

**LME 518**  
**Course Syllabus**

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**1. COURSE DESCRIPTION**

Materials available to meet the needs of children including outstanding authors, illustrators, thematic/topical issues, and the review of children's books

**2. TEXTBOOK**

Essentials of Children's Literature (6th Edition) by Carol Lynch-Brown and Carl M. Tomlinson. Pearson Education. ISBN 0-205-42015-X

Textbooks can be obtained from the WKU Online Bookstore at  
<http://www.bookstore.wku.edu/>.

Textbooks also can be obtained from <http://www.amazon.com> or  
<http://barnesandnoble.com>.

**3. TECHNICAL SUPPORT FOR BLACKBOARD SYSTEM**

For technical assistance, email [cihelp@atech.wku.edu](mailto:cihelp@atech.wku.edu) or call the WKU Course Info Helpline at (270) 745-7020. The helpline is staffed during regular business hours (8:00am to 4:30pm CT Monday-Friday). If you call after business hours, leave a message and they will contact you as quickly as they can.

**4. COURSE ETHICS**

**A. Ethics:**

By enrolling in LME classes, students commit themselves to ethical behavior in their academic work. They will adhere to the following principles stated in the student handbook as University policy:

Plagiarism - To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Academic Dishonesty/Cheating - No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an

essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

**B. Student Disabilities:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**C. Incompletes:**

A grade of "incomplete" will be given only when a substantial amount of coursework has been completed and an emergency concerning the student or a member of the immediate family (spouse, child, parent) prevents the student from completing the course.

**5. COURSE GOALS AND OBJECTIVES**

**A. KERA Objectives:**

I.a. Includes objectives that describe student learning that is congruent with the Program of Studies for Kentucky Schools and Kentucky's Core Content.

II.b. Supports student diversity and addresses individual needs.

III.c. Implements instruction that addresses the abilities and cultural attributes of all students in class.

VI.a. Identifies situations when and where collaboration will enhance student learning.

VI.c. Engages in collaboration to improve student learning.

**B. Supporting Objectives:**

1. Identify the types and forms of materials for children.

2. Identify titles, authors, illustrators, and producers of children's materials.

3. Compare and contrast materials for children by applying evaluative criteria.

5. Demonstrate a commitment to promoting intellectual freedom.

6. Evaluate the types and forms of materials for children used to meet the goals and objectives of the school.

7. Use appropriate techniques for evaluating and selecting resources.

8. Apply systematic techniques to maintain curriculum related resources and other internal holdings appropriate to individual learner characteristics and relevant to developmental

needs of students.

9. Identify curriculum related resources that reflect teaching styles and instructional strategies.
10. Recognize the characteristics unique to different materials and select items according to their specific contributions to learning objectives.
11. Identify strategies and creative uses of resources.
12. Demonstrate knowledge of means of motivating and guiding students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning.
13. Demonstrate knowledge of means of motivating and guiding students in the development of appreciation for literature.
14. Demonstrate knowledge of selection criteria and review procedures that ensure unrestricted access to information and ideas needed in a democratic society.
15. Demonstrate awareness of concepts presented in basic access documents.

C. CEBS Dispositions:

- 1.1.a Demonstrates belief that all children can learn at high levels.
- 1.1.b Demonstrates belief that all children have the right to a quality education.
- 2.1.a Effectively manages a variety of tasks simultaneously.
- 2.2.a Exudes enthusiasm for teaching and learning
- 2.3.b Respects the feelings of others.
- 3.1.a Demonstrates an understanding of student diversity as an enhanced opportunity for teaching and learning.
- 3.2.c Demonstrates a willingness to adjust and revise instruction to maximize learning of all students.
- 3.2.a Shows commitment to reflection and learning as an on-going professional development process.
- 4.2.a Takes responsibility for developing and maintaining a positive learning environment.

