

LIS 510-201

Children's Literature and Related Materials

Term: Fall 2021

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 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*/ 9th ed. Pearson, 2018. ISBN-9780134532592

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 professor'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.

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](#) 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 Common Core State 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 **Fall 2021** **Updated 8-4-21**

Week of August 23-27 Who are you as a reader?

READ: No assigned reading for this week.

DUE: Reading Autobiography
Discussion Post

Week of Aug 30 - Sept 3 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 Winner or Honor Books from the 80s or 90s

One Newbery Winner from the 80s or 90s

(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

Week of September 6-10 Understanding Children’s Literature & the Reading Experience

READ: Essentials Chapters 3 & 4

READ: Two Caldecott Winner or Honor Books from 2017-2021

One Newbery Winner from 2017-2021

(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

Week of September 13-17 Awards & Resources

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

DUE: Web Search Activity

Discussion Post in Canvas

Week of September 20-24 Literature for a Diverse Society & Censorship

READ: Essentials Chapter 12

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

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

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
- *I am Jazz* by Jazz Jennings & Jessica Herthel **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.

Week of Sept 27 - Oct 1 Picture Books, Graphic Novels, & Read Alouds

READ: Essentials Chapter 5 & pages 222-224

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 2021-2022 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.

Week of October 4-8 Poetry

READ: Essentials Chapter 6

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.)
- *Poetree* by Shauna LaVoy Reynolds
- *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.

Week of October 11-15 Realistic Fiction

READ: Essentials Chapter 9

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)

- *From the Desk of Zoe Washington* by Janae Marks **or** *Ruby on the Outside* by Nora Raleigh Baskin **or** *Stay* by Bobbie Pyron
- *Thank You, Mr. Falker* **or** *Junkyard Wonders* **or** *The Art of Miss Chew* all by Patricia Polacco

DUE: Kentucky Academic Standards Literature Lesson

Discussion Post in canvas

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

Week of October 18-22 Fantasy & Science Fiction

READ: Essentials Chapter 8

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.

Week of October 27-29 Text Complexity

READ: Essentials pg 15-16

DUE: Text Complexity Exercise

Discussion Post in canvas

Week of November 1-5 Historical Fiction

READ: Essentials Chapter 10

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** *Stella by Starlight* Sharon Draper **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.

Week of November 8-12 Traditional Literature

READ: Essentials Chapter 7

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

READ: The following picture books (3 books total)

- 3 variants of the same folktale.

DUE: Author/Illustrator Information Guide or Topics for Further Exploration

Discussion Post in canvas

Book Review Posts - 1 post comparing the three folktale variants.

Week of November 15-19 Nonfiction - Informational

READ: Essentials Chapter 11

READ: Choose 2 of the following nonfiction picture books

- One book by Lily Williams in the "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
- *Skulls!* By Thornburgh by Blair Thornburg
- *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

DUE: Discussion Post in canvas

Book Review Posts (2) for the trade books you selected.

Week of November 22-23 Thanksgiving (These are optional/extra credit)

READ: Choose 2 of the following picture books

- *Plymouth Rocks!: The Stone-Cold Truth* by Jane Yolen
- *We Are Grateful: Otsaliheliga* by Traci Sorell
- *Fry Bread: A Native American Family Story* by Kevin Noble Maillard

DUE: Book Review Posts - up to 2 for extra credit.

Week of Nov 29 - Dec 3 Book Talks & Favorite Authors

READ: Essentials pg 225-226

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

- Any picture book by Mo Willems
- *The Tale of Despereaux* **or** *Raymie Nightingale* **or** *Louisiana's Way Home* **or** *Because of Winn Dixie* **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.

Week of December 6-8 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

Grad Students Only: Classroom Collection Project

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 permission.

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

Reading Autobiography

Due August 27th

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

Due September 17th

Document 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. Answers will be typed onto the document and submitted to Canvas.

Read Aloud Video

Due October 1st

Select a picture book to read aloud - one you think would appeal to a group of children. Choose a book with large, clear illustrations and a story that does not exceed 10 minutes when read aloud with expression. 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.

Kentucky Academic Standards Literature Lesson Plan/ Kentucky Academic Standards for Library Media Lesson Plan

Due October 15th

Using the [Kentucky Academic Reading and Writing Standards K—5](#) choose a grade level (K—5). Then choose a standard (RL or RI). Select 1 book of high literary merit 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. This does not need to be a formal lesson plan, but 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 do, not something that would just be an independent activity. *Grad students in the School Library Program should use the new [Kentucky](#)

[Academic Standards for Library Media](#) and develop a lesson plan that would be appropriate for use in the library.

Text Complexity Exercise

Due October 29th

Select a picture book for older readers, consult the bibliography of your textbook (p. 74) if you need ideas. After reading the book, determine its lexile level <https://hub.lexile.com/find-a-book/search> and corresponding grade level. Using the [Text Complexity Analysis of template](#), fill out each component and determine a final recommended placement of that book. Submit to Canvas. Use [Text Complexity: Qualitative Measures Rubric/Literary Texts](#) to inform your decisions. You will also use this book for one of this week's Book Review Posts.

Sophie's Masterpiece as 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. If you would like to see an example of what a completed assignment looks like, watch this read aloud of [Sophie's Masterpiece](#), then look at the example [Text Complexity: Qualitative Measures Rubric/Literary Texts](#) and completed [Text Complexity Analysis of Template](#).

Author/Illustrator Information Guide

Due November 12th

Become an "expert" on one author/illustrator. Throughout this course, I want you to be always thinking about the role diversity plays across genres and assignments. For this assignment, I highly suggest that you choose someone other than a white man. (Please let me know the name of your author &/or illustrator as soon as possible. If you would like suggestions, let me know.) Prepare a guide (be creative in your format: Prezi, 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.

Booktalk Video

Due December 3rd

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 10 years.

Pick a target grade between 2nd 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. Book talks 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.

Graduate Students Only
Classroom Collection Project
Due December 8th

For this project, you will build a classroom collection of books based on a theme of your choosing for the grade level of your choice from Kindergarten through 6th grade.

You will select 10-12 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. You may only use two of the books that you have used for anything previously in the semester. You will use the template in Canvas and submit the final project in Canvas.

Grading Scale

Grading scale for undergraduate students: 90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D Below 60% = E	Grading scale for graduate students: 90 – 100% = A 80 – 89% = B 70 – 79% = C Below 70%= E
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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). (<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. (Grad students are expected to comment on at least two others’ posts by Friday.) 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>).

STUDENT ASSESSMENT TRACKING SHEET

Assignment	Points Possible	Points Received
Reading Autobiography	15	
Web Search Activity	15	
Read Aloud Video	15	
KY Academic Standards Literacy Lesson Plan	45	
Text Complexity Exercise	15	
Author/Illustrator Guide -or- Further Topics Research	45	
Booktalk Video	15	
Book Reviews (30 Total)	90 (3 pts each)	
Weekly Discussion Posts (15 Total)	45 (2 pts initial post) (1 pt response)	
Grad Students ONLY Classroom Collection Project	45	
Total	Undergrad = 300 *Graduate = 345	