University of Kentucky
School of Information Science (SIS)

LIS 510 401 Children's Literature and Related Materials
Spring 2019
January 15 – May 6

Instructor
Becky B. Nelson
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Office Hours
By appointment
Preferred method of contact:
	Canvas email or Text

Class Information
- FACE-TO-FACE
- Wednesdays; 5:30—8:30 pm
- Lucille Little Learning Center/Art Library (LCLI) Room 311
- Final Exam submitted to Canvas May 6 by 8:30 pm.

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 book formats: Ebooks, Graphic Novels, Post-Modern Literature
Week 6…. Picture Book Fiction/ Kentucky Authors & Illustrators
Week 7… Youth Media Awards
Week 8…. Realistic Fiction
Week 9…. Midterm & Fantasy /Science Fiction
Week 10…Spring Break
Week 11…Multicultural & Diverse Literature
Week 12…Text Complexity
Week 13…Historical Fiction, Class and Companion Text Sets & Storytelling
Week 14…Book Talks, Administrator Advice
Week 15…Biography and Information Books
Week 16…Teacher Collaboration with School and Public Librarians
Week 17… Final Exam

Required Textbook: Short, Lynch-Brown & Tomlinson. *Essentials of Children's Literature/* 9th ed. Pearson, 2018. ISBN-9780134532592
Required Trade Books: *Ms. Bixby's Last Day* by John David Anderson;
The Wild Robot by John David Anderson; *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; *The Pirate of Kindergarten* 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 Web Group: Create an account @ www.goodreads.com and request to join the UK LIS 510 Children's Lit Spring 2020 group.
https://www.goodreads.com/group/show/1057208-uk-lis-510-children-s-lit-spring-2020
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

Grading Parameters
LIS 510 STUDENT ASSESSMENT SHEET   **Name**

_____ 1. Reading Autobiography & Principal Joey Blog Reflection **5%**

_____ 2. Web Search **5%**

_____ 3. Picture Book Read Aloud **3%**

_____ 4. Midterm **10%**

_____ 5. **Free Choice Reading** *Goodreads* Book Postings **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 **{3 pts.},** 1 graphic novel, 1 easy reader, 1 popular series, 1 traditional book, 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.}, *Ms. Bixby's Last Day* {2 pts}, *The Wild Robot* {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}, **12%**
_____ Advanced preparation as group leader **2%**
_____ Follow-up summary as group reporter **1%**

_____ 7. Literature Lesson 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 Talk **3%**

_____ 12. Class Participation   **4%** (1 point each for whole class participation, 1 point for intellectual initiative, 2 points for attendance).

_____ 13. Final exam: **10%**
MIDTERM GRADE: _____
FINAL GRADE FOR COURSE: _____

Grading Rubric

All work should be proofed carefully and presented in a professional manner. Mistakes in grammar, punctuation, and spelling will result in point deduction.
Unexcused late work may result in the grade being lowered by one letter.
Deductions for assignments that do not meet minimum standards will vary.

Grading Scales

Undergraduate and Graduate Grade Point Scale

Below is the grade point scale for grads and undergrads for your final semester grade. 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   Grads…86

Mid-term Grade (for undergrads in 500-level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar and on the Course Calendar (http://www.uky.edu/registrar/calendar).

Participation (worth 4 points on final grade)

Class participation is an important part of the course. Your responsibility is to contribute to class discussions and small group discussions – from your background and experience-- as well as from your reading and book responses prepared for the discussion. You also need to listen respectfully to presentations by class members, as they are part of your learning experience. **Laptops/mobile devices brought to class are to be used only for note-taking and information seeking directly related to class discussion.** Any other use will result in grade points deducted from class participation. You have to be **in** class to participate. Any unexcused absences may jeopardize your final grade. Certainly emergencies or illnesses are legitimate and excused within reason. The 4 points include: attendance (2), oral participation, whole class (1) intellectual initiative (1).

Absences/Attendance

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

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

An unexcused absence when one is expected to be a group discussion leader or reporter will result in a 0 point grade for that assignment unless prior arrangements have been made to switch dates with another student.

Excused Absences

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

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

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

Withdrawal from the Course:

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

Incompletes:

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances.
http://www.uky.edu/Ombud/ForFaculty_EnrollmentGrades.php

Verification of Absences

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

Submission of Course Assignments

Turn in all assignments on time. Acceptance of late assignments will be subject to the discretion of the instructor. Any late assignments will be subject to loss of one letter grade upon evaluation. **Submissions of assignments other than Goodreads posts are to be posted on Canvas (preferred), sent as email attachments, or handed in as hard copy.** It is the student's responsibility to keep copies of all assigned work until the semester is over. These may need to be resubmitted if there are technical problems.