**6. CONTENT OUTLINE**

1. The qualities of universal literature
2. Significant developments in literature for children
  - a. Publishing
  - b. Illustrating
  - c. Writing
  - d. Nonprint media
3. Developmental needs and children's literature
4. KERA implications: children's service centers, un-graded primary programs, whole language reading instruction, reading in the content areas
5. Realism and literary merit
6. Thematic analysis of contemporary children's literature
  - a. The changing family
    - (1) Family relationships
    - (2) Divorce and single parent families
    - (3) Adult irresponsibility
    - (4) The uninvolved adult/parent
    - (5) Sibling rivalry

- (6) Parent-child conflict
- b. Growth and development
  - (1) Biology of sex
  - (2) Maturation
  - (3) Emotional implications
  - (4) Changing social views of sex and sexuality
- c. The aged in children's literature
  - (1) Stereotypes of folk literature
  - (2) Elderly parents
  - (3) Current status
  - (4) Incompetence/ evilness of the elderly
  - (5) Wisdom/competency of the elderly
  - (6) Relationships between young and old
  - (7) Ageism--Age discrimination
- d. Death
  - (1) Nature of death
  - (2) Confronting and dealing with death
  - (3) Social attitudes
- e. The physically and mentally disabled
  - (1) Past portrayals
  - (2) Stereotyping
  - (3) Contemporary issues such as mainstreaming
- f. Ethnic groups of the multicultural society
  - (1) Some of the basic considerations and factors
    - (a) Early treatment
    - (b) Interracial relationships
    - (c) Problems
    - (d) Racism and prejudice
    - (e) Stereotypes
    - (f) Pride and positive self-concept
  - (2) Black Americans
  - (3) Native Americans
  - (4) Asian Americans
  - (5) Latino Americans
  - (6) Jewish Americans
  - (7) European Americans
  - (8) Arab Americans
- g. Gender roles
  - (1) Gender roles in present and earlier children's literature
  - (2) Stereotypes by role and occupation
  - (3) Character development in gender portrayal
- h. The environment and related issues
  - (1) Pollution
  - (2) Conservation
- i. Treatment of violence
  - (1) War and its alternatives
  - (2) Rationale for violence

- j. Humor
  - (1) Picture story books
  - (2) Adolescent works
  - (3) Nonprint media
- 7. Integration of trade material into the curriculum
  - a. Trade series
    - (1) Developing trends
    - (2) Contemporary works
  - b. Activities
    - (1) Reading aloud
    - (2) Individualized reading
    - (3) Reading motivation
    - (4) Real literature and the basal reader
    - (5) Nonprint media
  - c. Acquisition of values from children's perception
    - (1) Multicultural perspectives
    - (2) Social implications of cultural perception
- 8. Children's magazines
  - a. Literary publications
  - b. Popular magazines
  - c. Children's versions of adult publications
  - d. Popular media tie-ins (movies, TV shows)
- 9. Censorship/ Intellectual freedom
  - a. The nature of censorship/ intellectual freedom
  - b. Educators' roles
  - c. Handling censorship/ intellectual freedom controversies

## 7. GRADING PROCEDURES AND COURSE GRADES

--ASSIGNMENT VALUES--

Thematic/ Topical Report= 50 pts.

Annotated Bibliography= 50 pts.

Opinion paper= 25 pts.

Reflective children's services report= 40 points

Creative Literature Program Activity= 50 pts.

Reading Journal (Blog)= 50 pts.

Discussion Boards 5 @ 5 pts. each = 25 pts

Upload Critical Performance = 10 pts

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TOTAL 300 pts.

Course Grades		
Grade	%	Grade Points
A=	93-100	279-300
B=	85-92.99	255-278.99

<b>C=</b>	72-84.99	216-254.99
<b>D=</b>	65-71.99	195-215.99

<b>Assignment Grades</b>				
	<b>10 pts.</b>	<b>25 pts.</b>	<b>50 pts.</b>	<b>100 pts.</b>
<b>A=</b>	9.3-10	23.25-25	46.5-50	93-100
<b>B=</b>	8.5-9.29	21.25-23.249	42.5-46.49	85-92.99
<b>C=</b>	7.2-8.49	18-21.249	36-41.49	72.84.99
<b>D=</b>	65-7.19	16.25-17.99	32.5-35.99	65-71.99

## **8. GENERAL PROCEDURES & GUIDELINES FOR COURSE ASSIGNMENTS**

### **A. General Format and Grammar Requirements for Assignments:**

Class participation and quality of work commensurate with graduate level work is expected and required. Correct grammar and clearly expressed ideas are important.

