

University of Kentucky
School of Library & Information Science

Children's Literature & Related Materials

Delivered Online via Canvas

LIS510.220 – Summer II

June 11, 2015 – August 6, 2015

****Course Syllabus****

Instructor

Stephanie D. Reynolds, Ph.D.
333 Little Library Building (Bldg. #224)
E-mail: stephanie.reynolds@uky.edu
(e-mail is preferred contact method)
Office Phone: (859) 257-5894

Office Hours

Summer: By Appointment Only
Appoints can be via Skype, FaceTime or
Adobe Connect. In person appointments will
be available on a limited basis.

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
- Literature for a Diverse Society
- Modern Fantasy & Informational Books

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: 60 points
- Picture Storybook Evaluations: 20 points
- Story Time Fieldwork Project: 300 points
- Nonfiction Book Evaluations: 20 points
- Classroom Collection Project: 200 points

Grading Scale

Undergraduate	Graduate	
A = 1400 – 1260	A = 1400 - 1288	<i>Exceptional Achievement</i>
B = 1259 - 1120	B = 1287 - 1148	<i>High Achievement</i>
C = 1119 - 980	C = 1147 - 1008	<i>Average Achievement</i>
D = 979 - 840	D = 1007 - 868	<i>Below Average Achievement</i>
E = <839	E = <867	<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, 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: All projects are to be submitted electronically via Canvas or via the forms provided via Canvas by 9:00 PM ET on the dates indicated (see Course Projects on pages 10-12 below and the course calendar in Canvas for due dates). Projects are **not** accepted via email.

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.**

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 Canvas.

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 SCHEDULE

All work is due by 9:00 PM ET.

COURSE INTRODUCTION – Children & Their Literature

THURSDAY, JUNE 11, 2015

VIEW Course Introduction Video and get acquainted with Canvas

POST Introduce Yourself

MODULE 1 – Creating Readers

FRIDAY, JUNE 12, 2015 – THURSDAY, JUNE 18, 2015

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. [The 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 By the first day of the Module, read *Essentials* Chapters 1-3, and post a question for each to your group discussion board. Your questions must be thought provoking. Each group member must respond a group member's question for each of the 3 chapters (try to respond to 3 different group members) 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.

MODULE 2 – Engaging Children with Literature in the Curriculum

FRIDAY, JUNE 19, 2015 – THURSDAY, JUNE 25, 2015

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 from the 1990s and one from between 2000 and 2010. <http://goo.gl/bTBnrP> – 3 books total

POST By the first day of the Module, read *Essentials* Chapters 12 & 13 and Trelease Chapters 1 & 2, and post a question for each to your group discussion board. Your questions must be thought provoking. Each group member must respond a group member's question for each of the 4 chapters (try to respond to 4 different group members) for a total of 4 responses. Be sure to include the 7 children's books (4 picture books & 3 Newbery Medal Winners) 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.

DUE Reading Retrospective Assignment; Due July 25th, 9 PM

MODULE 3 – Picture Books & Illustration

FRIDAY, JUNE 26, 2015 – THURSDAY, JULY 2, 2015

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* – 5 books total

POST By the first day of the Module, read *Essentials* Chapter 4 and *Trelease* Chapters 3, and post a question for each to your group discussion board. Your questions must be thought provoking. Each group member must respond to two group members' questions for each of the 2 chapters (try to respond to different group members) 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.

MODULE 4 – Traditional Literature & Poetry

FRIDAY, JULY 3, 2015 – THURSDAY, JULY 9, 2015

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* (Prelutzsky); *Jazz* (Myers); *Dark Emperor and Other Poems of the Night* (Sidman) – 4 books total

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 By the first day of the Module, read *Essentials* Chapters 5 & 6 and *Trelease* Chapters 4 & 5, and then post a question for each to your group discussion board. Your questions must be thought provoking. Each group member must respond to one group member's question for each of the 4 chapters (try to respond to 4 different group members) 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.

