

University of Kentucky
School of Information Science

CHILDREN'S LITERATURE & RELATED MATERIALS

DELIVERED ONLINE VIA CANVAS

LIS510, SECTIONS 201

AUGUST 26 – DECEMBER 18, 2015

****Course Syllabus****

Instructor

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(e-mail is preferred contact method)

Course Description

A survey of children's literature, traditional and modern. Reading and evaluation of books and multimedia materials with emphasis on the needs and interests of children. Covers media for use by and with children from preschool through grade six.

Course Objectives

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

Course Overview

To complete this course, students will read a wide variety of children's literature from all genres, and experience media related to the literature. Students will complete a group classroom project, quizzes, and other course work to prepare them for engaging young people in the classroom.

Course Outline

- Course Introduction
- Creating Readers
- Engaging Children with Literature in the Curriculum
- Traditional Literature & Poetry
- Picture Books & Illustration
- Realistic Fiction
- Historical Fiction & Biographies
- Modern Fantasy & Informational Books
- Literature for a Diverse Society

Course Texts

Required Texts:

- Lynch-Brown, C., Tomlinson, C. M., & Short, K. G. (2013). [*Essentials of children's literature*](#), 8th edition. Boston: Pearson. [8th Edition only, please] (Referred to as *Essentials* in course instructions.)
- Trelease, J. (2013). [*The read-aloud handbook*](#), 7th edition. New York: Penguin. [7th Edition only, please] (Referred to as *Trelease* in course instructions.)
- See the course schedule beginning on Page 6 below for the required children's literature. You are **not** expected to purchase these titles. Please use your local public libraries, the Education Library at UK and the McConnell Center (more information about the Center will be provided in Canvas) when possible.

STUDENT EVALUATION

Grading Parameters

- Group Discussion Board: 800 points
- Reading Retrospective: 50 points
- Picture Storybook Evaluations: 50 points
- Story Time Fieldwork Project: 300 points
- Nonfiction Book Evaluations: 50 points
- Classroom Collection Project: 250 points

Grading Scale

A = 1500–1350	<i>Exceptional Achievement</i>
B = 1349–1200	<i>High Achievement</i>
C = 1199–1050	<i>Average Achievement</i>
D = 1049–900	<i>Below Average Achievement</i>
E = <899	<i>Failing</i>

Grading Guidelines

- Concise and clear writing is expected at all times. All work will be graded comparatively, including evidence of effort, research, support from course literature, clarity of thought, creativity, and when appropriate, design and awareness of the intended audience.
- Please see individual assignment instructions for specific grading parameters.

Participation/Attendance

Class participation is an important component of your grade for this class. The due dates for required discussion posts are posted in the schedule below, as well as within Canvas. Credit will not be given for late responses. Poorly written posts will not be given credit. Your discussion posts must be substantive and thoughtful. I encourage you to complete your discussion posts in Word and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work.

Communication

You may communicate with me via the Discussion Boards in Canvas or e-mail. E-mail will elicit the timeliest response. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially between 9:00am to 5:00pm on weekdays. It is each student's responsibility to be certain that all course communications are accessible and that all discussion posts are read in a timely manner. All official UK email is sent to your UK email address. It is your responsibility to be certain that you are receiving those emails and reading them in a timely manner as well.

Submission of Course Projects

IMPORTANT: All projects are to be submitted electronically via Canvas or via the forms provided in Canvas by **9:00 PM ET** on the dates indicated (see the Course Schedule beginning on page 6 below and the course calendar in Canvas for due dates). Projects are **not** accepted via email. **Project specifications will be provided in Canvas.**

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (<http://www.uky.edu/AS/English/wc/>). APA (6th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited).

Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical or Formal, and to use the AutoCorrect feature to assist you (e.g., I have it set so that if I type *lit*, the word *literature* results). Please proof your work and ask someone else to as well.

Late Work

It is expected that you will submit course assignments on time. However, life happens. "Normal" life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, you need to let me know at least 3 days before the due date. **Late assignments will not be accepted without prior approval.**

ACADEMIC STANDARDS

Academic Integrity

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

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

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Accommodation

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

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Please see the online guide to supported operating systems and browsers: <http://bit.ly/TDkqwy>. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). I am your first go-to person for technology problems. E-mail me at sarah.flood1@uky.edu for the timeliest response.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/ukit/techtips/students>; 859-257-1300

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

- Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
- Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
- DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

COURSE EXPECTATIONS

What I expect from you...