1. Formal reports must be written in the third person. Do not use "I", "you", or "yours." Active voice always should be used unless there is a reason not to do so. Do not shift voice in the same sentence.
  2. Consistency in the use of verb tense must be followed. Do not use past and then switch to present tense. This is especially true in the same paragraph as well as throughout the entire paper.
  3. Avoid using "It" or "There" to begin a report, much less a paragraph or even a sentence. An example of this is a paper or paragraph that starts with "It was once believed..." or "It is accepted..." The pronoun "it" is anticipatory. Simply rewording a sentence can usually avoid this grammatical horror. "It" can be used where the noun that it represents has already been identified. In some cases, the anticipatory pronoun is unavoidable. Unfortunately, manuscripts published in journals are often replete with the anticipatory "it" because professors believe it sounds sophisticated.
- Use of "you" or "your" in these documents is prohibited. Reports must be written in the third person except where first person is appropriate for describing one's own personal beliefs or experiences, like the opinion paper for this course.
4. Written reports must be in APA style.
  5. The name of the student or students must be on all the assignments submitted.
  6. Title pages or cover sheets on written assignments do not count toward the minimum or

maximum length specification.

7. The assignments are read, ranked by degree of acceptability, and placed in tentative grade categories of A, B, C, D, etc. Assignments in each grade category are then ranked within the category and assigned pluses or minuses like B+, B, B-, etc. The assignments are then reviewed again and are assigned a corresponding numerical grade such as A+ 98, A 95, A-93. Numeric grades may fall in between the numbers just shown. Criteria for the evaluation of written work include grammar, readable style, spelling, currency of information, format, neatness, depth of insight, variety of sources, etc.

Assignments are rarely assigned the total points designated because doing so indicates perfection. This suggests that an assignment is publishable in a major journal or popular periodical of high literary reputation like The New Yorker or Atlantic Monthly.

**ALL WRITTEN WORK MUST BE ORIGINAL FOR THIS CLASS. WORK RECYCLED FROM OTHER CLASSES WILL RECEIVE A ZERO. PLAGIARISM CAN RESULT IN A BAD, A REALLY BAD GRADE FOR THE COURSE, AND POSSIBLE DISMISSAL FROM GRADUATE SCHOOL.**

**PLAGIARISM DOES APPLY TO THE FOLLOWING:**

1. USE OF ANNOTATIONS WRITTEN BY ANOTHER PERSON.
2. USE STATEMENTS LIFTED DIRECTLY FROM BLURBS ON BOOK JACKETS.
3. USE OF STATEMENTS LIFTED DIRECTLY FROM INFORMAL REVIEWS ON BOOK SELLERS WEBSITES (Amazon.com, Barnes & Noble, etc.)

**B. Instructions for Submitting Assignments:**

*NOTE: Assignments are due by midnight of last date in week in which assignment is listed on the class calendar or otherwise indicated.*

1. Written reports and bibliographical citations must be in APA form.
2. All assignments must in a 12 point font and Times-New Roman type.
3. Margins must not be larger than 1".
4. Assignment files are submitted as attachments using the appropriate forum on the Discussion Board.
5. Assignment files must be in rich text format (rtf). To do this, a student must Go to Save As, then look for a box "Save File as Type:"-- then use the scroll button to find rtf and highlight it.

Rich text format allows students using different software programs and computer platforms to open files. It also allows the instructor to open files from different software programs and platforms. Word processing software can have a rtf converter already activated so these files can be opened and read or the rtf converter can be loaded from the installation disk.

6. Students must save their assignments to their systems first in rtf, putting their last names first then the first initial or the first name followed by an abbreviation for the assignment

7. All assignments must be submitted using the appropriate forum on the COMMUNICATION--Discussion Board for everyone to read. The assignments must be submitted as file attachments in rich text format.

8. File names attached in the Discussion Board must begin with at least the first six letters of a student's last name (or full last name), then the first initial followed by an abbreviation for the assignment. The name of the student(s) who prepared the assignment must be on all documents submitted.

9. When a file is attached in the Discussion Board, Blackboard asks for a name of the Link to the file. This should be the same as the name used to save the file on a student's system. It is only the name for the link. The instructor can then copy the assignment files quickly to his/her system. The name under which the file was originally saved by the student must be distinguishable by the instructor.

