

University of Kentucky
School of Library & Information Science

Children's Literature & Related Materials

Delivered Online via Blackboard

LIS510.201 – Spring 2015

January 14 – May 8, 2015

****Course Syllabus****

Instructor

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Office Hours

Tuesdays, 12:00 PM ET to 4:00 PM
ET or by appointment.
Appointments are recommended
even during office hours.

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

1. Introduction to Children & Their Literature
2. The Evaluation & Selection of Materials
3. Fairy Tales & Traditional Tales
4. Picture Books & Caldecott Winners
5. Contemporary Realistic Fiction & Poetry
6. Historical Fiction & Biographies
7. Diverse Literature & Informational Books
8. Modern Fantasy & Mysteries

Course Texts

Required Texts:

Lynch-Brown, Carol, & Tomlinson, Carl M. (2013). *Essentials of Children's Literature*, 8th Ed. Boston: Allyn & Bacon. [8th Edition only, please]

Children's Literature Reading List:

- Please see pages 6-7 below for the required children's literature.

STUDENT EVALUATION

Grading Parameters

- Group Discussion Board: 100 points – 35%
- Reading Retrospective: 100 points – 15%
- Fairy Tale Analysis Paper – 15%
- Story Time Fieldwork Lesson Plan: 100 points – 20%
- Final Exam: 100 points – 15%

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.
- Rubrics for course projects and participation (discussion) will be provided in class.

Grading Scale

- 90% – 100% = **A (Exceptional Achievement: work that goes above expectations)**
- 80% – 89% = **B (High Achievement)**
- 70% – 79% = **C (Average Achievement)**
- 0% – 69% = **E (Failing)**

Participation/Attendance

Class participation is an important component of your grade for this class. The due dates for required discussion posts will be posted in the appropriate forums, as well as the course calendar (see the schedule on pages 6 & 7 below). In most instances credit will not be given for late responses. To receive credit for discussion posts you must use proper English and punctuation. 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 Main Discussion Board in Blackboard, e-mail or phone. 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 during the weekend and outside of normal business hours 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: Unless otherwise indicated, all projects are to be submitted electronically via Blackboard by the **End of the Day** (i.e., 11:59 PM) on the date indicated (see Course Projects on pages 7-9 below and the course calendar in Blackboard for due dates). All projects must be submitted via Blackboard. Projects are **not** accepted via email. If you need to resubmit a project (prior to the due only), please email me to have the dropbox reset).

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Blackboard. 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; for all other formatting, please use the Document Template provided in Blackboard).

Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Documents created in Microsoft Publisher will only be accepted if submitted as a pdf. Microsoft Office and other software is available for free download. Please see <https://download.uky.edu/> and <http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx>.

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.

All papers must have a unique title that specifically describes your work and not the project name. Full names and course information must be included on the first page of all documents (no cover page, please). Please include your last name and page numbers in the footer on all subsequent pages. All documents must be written in a 12-point font (please do not use Calibri) with 1-inch margins. Please use double-line spacing unless otherwise indicated. Using the Document Template that will be provided in Blackboard will facilitate meeting this requirement.

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.**

COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about young adults and their literature without discussing the issues. In addition, it is not possible for me to adequately assess your comprehension of the course materials solely based on your submitted assignments. This course is fast paced and the workload is heavy. Please see the Discussion Participation Rubric provided in Blackboard.

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 see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Incompletes

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2

<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 stephanie.reynolds@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 READING/DISCUSSION SCHEDULE

All work is due at 11:59 PM.