- I expect you to read all of the materials for each module before the module begins.
- I expect you to post your question(s) for each module during the first week of the module.
- I expect you to begin posting responses to classmates' questions by the beginning of the second week of the module.
- I expect you to participate in the discussion throughout each module.
- I expect you to proof all discussion posts and assignments.
- I expect you to submit assignments on time.
- I expect you to plan accordingly so that assignments demonstrate quality work.
- I expect you to proof your work for grammar and spelling errors.
- I expect you to ask for assistance and not wait until the last minute to do so.

What you can expect from me...

- I will treat you as an individual and with the respect.
- I will not discriminate against you in any way and will respect your well-supported viewpoints.
- I will handle class communication in a professional manner.
- I will not teach what I do not know. I will seek out answers when necessary.
- I will update course information, materials and other readings as necessary.
- If plagiarism, cheating, or other violations of academic integrity are suspected, they will be explored and punishment pursued.
- I will work with you on late work when you communicate with me AHEAD of time. Late work without a legitimate excuse will not be accepted.
- I will make myself available to you through the discussion boards, email, and other avenues as needed.
- To minimize subjectivity when grading, I will use rubrics for grading.
- I will assess your work with honesty based on the criteria provided.
- If I make a mistake when assessing your work, I will make corrections as appropriate.

COURSE SCHEDULE

COURSE INTRODUCTION – Children & Their Literature

DATES August 26 – August 29

VIEW Course Introduction Video and get acquainted with Canvas

POST Introduce Yourself

MODULE 1 – Creating Readers

DATES August 30 – September 12

READ *Essentials*, Chapters 1, 2 & 3; Trelease, Introduction

READ *Two of the following: Interrupting Chicken* (Stein), *Wild About Books* (Sierra), *We Are in a Book* (Willems) – **2 books total**

READ Carlsen, G. R., & Sherrill, A. (1988). *Voices of readers: How we come to love books*. Urbana, IL: National Council of Teachers of English. [Access to this full-text document will be provided in Canvas.]

READ Bloom, E. (2015, April 14). [How Books Can and Do Save Children](http://www.barnesandnoble.com/blog/how-books-can-and-do-save-children). B&N Reads.
<http://www.barnesandnoble.com/blog/how-books-can-and-do-save-children>

POST After reading the Carlsen & Sherrill paper, reflect on the significance of the study and the 2 children's books you read for this Module pertain to what you learned. Post your thoughts to your group discussion board and respond to the thoughts of one other person in your group.

POST During the first week of the Module, read *Essentials* Chapters 1-3, and post a question

for each to the graded discussion board. Your questions must be thought provoking and provide context. You must respond a classmate's question for each of the 3 chapters (try to respond to 3 different classmates) for a total of 3 responses. Be sure to include the 2 children's books that you read for this Module in your responses; it must be evident that you have read them. Vague responses will not be accepted.

DUE Reading Retrospective Assignment; Due September 6th, 9PM ET

MODULE 2 – Engaging Children with Literature in the Curriculum

DATES September 13 – September 26

READ *Essentials*, Chapters 12 & 13; *Trelease*, Chapters 1 & 2

READ *The Snowy Day* (Keats); *Frederick* OR *Alexander and the Wind-up Mouse* (Lionni); *Brown Bear, Brown Bear, What Do You See?* (Martin); *Where the Wild Things Are* (Sendak); *The Napping House* (Wood) – **5 books total**

READ **One** Newbery Medal Winner from the 1980s, **one** Newbery Medal Winner from the 1990s and **one** Newbery Medal Winner from between 2000 and 2010.

<http://goo.gl/bTBNrP> – **3 books total [8 books to total for the module]**

POST Find a scholarly review of one of the picture books that you read for Module 1 or 2 and post it to the discussion board (for information on scholarly journals, see pages 24-25 in *Essentials*). What do you think of this review? Does the review mesh with your perceptions of the book? Why or why not? Why would knowing how to find scholarly reviews help when developing a classroom collection? Respond to at least one classmate who posted a different review of the same book.