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

MODULE 5 – Realistic Fiction

FRIDAY, JULY 10, 2015 – THURSDAY, JULY 16, 2015

READ *Essentials*, Chapter 8; *Trelease*, Chapters 6 & 7

READ *Thank You, Mr. Falker* OR *Junkyard Wonders* (Polacco); *Joey Pigza Loses Control* OR *Joey Pigza Swallowed the Key* (Gantos); 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 By the first day of the Module, read *Essentials* Chapter 8 and *Trelease* Chapters 6 & 7, and post a question for each to your group discussion board. Your questions must be thought provoking. Each group member must respond to one group member's question for each of the 3 chapters (try to respond to 3 different group members) 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.

MODULE 6 – Historical Fiction & Biographies

FRIDAY, JULY 17, 2015 – THURSDAY, JULY 23, 2015

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 By the first day 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 your group discussion board. Your questions must be thought provoking. Each group member must respond to one group member's question for each of the 3 chapters (try to respond to 3 different group members) 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.

DUE Story Time Fieldwork Project; Due July 23rd, 9 PM ET

MODULE 7 – Modern Fantasy & Informational Books

FRIDAY, JULY 24, 2015 – THURSDAY, JULY 30, 2015

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

POST By the first day of the Module, read *Essentials* Chapters 7 & 10, and post two questions for each to your group discussion board. Your questions must be

thought provoking. Each group member must respond to two group members' questions for each of the 2 chapters for a total of 2 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.

DUE Two Nonfiction Book Evaluations; Due July 30th, 9 PM ET

MODULE 8 – Literature for a Diverse Society

FRIDAY, JULY 31, 2015 – THURSDAY, AUGUST 6, 2015

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 *Mexican Whiteboy* (de la Peña); *The Crossover* (Alexander) OR *Seedfolks* (Fleischman) – 6 books total

POST By the first day of the Module, read *Essentials* Chapter 11, and post a question the chapter to your group discussion board. Your question must be thought provoking. Each group member must respond to two group members' 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.

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? Each group member must respond a group member's post. Be sure to include the 3 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.

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

COURSE PROJECTS

Reading Retrospective

Due June 25th

An online form will be provided via Canvas, which you will use to answer the questions below. Your responses must be thoughtful and thorough; “yes” or “no” responses will not be accepted.

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?

Picture Storybook Evaluations

Due July 9th

For this assignment, you will choose 2 of the books that you read for the class for Modules 1 - 4. You must select the books to evaluate based on the definition of a storybook. Questions will be provided via an online form will be provided via Canvas. You may not answer the questions with a “yes” or “no” response. Responses must be detailed and include examples from each book. Avoid using general or ambiguous language (“This is a cute book” is not an acceptable response).

Story Time Lesson Plan/Fieldwork Project

Due July 23rd

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. You will be provided a PDF form to complete the lesson plan, which will include a reflective statement on your experience.

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 6th grade.
- **Venue:** Because it is summer, your most likely venues will be daycares, church youth groups and other summer programs. You can also check with your local public library, though many have tight and restrictive programming schedules and will not be able to accommodate.
- **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, depending upon the age. 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 four books depending upon the age range 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.
- **A reflective statement** about your experience that includes a description of your venue and contact information for your host. This statement must be detailed with a description of what you actually did (do not simply reiterate your lesson plan) 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. Your word count for the reflective statement should be between 500 and 700 words.

Non-Fiction Book Evaluations

Due July 30th

For this assignment, you will choose 2 of the books that you read for Module 7 to evaluate.

Questions will be provided via an online form will be provided via Canvas. You may not answer the questions with a “yes” or “no” response. Responses must be detailed and include examples from each book. Avoid using general or ambiguous language (“This is a cute book” is not an acceptable response).

Classroom Collection Project

Due August 6th

For this project, you will build a classroom collection of books for the grade level of your choice from kindergarten up to 6th grade. You will choose 12 books, providing for each: An APA citation, a summary (this is a description, not a book review), a scholarly review of the book), justification for including it in your collection (“This is a cute book” is not an acceptable justification), and how you might use the book in the classroom. An online form will be provided via Canvas.