<p>COURSE INTRODUCTION: Welcome to LIS510 January 14 – January 18</p>	<ul style="list-style-type: none"> • POST: Student Introductions • GET acquainted with Blackboard
<p>MODULE 1: <i>Introduction to Children's Literature</i> January 19 – January 31</p>	<ul style="list-style-type: none"> • READ: Textbook Chapters 1-3 • READ: "Storytime with Loren Long": http://issuu.com/kentuckyalumni/docs/summer2013lores (the story begins on page 30) • DISCUSSION: Key concepts from each chapter
<p>MODULE 2: <i>Picture Books & Illustration</i> February 2 – February 14</p>	<ul style="list-style-type: none"> • READ: Textbook Chapter 4 • READ: 8 books (each must be from a difference section) from the Recommended Reading list at the end of the chapter. * • DISCUSSION: Connecting the books you read to the Common Core Standards. • DUE: February 5 – Reading Retrospective Paper
<p>MODULE 3: <i>Poetry & Traditional Literature</i> February 16 – February 28</p>	<ul style="list-style-type: none"> • READ: Textbook Chapters 5 & 6 • READ: 8 books (4 from each chapter) from the Recommended Reading lists (select books from multiple sections) at the end of each of the 2 chapters. * • DISCUSSION: Connecting the books you read to the Common Core Standards. • DUE: February 26 – Fairy Tale Analysis Paper
<p>MODULE 4: <i>Realistic Fiction & Literature for a Diverse Society</i> March 2 – March 14 <i>(Spring Break: March 16 – 20)</i></p>	<ul style="list-style-type: none"> • READ: Textbook Chapters 8 & 11 • READ: <i>Elijah of Buxton</i> by Christopher Paul Curtis and <i>Joey Pigza Swallowed the Key</i> by Jack Gantos, plus 2 picture books and 2 chapter books (1 of each from the 2 chapters) from the Recommended Reading list at the end of the chapters. * • DISCUSSION: Connecting the books you read to the Common Core Standards.
<p>MODULE 5: <i>Modern Fantasy</i> March 23 – April 4</p>	<ul style="list-style-type: none"> • READ: Textbook Chapter 7 • READ: <i>The Graveyard Book</i> by Neil Gaiman, plus 3 picture books and 1 chapter book from the Recommended Reading list at the end the chapter. * • DISCUSSION: Connecting the books you read to the Common Core Standards. • DUE: April 2 – Story Time Fieldwork Lesson Plan

<p>MODULE 6: <i>Informational Books, Historical Fiction & Biography</i> April 6 – April 18</p>	<ul style="list-style-type: none"> • READ: Textbook Chapters 9 & 10 • READ: <i>Henry’s Freedom Box</i> by Ellen Levine and <i>The Dreamer</i> by Pam Muñoz Ryan, plus 2 picture books and 1 chapter book from each of the 3 chapters) from the Recommended Reading list at the end of the chapters. * • DISCUSSION: Connecting the books you read to the Common Core Standards.
<p>MODULE 7: <i>Award Books & Literature in the Curriculum</i> April 20 – April 25</p>	<ul style="list-style-type: none"> • READ: Textbook Chapter 12 • READ: 4 books from the 2015 Caldecott & Newbery Award Winners: Awards will be announced on January 26, 2015. • DISCUSSION: “Stop Trying to Make Your Kids Read” https://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/
<p>MODULE 8: <i>Bringing It All Together: Engaging Children with Literature</i> April 27 – May 2</p>	<ul style="list-style-type: none"> • READ: Textbook Chapter 13 • DISCUSSION: Course Feedback & Looking Forward • May 5 & 6: Final Exam (This is an online timed exam covering the entire textbook.)

*Do **not** include titles intended for those over age 12 unless it is the high end of the range (e.g., ages 8-13).

COURSE PROJECTS

Reading Retrospective

Due February 5

In a short essay, write about your history as a reader. There is not a word requirement for this paper, however, your responses must be thoughtful and thorough. Respond to the following:

1. Do you consider yourself a reader now? If not, have you ever considered yourself a reader?
2. Did anyone ever discourage you from reading?
3. During your childhood, what was your parents (or other guardians) attitude toward reading? Did they read aloud to you? Did they (or anyone else) influence your current reading habits?
4. What are a few books you remember and what do you remember about them?
5. Do you remember learning to read? Was it a positive experience?
6. Do you remember the first book you read on your own? If so, what was it?
7. Did you read for pleasure? If so, how did you choose the books you read? If not, why? If you once read for pleasure and stopped, when did that happen?

