

LIS 510-201

Children's Literature and Related Materials

Term: Spring 2023

Credit hours: 3 credit hours

Meeting days/time/location: Asynchronous via Canvas

Instructor Information

Name: Stephanie Meyer

Email: stephanie.meyer@uky.edu

Office hours: Virtual and in-person office hours by appointment

Preferred method of contact: email or Canvas messenger

Maximum timeframe for responding to student communication: weekday: 24 hours, weekends: 48 hours

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.

Required Materials

Required Textbook: Short, Lynch-Brown & Tomlinson. *Essentials of Children's Literature*/ 10th ed. Pearson, 2022. Available in print and digital.

Required Trade Books: While we will read a variety of trade books in this course, you are not expected to purchase them. Utilize your local public library, the Education Library in Dickey Hall, or set up a time to utilize the instructor's school library to access these books.

Recommended Professional Books: *The Book Whisperer* by Donalyn Miller. ISBN-9780470372272; *The Read Aloud Handbook* by Jim Trelease, 7th ed. Penguin, 2013. ISBN-9780143121602. We will not use these books directly but they are great resources.

Skill and Technology Requirements

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to 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.

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>

*For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the [ITS Customer Services](https://www.uky.edu/its/customer-support-student-it-enablement/customer-services) page.
(<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)*

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 State Reading and Writing Standards.
6. Select supporting web resources when using children's trade books for student instruction across the school curriculum.

Course Details

Tentative Course Schedule

LIS 510-201 COURSE CALENDAR

Spring 2023

Updated 12-11-22

Module 1: January 9-13 Who are you as a reader?

READ: No assigned reading for this week.

DUE: Reading Autobiography

Discussion Post

Module 2: January 17-20 Understanding Children's Literature & the Reading Experience

READ: Essentials Chapters 1 & 2

READ: <https://principaljoey.wordpress.com/2013/12/26/stop-trying-to-make-your-kids-read/>

READ: Two Caldecott Winners from 1990-2009

One Newbery Winner from the 1990-2009

(make sure they are not listed as required books later in the course)

DUE: Discussion Post in Canvas

Book Review Posts (3) for Caldecott Honor & Newbery

Module 3: January 23-27 Understanding Children’s Literature & the Reading Experience

READ: Essentials Chapters 3 & 4

READ: Two Caldecott Winner or Honor Books from 2018-2023

One Newbery Winner from 2018-2023

(make sure they are not listed as required books later in the course)

DUE: Discussion Post in Canvas

Book Review Posts (3) for Caldecott Honor & Newbery

Module 4: Jan 30 - Feb 3 Awards & Resources

READ: No assigned reading for this week (there are several articles in the websearch)

DUE: Web Search Activity

Discussion Post in Canvas

Module 5: February 6-10 Diversity & Censorship

READ: Essentials Chapter 5 & pages 215-218

LOOK AT: <http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>

WATCH: https://www.youtube-nocookie.com/embed/palugcTnRis?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=palugcTnRis

READ: The following picture and chapter books (4 books total)

- *Voices of Justice* by George Ella Lyon
- *The Undefeated* by Kwame Alexander
- *Out of my Mind* by Sharon Draper or *Front Desk* by Kelly Yang or *Blended* by Sharon Draper
- *Neither* by Airlie Anderson or *Julian is a Mermaid* by Jessica Love or *When Aiden Became a Brother* by Kyle Lukoff

DUE: Discussion Post in canvas

Book Review Posts (4) for this week’s trade books.

Module 6: February 13-17 Picture Books, Graphic Novels, Hybrid Novels & Read Alouds

READ: Essentials Chapter 6 & pages 225-227

READ: The following picture and chapter books (3 books total)

- *When Stars Are Scattered* or *Roller Girl* or *El Deafo* or *Dog Man* (any in series)
- Any Picture Storybook from the [KBA K-2 2022-2023 List](#)
- Any picture book written by Ryan T. Higgins or written or illustrated by Juana Martinez-Neal

DUE: Read Aloud Video

Discussion Post in canvas

Book Review Posts (3) for this week’s trade books.

