiction & Paper Wishes; Classroom text sets and companion texts.*

Guest Author, Lois Sepahban.

Historical Fiction PowerPoint.

Literature Lesson Presentations.

DUE: *Paper Wishes* post on Goodreads.

Assignment: Re-read pp. 15-16 from the text in preparation for discussion on text complexity. *Post on Goodreads – Picture Book for Older Readers and Transitional Title.*

April 6 Discussion of 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.

Literature Lesson Presentations.

DUE: Picture Book for Older Readers and Transitional Book: Goodreads posts.
Assignment: Complete text complexity assignment. Complete and submit Author/Illustrator Info Guides or Topics for Further Exploration.

April 13 *Book Talks Model.* Presentation by Principal, Dr. Kyle Lee, Seton Catholic School: **Tips on Finding That First Teaching Position.**

Literature Lesson Presentations.

Due: Text Complexity Assignment; Author/Illustrator Guide or Topics for Further Exploration.

Assignment: Read Text pp. 225-226 and prepare book talk. Book should be posted to Goodreads on shelf *Book Talk*.

Read text: 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.

Read or watch Perfect Timing by Patsi B. Trollinger

https://www.youtube.com/watch?v=WtuWAK_ChSk &

VOICES OF JUSTICE by George Ella Lyon. Post to Goodreads.

April 20 Group Discussion: *Nonfiction Books.* Discussion of information books including biographies. **Guest Authors, Patsi Trollinger & George Ella Lyon.** **Book Talks.**

DUE: Prepared Book Talk given in Group. Bring book to class!

1 Information Book & 1 Biography Book posted to Goodreads.

Post Trollinger's *Perfect Timing* and Lyon's *Voices of Justice*.

Assignment: None.

April 27 **The Final...explained.** Guest Speaker: **Roseanne Polachek, SCPL,** on teacher/public library collaboration. Organize a Newbery and Caldecott Club.

DUE: Any assignments not previously completed.

Assignment: Prepare Final Take-Home Exam

May 4 *No Class.* Post final exam to Canvas by 8:30 PM.

April 25—May 9 *Final Grades Window Open.*

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 11 (preschool through 6th 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 19

Submit to Canvas as 1 Assignment

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: approx. 2 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. 1 page. Submit to Canvas.

Goodreads Posts on *UK LIS 510 Children's Lit Spring 2022* 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 recommended reading lists &/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 are as follows: 1 poetry book, 1 verse novel, 5 picture book types, 5 picture storybooks, 1 graphic novel, 1 easy reader, 1 picture book for older readers, 1 popular series, 1 transitional reader. These are referred to as **free choice reading**. A posting on your account on www.goodreads.com on our class book club group <https://www.goodreads.com/group/show/1179101-uk-lis-510-children-s-lit-spring-2022> is required for every picture book and novel read unless an exception is cited in the LIS 510 Course Calendar.

In addition, 12 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 posts are due for

each class discussion book read **by** the date of the discussion.
Free Choice posts are due according to the Course Calendar.

Read Aloud Session Due: February 9

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 a phone, 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 13

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 <https://hub.lexile.com/find-a-book/search> 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 inform your decisions.

Author/Illustrator Information Guide/Topics For Further Exploration Due: April 13

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.

Kentucky Academic Standards Literature Lesson Presentation (worth 10 points)

This project requires a **visual/oral** presentation in class. Be sure to schedule your date.

Using the **Kentucky Academic Reading and Writing Standards K—5**

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf, **choose a grade level (K—5). Then**

choose a standard. 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, Create a PowerPoint Presentation/Prezi/wiki/blog or other way to visually present your standard and book(s) to the class. Be sure to include: an image of the book and brief summary (not commercial, but written by you; don't read it from your slide—tell us about the book and show illustrations) for the book(s), the book lexile <https://hub.lexile.com/find-a-book/search> (use the Quick Book Search at the top of the webpage) and grade level equivalent <https://lexile.com/educators/measuring-growth-with-lexile/lexile-measures-grade-equivalents/> a way to introduce the book(s), e.g. book trailers, websites or video clips (providing background information), and an activity or assessment you will use with the students. The **visual presentation** will be **10 minutes maximum. Bring your book(s) with you on the night of your presentation.**

Book Discussion Sessions

On January 19, you will be assigned to a discussion group. You will meet in groups to share your reading. Preparation [for six of those sessions], Feb 16, Feb 23, March 9, March 23, March 30, April 13, April 20, and April 27 will include posting on Goodreads to share with group members &/or questions for guest speakers. These class discussion book posts are to be completed **by the day of the class discussion** and may be used as a reminder during discussion. Preparation for **March 9** will be a spreadsheet to fill out. This Folktale Variant Chart should be filled in online and submitted to Canvas or in hard copy and submitted in class.

Books being discussed should be brought to class discussion. Ebooks and audiobooks are permissible for novels or chapter books. Picture books should be read and brought to class in hard copy if possible.

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 or presenter 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). The leaders may also serve as a **group reporter**. This involves giving 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. Other leadership responsibilities may involve preparing several questions for the guest speaker who presents during class. Credit for your work in discussion groups is part of Required Reading grade.

Book Talks Due: April 20

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. 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 [always on time to class and with assignments, going above and beyond assignments, demonstrating enthusiasm for the course] (1).

Syllabi Addendum

Assignment	Kentucky Teacher Performance Standards	CAEP Teacher Preparation Standards	SPA Standards International Literacy Association
Reading Autobiography	9e	5b	4.1, 6.2
Websearch	2d, 9d	1b	6.3
Picture Book Read Aloud		2a, 3f	1.3, 2.4
Midterm			1.1
Book Reviews (variety of genre)	1b, 2d, 3f, 4g, 4i, 5c, 5g, 5h, 8g	1b, 2a	1.4, 2.1, 4.3, 6.3
Discussion Leader & Reporter Responsibilities	10i	2a, 4f, 5c	
Standards Literature Lesson	3g, 4b, 7a, 8c, 9a	2a, 3c	1.4, 2.2, 4.1, 5.2, 5.3
Text Complexity Analysis	1b, 2b, 2c, 4f, 8a, 9c	1b, 2a, 3b, 3f	4.1
Author Illustrator Guide			
Book Talk	4d, 5c, 7e	2a, 3f	1.3, 2.4
Final Exam	7a	3c	1.1, 2.1, 5.2