POST During the first of the Module, read *Essentials* Chapters 12 & 13 and *Trelease* Chapters 1 & 2, and post a question for each to the graded discussion board. Your questions must be thought provoking and provide context. You must respond to a classmate's question for each of the 4 chapters (try to respond to 4 different classmates) for a total of 4 responses. Be sure to include the 8 children's books (5 picture books & 3 Newbery Medal Winners) that you read for this Module in your responses (you do not have to include all 8 in each response, just include all 8 at some point, though each response must include thoughts on at least one of the 8; it must be evident in your responses that you have read them. Vague responses will not be accepted.

MODULE 3 – Picture Books & Illustration

DATES September 27 – October 10

READ *Essentials*, Chapter 4; *Trelease*, Chapter 3

READ *Madeline* OR *Madeline's Rescue* (Bemelmans); *Flotsam* OR *Tuesday* (Wiesner); *The Lion & the Mouse* (Pinkney); *The Very Hungry Caterpillar* OR *The Very Busy Spider* (Carle); *The Polar Express* (Van Allsburg) – **5 books total**

POST During the first week of the Module, read *Essentials* Chapter 4 and *Trelease* Chapters 3, and post a question for each to the graded discussion board. Your questions must be thought provoking and provide context. You must respond to two classmates' questions for each of the 2 chapters (try to respond to different classmates) for a total

of 4 responses. Be sure to include the 5 children's books that you read for this Module in your responses (you do not have to include all 5 in each response, just include all 5 at some point, though each response must include thoughts on at least one of the 5; it must be evident in your responses that you have read them. Vague responses will not be accepted.

DUE Two Picture Storybook Evaluations; Due September 27th, 9 PM ET

MODULE 4 – Traditional Literature & Poetry

DATES October 11 – October 24

- VIEW** Video on the difference between story time and story telling
- READ** *Essentials*, Chapters 5 & 6; *Trelease*, Chapters 4 & 5
- READ** *The Three Pigs* (Wiesner); *The True Story of the 3 Little Pigs* (Scieszka); *Lon Po Po: A Red-Riding Hood Story from China* (Young); *Ella Enchanted* (Levine) OR *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread* (DiCamillo) – **4 books total**
- READ** *The Giving Tree* (Silverstein) OR *A Light in the Attic* (Silverstein); *The New Kid on the Block* (Prelutsky); *Jazz* (Myers); *Dark Emperor and Other Poems of the Night* (Sidman) – **4 books total [8 books total for the module]**
- READ** **Grad Students only:** Gold, K. J. (2000). Grim tales. *First Things: The Journal of Religion, Culture, and Public Life*, 106, 17- 19.
<http://www.catholiceducation.org/articles/arts/aloo75.html>
- POST** During the first week of the Module, read *Essentials* Chapters 5 & 6 and *Trelease* Chapters 4 & 5, and then post a question for each to the graded discussion board. Your questions must be thought provoking and provide context. You must respond to a classmate's question for each of the 4 chapters (try to respond to 4 different classmates) for a total of 4 responses. Be sure to include the 8 children's books that you read for this Module in your responses (you do not have to include all 8 in each response, just include all 8 at some point, though each response must include thoughts on at least one of the 8; it must be evident in your responses that you have read them. Vague responses will not be accepted.

MODULE 5 – Realistic Fiction

DATES October 25 – November 7

- READ** *Essentials*, Chapter 8; *Trelease*, Chapters 6 & 7
- READ** *Thank You, Mr. Falker* OR *Junkyard Wonders* (Polacco); *Fred Stays with Me* (Coffelt); *Joey Pigza Loses Control* OR *Joey Pigza Swallowed the Key* (Gantos); *The Year of Billy Miller* (Henkes); A middle grade sports book by Tim Green; *Rain Reign* (Martin) – **6 books total**
- READ** "Storytime with Loren Long": <http://issuu.com/kentuckyalumni/docs/summer2013lores> (the story begins on page 30)
- POST** During the first week of the Module, read *Essentials* Chapter 8 and *Trelease* Chapters 6 & 7, and post a question for each to the graded discussion board. Your questions must be thought provoking and provide context. You must respond to classmate's question

for each of the 3 chapters (try to respond to 3 different classmates) for a total of 3 responses. Be sure to include the 6 children's books that you read for this Module in your responses (you do not have to include all 6 in each response, just include all 6 at some point, though each response must include thoughts on at least one of the 6; it must be evident in your responses that you have read them. Vague responses will not be accepted.