Module 7: February 20-24 Poetry

READ: Essentials Chapter 7

READ: The following picture and chapter books (3 books total)

- *Home of the Brave* by Katherine Applegate or *Before the Ever After* by Jacqueline Woodson or *Other Words For Home* by Jasmine Warga or *Macy McMillan and the Rainbow Goddess* by Shari Green (Note: These are novels written in verse; please read a print version rather than an audiobook.)
- *Flying High: The Story of Gymnastic Champion Simone Biles* by Michelle Meadows
- *Cricket in the Thicket: Poems About Bugs* by Carol Murray

DUE: Discussion Post in canvas

Book Review Posts (3) for this week's trade books.

Module 8: Feb 27 - Mar 3 Realistic Fiction

READ: Essentials Chapter 10

READ: Blog post on reading levels from Donalyn Miller

<https://nerdybookclub.wordpress.com/2017/10/15/on-the-level-by-donalyn-miller/>

READ: The following picture and chapter books (2 books total)

- *Ways to Make Sunshine* by Renee Watson or *Ruby on the Outside* by Nora Raleigh Baskin or *Stay* by Bobbie Pyron
- *Last Stop on Market Street* by Matt de la Peña or *The Invisible Boy* by Trudy Ludwig or *Enemy Pie* by Derek Munson

DUE: Literature Lesson Plan

Discussion Post in Canvas

Book Review Posts (2) for this week's trade books.

Module 9: March 6-10 Fantasy & Science Fiction

READ: Essentials Chapter 9

READ: The following picture and chapter books (3 books total)

- *Flotsam* or *Tuesday* by David Wiesner
- *Jumanji* or *The Mysteries of Harris Burdick* both by Chris Van Allsburg
- *The Girl Who Drank the Moon* by Kelly Barnhill or *Crenshaw* by Katherine Applegate or *The Graveyard Book* by Neil Gaiman

DUE: Discussion Post in Canvas

Book Review Posts (3) for this week's trade books.

Module 10: March 20-24 Text Complexity

READ: Essentials pg 17-18

DUE: Text Complexity Exercise
Discussion Post in Canvas

Module 11: March 27-31 Historical Fiction

READ: Essentials Chapter 11

READ: <https://www.npr.org/sections/codeswitch/2015/10/30/452037088/the-kids-book-a-fine-dessert-has-award-buzz-and-charges-of-whitewashing-slavery>

READ: The following picture and chapter books (2 books total)

- *Pink & Say* **or** *Tucky Jo and Little Heart* both by Patricia Pollaco
- *The War That Saved My Life* by Kimberly Brubaker Bradley **or** *One Crazy Summer* by Rita Williams-Garcia **or** *Paper Wishes* Lois Sepahban **or** *The Blackbird Girls* by Anne Blankman

DUE: Discussion Post in Canvas
Book Review Posts (2) for this week's trade books.

Module 12: April 3-7 Traditional Literature

READ: Essentials Chapter 8

READ: <https://imaginationsoup.net/fairy-tales-are-essential-to-childhood/>

READ: The following picture books (3 books total)

- 3 variants of the **same** folktale/fairy tale. None of these books selected should be the traditional story.
Select three versions of The Three Little Pigs **or** Goldilocks and the Three Bears **or** Little Red Riding Hood **or** Jack and the Beanstalk.
(example: *Federico & the Wolf*, *Lon Po Po*, & *Little Red and the Very Hungry Lion* are three versions of Little Red Riding Hood)

DUE: Author/Illustrator Information Guide
Discussion Post in canvas
Book Review Posts - 1 post comparing the three folktale variants.

Module 13: April 10-14 Nonfiction - Informational

READ: Essentials Chapter 12

READ: Choose 2 of the following nonfiction picture books

- One book from Lily William's If ___ Disappeared series
- *What Do They Do With All That Poo?* By Jane Kurtz
- *Claude: The True Story of a White Alligator* Emma Bland Smith
- *Gretta the Great Horned Owl* by Christie Gove-Berg
- *Seven and a Half Tons of Steel* by Janet Nolan
- *My Bed: Enchanting Ways to Fall Asleep Around the World* by Rebecca Bond
- *Crossing: Extraordinary Structures for Extraordinary Animals* by Katy Duffield

DUE: Author/Illustrator Information Guide Peer Reviews
Discussion Post in canvas
Book Review Posts (2) for the trade books you selected.