Examples for a student named Jupiter Smith:

smithjreptbiblio (Report and annotated bibliography)

smithjopin (Opinion paper)

*NOTE: Students who worked together as a group (2 or more on a theme/topic) report/bibliography must have all their names on the print document(s). This ensures that credit is assigned to the appropriate individuals.*

10. The activities designated as Discussion Board use the Discussion Board (look under COMMUNICATION).

11. A separate cover/title page does not count toward the minimum length required for an assignment.

12. The name(s) of students responsible for the preparation of an assignment must be on documents in order for proper credit to be assigned.

**FAILURE TO FOLLOW THESE INSTRUCTIONS MAY RESULT IN NO POINTS BEING CREDITED FOR AN ASSIGNMENT.**

**C. Uploading the Critical Performance (Creative Literature Program for Children): (10 pts.)**

**9. COURSE ASSIGNMENTS**

**A. Discussion Board Prompts: (5 pts. ea., 25 pts. total)**

Five Discussion Board Prompts will be posted for student comments and responses related the question, scenario, or statement.



Each student must:

- (1). Post their comments about the prompt.
- (2). Post at least one reply to the comments made by another student. Replies and comments must be specific and supported with references to titles or names of authors of children's books.

Superficial "drive by" comments will not be counted. Be thoughtful. Be reflective.

### **B. Official Reading List for Class:**

The textbook is the official reading list for the class. Titles, authors, or illustrators listed in the Report/Annotated Bibliography must be mentioned in the text.

A rationale for including an author, a book, or an illustrator not mentioned in the textbook must be incorporated into the annotation or added as a short note for the entry, which ever is more appropriate. This may be a statement that the book is still in print, that it is a classic that still appeals to children, or that while the book is not widely acclaimed, it is appropriate for children and appeals to them.

While the textbook is topically arranged, the course content is generally thematic. The index in the back of the book and the content in the book does provide information about the themes and topics covered in the class.

The textbook only serves as an excellent starting point beyond which other sources are to be used. Such sources include articles in journals found on the WKU Information Portal (see WKU libraries) and KYVL, books listed in the WKU TopCat, and the various websites for authors and publishers.

### **C. Reading Journal Blog: (50 points)**

Please carefully read the requirements for the reading journal blog.

*The blog address must be posted on the Discussion Board forum by **the date indicated in the class calendar**.* Everyone in the class should be able to read what others have written.

Please be aware that the address (URL) of the site used to create and post the blog may be different than the blog address where it can be read. Make sure that the address is for the blog journal.

While there is not a designated requirement, comments should be added every few days starting not later than **the date indicated on the class calendar for activation of the reading journal for general access**. All categories must be covered by this date. Do not wait and pack everything into the blog journal at the end of the semester.

NO FURTHER GUIDELINES WILL BE PROVIDED. This class assignment is intentionally vague and open ended which allows for creative expression and spontaneity that are encouraged. The assignment will be a real challenge for teachers who are so

oriented to structured lesson plans, rubrics, and outcomes. This is especially true for those in Kentucky who are KERA conditioned.

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### Readings Required for Journal Blog

Fifteen books must be read and reported in the journal. Additional commentary is required for the included topics related to the specified readings.

1. Read 5 Caldecott Award winning books or Caldecott Honor books published within last ten years.
2. Read 2 Newbery Award winning books or Newbery Honor books published within last ten years.
3. Read 1 Corretta Scott King Award book from last ten years.
4. Describe difference between Caldecott and Newbery Awards. Is one a better award than another.
5. Read 3 children's books which have been produced as feature films and compare the books with the films. *(Do not include the Harry Potter books and films unless you have not actually read one of the books or seen one the movies.)*
6. Read the Dr. Seuss book The Cat in the Hat.  
Notice the tension between the "delightful liberties of the imagination and the not quite condonement of anarchy" in The Cat in the Hat. It was revolutionary as a reading experience for young children and as a publishing event. The language in his books was sophisticated but understandable by almost any child. "The Cat" was commissioned by Houghton-Mifflin (more like a bet with an editor that he could not do it) in 1957 as an alternative to the Dick and Jane basal readers of the time. The book was based on a list of 225 basic vocabulary words.