Group Work and Collaboration

All students will participate in a small group throughout the semester. You will communicate with your group through Canvas email. Each student will serve as a leader and as a reporter at least once. If for any reason you cannot serve in this role on the date assigned to you, it is your responsibility to find someone to trade dates with you or you will receive no credit for that role.

GENERAL COURSE POLICIES

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

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

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

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is

plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Technology Information & Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.
Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: http://download.uky.edu/.

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

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

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

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

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

Canvas will be used, 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 https://www.goodreads.com/group/show/1057208-uk-lis-510-children-s-lit-spring-2020 is social media site focusing on literature. Each student will make an account on Goodreads and post required literature reviews there.

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

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

LIS 510 COURSE CALENDAR　　　　Spring 2020

January 15 Read *Bear Came Along*. Introductions/fill out Student Information Sheet
& Interest Inventory; Overview of children's literature/PowerPoint. Overview of
semester.
Discuss extra credit on Canvas and Course Calendar.
*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/

January 22 Discuss Caldecott and Newbery 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 List) to Goodreads.

*The 2020 Youth Media Award announcements will take place on Monday, Jan. 27, 2020, at 8
a.m. ET from the Pennsylvania Convention Center in Philadelphia. Fans can follow
2020 results in real-time via live webcast or follow hashtag #alayma.*

January 29 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 each on shelf titled *Picture Book Types*.
Begin Web Search.

February 5 Guest Speaker: Mary Lou White, Scott County Public Library presenting
Favorite Read Aloud Picture Books for Early Childhood.
Discuss Censorship & Selection. https://www.youtube.com/watch?v=paluqcTnRis
Tips for Reading Aloud.
DUE: **Completed Goodreads posts for picture book types.**
Assignment: Complete **Web Search**. 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!!** Post book on *Goodreads* under the
shelf, *Read Aloud,* discussing why you chose that book as a read aloud.

February 12 Alternate Literature Formats: 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) / Little Red Ridinghood App/ **Dave Pilkey** https://www.youtube.com/watch?v=rKYNqcxM5UM

Literature Lesson Presentations begin.

Group Reading of Picture Book.

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

Assignment: Read the Kentucky author picture books that everyone in your group will discuss. **Both Groups Will Read**: *Klondike, Do Not Eat those Cupcakes!* by Amanda Driscoll, *The Pirate of Kindergarten by* George Ella Lyon, and *Lift Your Light a Little Higher* by Heather Henson.

*Discussions…**Groups 1 & 2 will meet together.***

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

February 19 Group discussion of assigned picture books.

Guest Speakers: *authors George Ella Lyon and Heather Henson.*

Literature Lesson Presentations.

DUE: 3 Goodreads posts on KY Author Books.

*Assignment***:** Read Text: Chapter 9/Realistic Fiction. Begin reading *Ms. Bixby's Last Day.* Choose a **©2019** picture book to present as your choice for the 2020 Caldecott Medal and defend your position in written response on your Goodreads post and to your group. **Actual 2020 winners may not be chosen. Resource: Caldecott Buzz Books.**

February 26 Group discussion: *This Book Should've 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.**

Literature Lesson Presentations.

DUE: Caldecott choice posted to Goodreads and BROUGHT TO CLASS for discussion.

*Assignment***:** Complete reading *Ms. Bixby's Last Day* and post to Goodreads. Post to Goodreads - Graphic Novel…*elementary only.*

 Read text--Chapter 7: Traditional Lit/ Begin reading *The Wild Robot*

March 4   Evaluating Children's Literature: ***Ms. Bixby's Last Day* and realistic fiction**.

Whole class discussion. *Literature Lesson Program Presentations.*

Discuss folktale variants/hand out charts & assignments. Discuss Midterm.

DUE: Goodreads post of *Ms. Bixby's Last Day.* **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 or handed in on chart spreadsheet.

Complete *The Wild Robot/Goodreads post.*

Prepare for Midterm

March 11 MIDTERM Group Discussion of *The Wild Robot* by Peter Brown.
Discussion of Traditional Lit. and Fantasy/Science Fiction.
Literature Lesson Presentations.
DUE: Folktale Variants Chart. Goodreads post for *The Wild Robot.*
Preparation for Midterm.
Assignment: Complete Goodreads posts for easy-to-read, popular series, traditional.
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: *Muslims/Arab or Persian Americans,* **Group 2:** *Gender Identity/LGBTQ+*
Goodreads posts for diversity book.
Use bibliographies from *Essentials* chapter &/or Social Justice Books website
https://socialjusticebooks.org/booklists/

March 2 – March 16 Midterm Grading Window is Open.