Module 14: April 17-21 Book Talks & Favorite Authors

READ: Essentials pg 228-229

READ: The following picture and chapter books (2 books total)

- Any Elephant & Piggie book by Mo Willems
- *The Tale of Despereaux* or *Raymie Nightingale* or *The Magician's Elephant* or *The Beatryce Prophecy* or *Flora & Ulysses* (all by Kate DiCamillo)

DUE: Book Talk Video
Discussion Post in canvas
Book Review Posts (2) for the trade books you selected.

Module 15: April 24-26 Nonfiction - Biographies

READ: Choose 2 of the following picture book biographies

- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating
- *The Unstoppable Garrett Morgan* by Joan DiCicco
- *The Boy Who Harnessed the Wind* by William Kamkwamba
- *Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions* by Chris Barton
- *Just Like Rube Goldberg: The Incredible True Story of the Man Behind the Machines* by Sarah Aronson
- *Pocket Full of Colors: The Magical World of Mary Blair, Disney Artist Extraordinaire* by Amy Guglielmo and Jacqueline Tourville

DUE: Book Review Posts (2) for the trade books you selected this Week

Course Activities and Exams

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 prior permission.

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

Reading Autobiography

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.

Reading Web Search

Google Form for the web search will be posted in Canvas under that week's module. You will follow the directions to explore and read various sites.

Read Aloud Video

Select a picture book to read aloud - one you think would appeal to a group of children. Choose a book published in the past 5 years with large, clear illustrations and a story that does not exceed 10 minutes when read aloud with expression. Hardcover books work better than paperback when reading and showing the pictures to your audience. Video your read aloud and submit it via canvas. This does not need to be an edited/polished video, I am focused on the read aloud choice and delivery, not your videography skills. Pretend you are reading the book to an actual group of students. Start off by introducing the book to them, pause for think alouds or to ask questions where appropriate. Please make sure that you are filming in front of an uncluttered background and that you are able to see and hear yourself clearly on the video. In addition to the video, you will need to type a paragraph explaining why you selected the title you chose and any reflection you have about your video. You can type this directly into Canvas or attach an additional file.

Literature Lesson Plan

Using the [Kentucky Academic Reading and Writing Standards K—5](#) choose a grade level (K—5). Then choose a Reading Literature or Reading Informational Text standard. Select 1 picture book of high literary merit, that was published within the last **3 years**, that you will use with students in teaching that standard. (2 books will need to be chosen if the standard you select requires students to compare and contrast different texts.) Create a basic lesson plan, outlining the activity and assessment you would use with the students. Do not simply find something on TPT. Try to think of something fun and engaging; this should not just be a read aloud or a read aloud with a worksheet. There is not a specific format, but your plan should be specific enough that someone could pick it up and teach it. It should include the standard, materials, procedures, and assessment as well as a rationale for why you selected the book for the standard. This should highlight something you would actually teach, not something that would just be an independent activity.

Make sure to cite the book(s) you use, as well as any songs or resources you incorporate.

Text Complexity Exercise

Sophie's Masterpiece is an example of how a picture book with a fairly low Lexile can have much higher text complexity and can be used to teach upper elementary literary elements. Watch this read aloud of [Sophie's Masterpiece \(Links to an external site.\)](#), then look at the example [Text Complexity: Qualitative Measures Rubric/Literary Texts \(Links to an external site.\)](#) and completed [Text Complexity Analysis of Template \(Links to an external site.\)](#) to see how the text complexity of *Sophie's Masterpiece* was evaluated.

Select a picture book for older readers, from the list below. After reading the book, determine its Lexile level [using https://hub.lexile.com/find-a-book/search \(Links to an external site.\)](https://hub.lexile.com/find-a-book/search) and corresponding grade level. Use the [Text Complexity: Qualitative Measures Rubric \(Links to an external site.\)](#), to evaluate the book and complete the [Text Complexity Analysis of Template. \(Links to an external site.\)](#) (This will force you to make a copy, then you will be able to fill in the text boxes with your content, resizing them as needed.) This is what you will submit. You can submit it as a PDF or share the Google link. If sharing the Google link, make sure to adjust the privacy setting so that anyone with the link can view.