Childhood according to Dr. Seuss, there is a "perpetual zig-zag between good sense and nonsense, between the anarchy of The Cat in the Hat and the selfless stoicism of Horton (who hatched an egg)."

- a. Is there a contemporary book that has this tension presented in The Cat in the Hat?
- b. Does this book still appeal to children and why?

Dr. Seuss considered The Lorax, published in 1971, as his best book. It did not go over well at the time and is still controversial.

- a. What makes the The Lorax didactic?
- b. Are there any didactic children's books today? If not, why not?

Dr. Seuss' books are moralistic, but their appeal is the honesty they express about the pleasures of transgression and its consequence. The Dr. Seuss books do not sentimentalize childhood.

Scott, A. O. (Nov. 2000). "Sense and Nonsense." The New York Times Magazine. 48-52

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7. Read a book by Julius Lester- what other books has he written.
8. Read a book illustrated by Jerry Pinkney- what other books has he illustrated?
9. Read a book by Laurence Yep - what other books has he written?
10. Read a book by Yoshiko Uchida- what other books has he written?

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#### Guidelines for Entries in the Reading Journal Blogs--

A). The reading journal is to be done as a blog. If a person already has a blog, it can be used for the reading journal.

\*B.) The internet address (url) must be posted on the Discussion Board for "Blog Addresses." This will allow the instructor and everyone else, in and out of the class, to read them.

C). The reader's personal reactions to the books should be discussed. The following questions can be used as a guide:

- (1). What did you like or dislike about the book? (Be honest. Choose your words carefully to make your point clear. Avoid cliches like "nice," "cute," "good," etc.
- (2). What in your life may have influenced your reaction or response to this book? (For example, a childhood memory of a grandparent, pet, event, day, etc. Did the time of day, season of the year, school pressures, day of the week, etc. have any effect on your reaction?)
- (3). How would you compare this book to another book or books, or book or books by same author?
- (4). What new thing (information or insight) did you learn about children's literature in reading this book?

C.)The blog entries for the reading journal are written in COMPLETE SENTENCES! USE CORRECT GRAMMAR AND SPELLING! Journals will be evaluated on criteria for good writing.

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#### Setting-Up a Blog--

If a person is not familiar with blogging and does not yet have a blog, the Wikipedia entry about blogs (<http://en.wikipedia.org/wiki/Blogger>) might be helpful.

Several free sites are available for setting-up blogs.

Blogger- <http://www.blogger.com/start>

Bloglines- <http://www.bloglines.com/>

Just Blog Me- <http://www.justblogme.com/home.php>

My Blog Site- <http://www.myblogsite.com/?sid=GOOGLEblog>

Tripod- <http://www.tripod.lycos.com/>

Remember, a blog can be found by people using search engines to locate information on the web.

#### **D. Reflective Children's Services Report: (40 pts.)**

##### **1. OBJECTIVE/DESCRIPTION OF REPORT:**

Based on research, the student in the course will understand the role of the library media specialist and the outside agency of the public library by critically commenting on their roles, and relative values,. and identifying collaborative opportunities that contribute to reading among children.

Students in the class must observe a school library media center and a public library children's area. The following forms are used to guide a discussion with the library media specialist and the public librarian about their activities in serving children and collaborating with teachers.

The last section on reflection must be a minimum of 3 pages and a maximum of about 5 pages. A penalty will not be assessed for exceeding 5 pages.

##### **2. REQUIRED COMPONENTS OF THE REPORT:**

**SCHOOL LIBRARY MEDIA CENTER  
Discussion/Observation Report**

1. County: \_\_\_\_\_ 2. State: \_\_\_\_\_
2. Type of Library
  - a. Elementary school \_\_\_\_\_  
Range of grades in the school \_\_\_\_\_
  - b. Grade center \_\_\_\_\_  
Range of grades in the school \_\_\_\_\_
3. Observation of the library media center:
  - a. Physical description of the library media center:  
  
Arrangement of the book cases and books on shelves—  
  
Color of walls and floor—  
  
Tables and chairs (size, number, arrangement)—
  - b. Collection:  
  