March 18 *Enjoy your Spring Break! No Class.*

March 25 Return Midterms. **Discuss** ALSC Laura Ingalls Wilder Award Name change.
Guest Speaker, Stephen Beck, school librarian, JCPS.
Literature Lesson Presentations.
Group discussion: *Diverse literature*.
DUE: Goodreads posts for diversity book, easy-to-read, popular series, traditional
Assignment: Post to Goodreads for transitional book. Re-read pp. 15-16 from the text
in preparation for discussion on text complexity. *Complete and submit Author/Illustrator
Info Guides or Topics for Further Exploration.*

April 1   Group Discussion: Discussion of text complexity. http://www.lexile.com/about-lexile/lexile-video/   https://www.teachingchannel.org/videos/simplifying-text-complexity
Read *Sophie's Masterpiece* (ex of low lexile text perfect for teaching inference)/ discuss
use in teaching inference to 4th/5th. Discuss as example of analyzing text complexity
assignment.
Storytelling Tips: Tell "Jack and the Wishgiver."
Historical Fiction PowerPoint.
Literature Lesson Presentations.
DUE: Transitional Book post.
Author/Illustrator Guide or Topics for Future Exploration.
*Assignment: Prepare a story to tell to your group/ Re-read text—pp. 101-102 for
storytelling tips. Post on Goodreads -- Picture Book for Older Readers.*
Read text: Chapter 10, Historical Fiction.
Whole Class Read: *Paper Wishes* by Lois Sepahban/author; Post to Goodreads.

April 8 *Historical Fiction & Paper Wishes; Classroom text sets and companion texts. Literature Lesson Presentations. Guest Author, Lois Sepahban. Paper Wishes* discussion in groups. Storytelling presentations in groups.
DUE: *Paper Wishes* / Picture Book for Older Readers: Goodreads posts. Story to Tell Group…post story details (summary/source/age group) on Canvas for credit.
Assignment: *Complete text complexity assignment.*

April 15 *Book Talks Model.* Presentation by Former Principal, Dr. Kyle Lee, Administrative Dean, STEAM Academy, FCPS: Tips on Finding That First Teaching Position.
Due: Text Complexity Assignment.
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.
All Groups Will Read*: Perfect Timing b*y Patsi B.Trollinger and post to Goodreads.
All assignments should be turned by April 22 to be eligible to skip the final.

April 22 Group Discussion: *Nonfiction Books.* Discussion of information books including biographies. *Guest Authors, Patsi Trollinger.* **Book Talks.**
DUE: Prepared Book Talk given in Group.
1 Information Book & 1 Biography Book posted to Goodreads.
Bring books to class!
Trollinger *Perfect Timing* & post.
Assignment: None.

April 29 **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 6 *No Class*. Post final exam to Canvas by 8:30 PM.

April 27 – May 11 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 22
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: 2-3 pages. Submit to Canvas.

Principal Joey Blog: http://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/ In a paragraph or two, reflect upon what he has to say. Be specific. Length of assignment: approx. 3 pages. Submit to Canvas.

Goodreads Posts on https://www.goodreads.com/group/show/1057208-uk-lis-510-children-s-lit-spring-2020 ***UK LIS 510 Children's Lit Spring 2020* 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: 1 poetry book,1 verse novel, 5 picture book types, 5 picture storybooks, 1 graphic novel, 1 easy reader, 1 traditional book, 1 picture book for older readers, 1 popular series, 1 transitional reader, 1 informational book, 1 biography. 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/1057208-uk-lis-510-children-s-lit-spring-2020 is required for every picture book and novel read unless an exception is cited in the LIS 510 Course Calendar.

In addition, 11 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 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. 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 15

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. 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 1

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.

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://fab.lexile.com/ (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 22, you will be assigned to a discussion group. You will meet in groups to share your reading. Preparation [for seven of those sessions] Feb 19, Feb 26, March 4, (this will be a whole class discussion), March 11, March 25, April 8, and April 22 will include posting on Goodreads to share with group members. 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 11** will be a spreadsheet to fill out. This Folktale Variant Chart should be filled in online and submitted to Canvas or turned in during class in hard copy. **Books being discussed should be brought to class discussion. Ebooks are permissible for novels or chapter books. Picture books should be brought to class in hard copy.**

Designate a **group leader** before the discussion who will take responsibility for the discussion. S/he should prepare some *appropriate or provocative questions* to pose to the group to stimulate discussion. These questions should be broad, open-ended questions to inspire thinking and discussion, not questions that have definite answers. You must submit those questions on Canvas *before* class. (Everyone in the group will get a turn at this). Designate a **group reporter**. This person will give a *brief* summary of your group's discussion to the rest of the class so others will get a feeling for your group's reaction to the titles. (Everyone will have a chance to do this). Credit for your work in discussion groups is part of Required Reading grade.

Storytelling   Due: April 8

Choose a story appropriate to tell to a group of children (target your audience to be between preschool and 5th 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. Submit to Canvas: 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 22

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).

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.