Book List:

Angryman by Gro Dahle

The Island by Armin Greder

A Journey Toward Hope by Victor Hinojosa

Armstrong by Torben Kuhlmann

The Stamp Collector by Jennifer Lanthier

Seven Pablos by Jorge Lujan

Flowers for Sarajevo by John McCutcheon

Vanishing Colors by Constance Orbeck-Nilssen

This Very Tree by Sean Rubin

Author/Illustrator Information Guide

Become an “expert” on one current children’s author/illustrator. Author/illustrator sign-ups will take place from a list, early in the semester. Prepare a guide (be creative in your format: Adobe Express, Google Slides, or any computer presentation tool) 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, 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 (3-5 depending on whether they are novels or picture books). Be sure to include their most important and most recent works. Find out if

there are any forthcoming works. Include any awards received. 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. Your product should be exciting and engaging for students. Consider adding an interactive component.

Guides will be shared on a collaborative document so that you can benefit from each other's work. You will be assigned 2 guides to review the following week.

Booktalk Video

Select a novel (not a picture book) that you have not used for a previous post/review/assignment that you would like to promote to a group of students. The book must have been written in the last 5 years. Pick a target grade between 3rd and 5th 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. Booktalks are informal and encourage the audience to read the book for themselves. You should physically have the book so that you can show the cover as you talk about it. Make sure you have read the tips for booktalks from the text. In your booktalk you are speaking to students, not adults. Do not simply read the back of the book. Booktalks will be videoed via Flipgrid. A link to Flipgrid will be posted in Canvas.

Grading Scale

Grading scale for undergraduate students:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Midterm Grades

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

(<http://www.uky.edu/registrar/content/academic-calendar>)

Attendance Policy/Acceptable Documentation

Absences

Since this course is completely online and asynchronous, absences should not be an issue. If you know you will not be able to complete a discussion or assignment on a given day, plan ahead and submit your work early. All assignments are viewable from the first day of the semester. Discussion threads will open on Saturday of each week for those wanting to get a head start.

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.

Participation

Participation in the graded discussion board is an important component of your grade and requires regular engagement in each session’s discussion. Each week you are expected to post a response to the discussion thread by **Wednesday**. Additionally you should reply to at least one other person’s comment by Friday of each week. Your discussion posts must be substantive and thoughtful, but not essays. I encourage you to complete your discussion posts in Docs (or other application) 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. Late posts will not receive credit.

In addition to the discussion thread, there will be a second thread where you will be posting book reviews each week for each book you read. All book reviews are to be completed by Friday each week.

Assignment Policies

Assignment Submissions

IMPORTANT: All assignments are to be submitted electronically via Canvas by 11:59 PM ET on the dates indicated in the Course Schedule. Projects are **not** accepted via email or by Canvas messaging. You must submit them in the appropriate place. It is the student’s responsibility to keep copies of all assignments until the semester is over. These may need to be resubmitted if there are technical issues.

The use of proper English is expected at all times. This includes discussion posts. Writing should follow APA (6th edition) guidelines. Proper citations/references are always required. Please proof your work before submitting.

Returning Assignments to Students

Assignments will be graded in Canvas, feedback from the instructor will be given on the rubric and/or the comments section of the assignment.

Late Assignments

It is expected that you will submit course work 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 2 days prior to the due date. Technology issues are not a valid excuse for late work. **Late assignments will not be accepted without prior approval or an excused absence.**

Assignments Due during Prep Week

The only assignments due during prep week include a book review post for all students and the collection development project for graduate students. There is no final exam for this course.

Academic Policy Statements

Link to the Senate’s [Academic Policy Statements](#)

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records)

Link to the Senate-maintained web page of [Rules Regarding Academic Offenses](#)

Resources

[Distance Learning Library Services](#)

[Tutoring and Coaching Resources](#),

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>).