General description of size of picture book collection—  
  
General description of number of chapter fiction books—
  - c. Special features: (Examples include displays, bulletin boards, story center, puppet theatre, etc.)
4. Which of the following describes the assignment of the library media specialist:  
\_\_\_\_ a. Full-time to the library media center in one school.  
\_\_\_\_ b. Less than full-time to the library media center in one school.  
\_\_\_\_ c. Less than full-time to more than one school library media center.
5. What type of schedule does the library media center have?  
\_\_\_\_ a. Fixed schedule  
\_\_\_\_ b. Flexible schedule  
\_\_\_\_ c. Other (like a combination of fixed/flexible)
6. With approximately how many children does the library media specialist work per week?  
\_\_\_\_\_
7. What children's books or authors are borrowed or requested most often by children from the school library media center? *May list up to 10.*
  - (1) \_\_\_\_\_
  - (2) \_\_\_\_\_
  - (3) \_\_\_\_\_
  - (4) \_\_\_\_\_
  - (5) \_\_\_\_\_
  - (6) \_\_\_\_\_
  - (7) \_\_\_\_\_
  - (8) \_\_\_\_\_
  - (9) \_\_\_\_\_
  - (10) \_\_\_\_\_
8. From the list in Item 7 above, rank the five most popular books or children's book authors with the first being (1) the most popular.
  - (1) \_\_\_\_\_
  - (2) \_\_\_\_\_
  - (3) \_\_\_\_\_
  - (4) \_\_\_\_\_
  - (5) \_\_\_\_\_

**PERSONAL REFLECTION**

*(Minimum of 3 pages and a maximum of about 5 pages)*

**1. Discussion with School Media Specialist:**

- a. Overall impressions about the observation and discussion with the library media specialist:
- b. Comments and insights about the role of the library media specialist developing young readers:

**2. Discussion with Public Librarian Working with Children:**

- a. Overall impressions about the observation and discussion with the public librarian:
- b. Comments and insights about the role of the public library in developing young readers:

**3. Overall comments and insights about observations and discussions:**

*(What are the similarities and differences you see between the library media specialist and the public librarian, what does one offer to the classroom teacher that the other one may not, what are some criticisms of the comments made in discussions with both, etc.?)*

**3. INSTRUCTIONS FOR COMPLETING THE REFLECTIVE CHILDREN'S SERVICES REPORT:**

Copy and paste the components above into a document. This material is in table format that should be then converted to text. The discussion sections may be done over the phone, but the observation information should be done by an onsite visit.

A. PREFERRED-- Submittal of Children's Services Discussion Sections-

Re-type the responses on the discussion/observation form and submit them and the report electronically through the indicated forum on the Discussion Board.

B. OPTIONAL Submittal of handwritten Children's Services Discussion/Observation sections can be submitted by fax or mail directly to the instructor at the address or number below:

Luella Teuton  
LME, Dept. of STE  
WKU #71030  
Bowling Green, KY 42101-1030  
Fax: 270-745-6435

**E. Thematic/Topical Report and Annotated Bibliography:** (50 pts. each, 100 pts total)

Collaboration is required in this course. Students enrolled in the course will be assigned to a group representing one of the 11-12 general categories in the content outline. A report on the topic or theme and an annotated bibliography of contemporary children's books that reflect the theme/topic must be submitted.

Students must reach an agreement on how they will divide responsibilities for completing the report and annotated bibliography. They may work together on one or more of the subdivisions to prepare the introduction/ overview and the annotated bibliography of related children's materials.

Failure to communicate with the other students in the assigned group will result in a grade penalty for the project and possibly the class. A student who wishes to work alone must request permission from the instructor to do so. The reasons for the need to work independently must be clearly stated and important enough to convince the instructor that the request should be approved.

If the instructor allows a student to work independently, the student must communicate this to the others in the group. The work of the person who chooses to work alone will be evaluated separately from the collective work submitted.

The report and annotated bibliography are submitted as one project with two main parts: the report and the annotated bibliography. The project is submitted as an attachment on the indicated Discussion Board forum.

#### 1. LENGTH OF REPORTS AND BIBLIOGRAPHIES

Members of groups must communicate and share ideas with each other. They must collaborate on how the theme/topic may be divided or how subdivisions may be combined for adequate coverage.

