LIS 510-201

Children's Literature and Related Materials

Term: Summer 2022
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 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.

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 Common Core State Standards/KY 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   Summer 2022   Updated 5-10-22

Week of June 20-24 Who are you as a reader?

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 90s or 00s
     One Newbery Winner from the 90s or 00s
     (make sure they are not listed as required books later in the course)
POST: Discussion Post in Canvas
POST: Book Reviews 1-3 (These should all be posted in one post on the discussion thread.)
DUE: Reading Autobiography

Week of June 27 - July 1 Understanding Children's Literature & the Reading Experience

READ: Essentials Chapters 3 & 4
READ: Two Caldecott Winner or Honor Books from 2018-2022
     One Newbery Winner from 2018-2022
     (make sure they are not listed as required books later in the course)
POST: Discussion Post in Canvas

POST: Book Review Posts (3) for Recent Caldecott Honor & Newbery
DUE: Web Search Activity
Note that while the web search isn't due until Friday, you will need to have started it by Wednesday in order to comment on it in the discussion post for the week.

Week of July 5-8 Literature for a Diverse Society, Censorship, & Text Complexity

READ: Essentials Chapter 12
READ: Essentials pages 15-16
READ: This article from Dr. Bishop
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
- *Neither* by Airlie Anderson or *Julian is a Mermaid* by Jessica Love or *When Aiden Became a Brother* by Kyle Lukoff

POST: Module 3 Discussion
POST: Book Reviews - Diversity
DUE: Text Complexity Exercise
DUE: Quiz #1

Week of July 11-15 Picture Books, Graphic Novels, Poetry & Read Alouds

READ: Essentials Chapters 5-6 & pages 222-224
READ: The following Graphic Novels & Picture 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

READ: The following Novels in Verse & Poetry (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

POST: Module 4 Discussion Post
POST: Book Review Posts (BR 11-13) Graphic Novels & Picture Books

POST: Book Review Posts (BR 14-16) Poetry
DUE: Read Aloud Video Assignment

Week of July 18-22 Realistic Fiction & Fantasy

READ: Essentials Chapters 8 & 9
READ: [Blog post from Donalyn Miller](#)
READ: The following picture and chapter books (2 books total) - Realistic Fiction

- *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

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

POST: D5 Discussion Post
POST: Book Review Posts (BR 17-18) - Realistic Fiction
POST: Book Review Posts (BR 19-21) - Fantasy/Sci-Fi
DUE: Kentucky Academic Standards Literature Lesson

Week of July 25-29 Historical Fiction & Traditional Literature

READ: Essentials Chapters 7 & 10
READ: https://imaginationsoup.net/fairy-tales-are-essential-to-childhood/

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

- *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

READ: The following picture books (3 books total)

- 3 variants of the same folktale/fairy tale. (example: *Federico & the Wolf, Lon Po Po, & Little Red and the Very Hungry Lion*)

POST: D6 Discussion Post
POST: Book Review - Historical Fiction
POST: Book Review - Folktales/Fairy Tales
    One post comparing the three variants.
DUE: Quiz #2

Week of August 1-5 Favorite Authors

READ: Essentials pages 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** *The Magician's Elephant* **or** *The Beatryce Prophecy* **or** *Flora & Ulysses* (all by Kate DiCamillo)

POST: D7 Discussion Post
POST: Book Reviews
DUE: Book Talk Video

Week of August 8-11 Nonfiction

READ: Essentials Chapter 11

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

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

POST: D8 Discussion
POST: Book Reviews - Nonfiction-Informational
POST: Book Reviews - Biographies
DUE: Quiz #3

Note: This module ends on Thursday, August 11

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
Due June 24th

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 July 1st

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.

Text Complexity Exercise
Due July 8th

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: Qualitative Measures Rubric evaluate the book and complete the Text Complexity Analysis of Template. (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.

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. 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.

Read Aloud Video

Due July 15th

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

July 22nd

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 was published within the last 10 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. Try to think of something fun and engaging, not just a reading with a worksheet (although that could certainly be a component of it). 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 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.

Booktalk Video

Due August 5th

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.

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).

STUDENT ASSESSMENT TRACKING SHEET

Assignment	Points Possible	Points Received
Reading Autobiography	20	
Web Search Activity	15	
Text Complexity Exercise	15	
Read Aloud Video	15	
KY Academic Standards Literacy Lesson Plan	45	
Booktalk Video	15	
Quizzes (3 total)	45 (15 pts each)	
Book Reviews (30 Total)	90 (3 pts each)	
Weekly Discussion Posts (8 Total)	40 (3 pts initial post) (2 pt response)	
Total	300	