DUE Story Time Fieldwork Project; Due October 25th, 9 PM ET

MODULE 6 – Historical Fiction & Biographies

DATES November 8 – November 21

READ *Essentials*, Chapter 9; *Trelease*, Chapters 8, 9 & 10

READ *Pink & Say* (Polacco); *Henry's Freedom Box* (Levine); *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909* (Markel); *Grandfather's Journey* (Say); *Brown Girl Dreaming* (Woodson); *The Dreamer* (Ryan) OR *Number the Stars* (Lowry) – 6 books total

POST During the first week of the Module, read *Essentials* Chapter 9 and *Trelease* Chapters 8, 9 & 10, and post a question for *Essentials* Chapter 9 and two of the *Trelease* chapters to the graded discussion board. Your questions must be thought provoking and provide context. You must respond to one classmate's question for each of the 3 chapters (try to respond to 3 different classmates) for a total of 3 responses. Be sure to include the 6 children's books that you read for this Module in your responses (you do not have to include all 6 in each response, just include all 6 at some point, though each response must include thoughts on at least one of the 6; it must be evident in your responses that you have read them. Vague responses will not be accepted.

MODULE 7 – Modern Fantasy & Informational Books

DATES November 22 – December 5

READ *Essentials*, Chapters 7 & 10

READ *The Mysteries of Harris Burdick* OR *Jumanji* (Van Allsburg); a Henry book by D. B. Johnson; *The Giver* (Lowry) OR *A Wrinkle in Time* (L'Engle); *Flora & Ulysses* (DiCamillo) – 4 books total

READ One book each by Kelly Milner Halls, Seymour Simon & David Macauley – 3 books total [7 books total for the module]

POST During the first week of the Module, read *Essentials* Chapters 7 & 10, and post two questions for each to the graded discussion board. Your questions must be thought provoking and provide context. You must respond to two classmates' questions for each of the 2 chapters for a total of 4 responses. Be sure to include the 7 children's books that you read for this Module in your responses (you do not have to include all 7 in each response, just include all 7 at some point, though each response must include thoughts on at least one of the 7; it must be evident in your responses that you have read them. Vague responses will not be accepted.

DUE Two Nonfiction Book Evaluations; Due November 15th, 9 PM ET

MODULE 8 – Literature for a Diverse Society

DATES December 6 – December 18

READ *Essentials*, Chapter 11

READ Hickey, G. M. (2014). Picture books for teaching about diversity: Planning effective instruction. *Kentucky Reading Journal*, 28-38. (Full-text access will be provided in Canvas.)

READ *Whoever You Are* (Fox); *Molly's Family* (Garden) OR *Daddy's Roommate* (Wilhoite); *Goin' Somewhere Special* (McKissack); *Wonder* (Palacio); *Roll of Thunder, Hear My Cry* (Taylor) OR *Becoming Naomi León* (Ryan); *The Crossover* (Alexander) OR *Seedfolks* (Fleischman)
– **6 books total**

POST During the first week of the Module, read *Essentials* Chapter 11, and post a question for the chapter to the graded discussion board. Your question must be thought provoking and provide context. You must respond to 3 classmates' questions for the chapter. Be sure to include 3 of the children's books that you read for this Module in your responses (you do not have to include all 3 in each response, just include all 3 at some point, though each response must reflect on at least one book; it must be evident in your responses that you have read them. Vague responses will not be accepted.

POST What books that you read for Module 5 (Realistic Fiction) represent a diverse society and why? How are they similar to the books you read for this module? You must respond one classmate's post. Be sure to include the children's books that you did not include in your response to the chapter post in your response; it must be evident that you have read them. Vague responses will not be accepted.

DUE **Classroom Collection Project; Due December 6th, 9 PM ET**