Cooperation and collaboration are essential to successful educational activities. However, a student who wishes to work alone must communicate with others in the assigned group on how the theme/topic may be divided for adequate coverage of the theme or topic and to avoid overlapping coverage in the report and annotated bibliography.

*Cooperation and collaboration are FACTORED INTO THE GRADE FOR THE PROJECT.*

One Person: A person who is approved to work individually requires a 3-5 page report accompanied by an annotated bibliography of at least 15 titles.

The person who must work individually because the other person received approval to work alone requires a 2-4 page report accompanied by an annotated bibliography of at least 12 titles.

Two People: Two people working together on a combined report that they will submit together requires 3-5 pages for the report and 20 titles in the annotated bibliography.

Three or More People: Three or more people working together on a combined report/bibliography are responsible for 4-6 pages for the report and 25 titles in the combined bibliography for the group.

The number of titles should be an adequate reflection of the theme or topic. The clarity of writing, recency of publication, and completeness of the bibliography will be factored into the evaluation.

*(Note: The Report and the Annotated Bibliography are submitted as one document with two main sections.)*

## 2. THEMES/TOPICS

Changing family

Maturation: emotional and physical growth and sexuality

Aged

Death and dying

Disabilities: emotional and physical

Ethnicity

Gender roles

Environment and Conservation

Violence and war: physical and emotional

Humor

Children's magazines

Intellectual freedom and censorship (Controversial books and their literary value and characteristics, policies and procedures for dealing with complaints about books, principles for defending the presence and use of potentially controversial materials, etc.)

## 3. REPORT: (50 pts.)

The formal report introduces the theme or topic and provides an overview of issues related to the theme or topic of the children's materials covered in the annotated bibliography.

(1) Criticism with reference to specific titles and authors (background information) covered by the bibliography should be discussed.

(2) One's personal opinions may be expressed with specific reasons for those opinions.

(3) Reference to professional reviews of included works of children's literature should be considered.

(4). At least two (2) informational sources must be cited in appropriate bibliographic form at the end of the report. These references must be related to the content of the course, Children's Literature. Students should use the electronic resources of the WKU libraries and the Kentucky Virtual Library to locate full-text articles in journals. One of the sources may be a Web site for which the complete URL should be provided. Also, the Web should be searched for authors' sites.

## 4. ANNOTATED BIBLIOGRAPHY: (50 points)

(1). A typed bibliography of reader's annotations (3-5 lines) of contemporary children's titles appropriate to the assigned theme/topic (see content outline) is required.

(2). The location where the book was examined must indicated at the end of the bibliographic citation. This may be book store, library media center, college library, or public library. (Barnes&noble.com and Amazon.com can some good ideas about titles and authors. One can search for books on a theme or topic and the website will list titles that are appropriate. The student can then go to a public library, bookstore,



school library to find the book and review it.)

(3). Books included in the bibliography must not be from classroom collections. Think and look for materials beyond the narrowness of the classroom!

(4). Works of children's literature included in the bibliography must be contemporary and not be older than ten years. Books older than ten years may be included if they are classics or are still in print. Their inclusion is also appropriate if their use is necessary for illustrating changes in society and publishing trends that reflect the development of contemporary children's literature. In all cases, an explanation is required for including such works.

## 5. DIFFERENCE BETWEEN THEME AND TOPIC

(1). Theme refers to the general idea, the message the author conveys. A theme is the significance of the action, the connotation of the story. It can be referred to as the "underlying idea" for the story. Books, even simple picture storybooks may have more than one theme. Most class presentations will focus on themes.

(2). Topic means a subject category. An example of a subject is aging- the process of aging, its biology and social implications. Its treatment as a topic is different from its treatment as a theme. As a topic, facts about the subject are presented. As a theme, its meaning within the context of a story is examined. The only topical category in this course is Censorship/Intellectual Freedom.

## 1 VALUATIVE CRITERIA FOR REPORT/BIBLIOGRAPHIC ASSIGNMENT:

- Organization of thought.
- 2 Clarity of expression (organization, grammar, syntax).
- 3 Up to date sources cited and ideas discussed.
- 4 Depth of insight and degree of critical thought.
- 5 Degree of analysis representative of graduate thought.
- 6 Quality of bibliography and recent representative materials (within ten years. See above).
- 7 General indication of effort commensurate with good quality graduate level work.