Fairy Tale Analysis Paper

Due February 26

For this paper, you will compare and contrast 2 versions (or variations – this may include fractured fairy tales) of one of the fairy tales listed below.

- Choose either Cinderella, Little Red Riding Hood or The Three Little Pigs (please do not use more than one Disney version)
- You should try to use titles representing different decades: e.g., Jon Scieszka's *The True Story of the Three Little Pigs* (1996) and Mark Teague's *The Three Little Pigs and the Somewhat Bad Wolf* (2013).
- Keep in mind that some versions will not have the standard title. For example, *Bubba, the Cowboy Prince* is an acceptable Cinderella story.
- Please do not use more than one Disney version. Your work must refer to three specific books and not just to the story in general.
- You need to use the course textbook and at least two other academic resources to support your assertions. In other words, don't make a statement about how popular a book is with kids if you can't provide evidence to support your claim.
- You may include one title from the required reading list (e.g., if you choose to do Little Red Riding Hood books, *Lon Po Po* may be used for one of your selections).
- A list of questions to consider will be posted in Blackboard.
- This paper is to be 1,200 to 1,500 words (not including the Works Cited).

Story Time Fieldwork Lesson Plan

Due April 2

This is a fieldwork assignment. After choosing your audience, you will locate a venue and host, set a date, choose a theme and create a story time lesson plan to present. There are resources to assist you on the youthlitmatters wiki. Use your imagination, but be sure everything is age appropriate and that you have approval from your host for your theme and materials if she/he requests. You will be providing your host with a brief online evaluation to complete, so be sure he or she is willing to do that. Please do not wait to get going on this. Venues fall through, bad weather and illness happen.

The steps to setup your program are as follows:

- **Age group:** Choose what age group for which to prepare your program from toddlers up to 5th grade.
- **Venue:** If you are student teaching, you should arrange to use your class or work with the school librarian. If you are not student teaching, you need to find a school to work with.
- **Theme:** Work with your host to choose a theme for your program. It is very important to find out how much time your host can allot you. Forty-five minutes to an hour is best. The story time needs to be based on a theme (e.g., friendship, families, a holiday, nature,

animals). Avoid choosing something too specific such as dogs (not all kids like them and you don't want them going home begging for one if they do).

Your Story Time Program should include:

- Three to five books depending upon the age group selected.
- A poem and/or at least two songs. The song(s) will be best for younger kids along with a very short poem. To help younger children get the wiggles out, you will need to have an active song to start your program. For older kids, two poems might be more appropriate. Your theme will help drive your selections. Be sure to intersperse the songs, etc. with the books; reading all of the books back to back is not conducive to a successful story time. You are not expected to write a song or poem, but you may. Please see the notes below on what to submit to the dropbox.

A single document that includes the following must be submitted to the project dropbox:

- **Your detailed Lesson Plan**
- **The full-text of each poem and song.** You do not need to include the full text of popular songs or poems, but you do need to tell me the source and include the citation. Please do not simply provide a link to a website or to a YouTube video.
- **A reflective statement** about your experience that includes a description of your venue and contact information for your host. This statement should be detailed and indicate what you learned and what you might do differently in the future. Those who are experienced at conducting story times should reflect on how this experience was different and/or how previous experience factored in to your preparation for this project. There is not a specific word limited, but if your statement is less than a page (formatted using the Document Template), it is probably not sufficient.

Final Exam

Open May 5-6

The final exam will be 100 multiple-choice and true/false questions based on the course textbook. It will be timed and once you begin the exam, you must complete it within 90 minutes. If you have disability accommodations, please be sure to notify the instructor know early in the semester.