## **F. Creative Literature Program for Children: (50 Pts)-- CRITICAL PERFORMANCE FOR CLASS**

A plan for a creative literature program must be developed for presenting children's books on one the designated themes/topics of the class. The theme/topic for the focus of this activity may be the same as the one assigned to the student for the group project or another one may be selected. The plan must focus on children's literature in the context of this course.

THE GOAL OF THE PROPOSED PROGRAM IS TO MOTIVATE CHILDREN TO READ THROUGH COLLABORATION BETWEEN THE CLASSROOM TEACHER AND THE SCHOOL LIBRARY SPECIALIST OR A PUBLIC LIBRARIAN. The roles and contributions must be shared equally and clearly defined in the plan for the program. The explanation of collaboration will be a focus in the evaluation by the instructor.

A creative and motivational element (a setting and gimmick apropos to the theme or topic and the audience) for capturing audience attention, discussing the material, and interpreting the issues of the theme/topic must be incorporated into the presentation. Props and activities that focus on the theme or topic should be described.

1. COMPONENTS OF THE CREATIVE LITERATURE PROGRAM FOR CHILDREN

- (1). Indicate a general goal and two objectives for the activity.
- (2). Describe contextual factors such as the community, the venue for the activity (classroom, after school program, public library, boys' or girls club, etc.).

Examples of audiences include a group of children of various ages in a public library, a fourth grade class in the classroom, fifth grade class or a combination of classes in the library media center in the school, a group of students in an after school program, a group of interested parents after school, teachers for an inservice, a community based activity, etc. Venue means the location of the group: classroom, school auditorium, library media center, public library, community center, etc.

- (3). Explain how the activity involves collaboration.
- (4). Explain how the activity addresses diversity.
- (5). Identify at least five contemporary (Contemporary means publication date within 7 years or still in print.) children's books with a theme appropriate to the purpose of the activity. A bibliography of the books used must be included at the end of the document.
- (6). Provide a complete bibliographic citation for each book. Summarize each book and explain how it fits into the activity; how it will be used.
- (7). Indicate how each book addresses diversity.
- (8). Explain how the program will benefit the target audience.
- (9). Explain how the effectiveness of the activity/program will be measured.

2. GENERAL REQUIREMENTS OF THE PROJECT

- (1). Required length is at least 3 pages and maximum is about 5 pages.
- (2). At least five recent books must be featured.
- (3). The program must stand-alone and be a unique entity. It may be part of a thematic unit of study for a subject in which the identified theme and materials are appropriate. **THE PROGRAM PLAN MUST NOT BE A UNIT OR LESSON PLAN.** Unit or lesson plan formats need not be used. KERA Goals, Academic Expectations, and Core Content may be limited in their references but are not necessary.

(4). The program must cover a minimum period of one hour. The time period may be spread over two days with 30 minutes for each or presented in a single session.

(5). The program plan must clearly define a whole group involvement in the planned activity.

(6). The activity or program should be as creative and innovative as possible but be realistic and appropriate to the audience.

(7). The program or activity must cover at least 1 hour and should not span more than 2 days. This means that the program could be two hours on one day or evening or thirty minutes for each of the two days or one hour over two consecutive days or two days within a three day period or two days over a week, etc. This is not a unit plan but it can be part of a larger unit of study. DO NOT SUBMIT A UNIT PLAN.

(8). Examples of Programs:

- 1 Family-- Family counseling center, family reunion
- 2 Aged-- Nursing home, visiting a grandparent
- 3 Death/Dying-- A memorial for a pet, a visit to a veterans memorial, historic cemetery.
- 4 Disabilities-- A counseling center, a neighborhood friendship with person with disability, the perspective of a person with a disability.
- 5 Ethnicity (Multicultural Literature)-- Airline scenario- Your flight to ... will leave shortly. When we arrive in .... you will....
- 6 Gender-- Setting-- White House with first woman president, a scenario in which sexes switch places
- 7 Environment-- Future world setting, View from that of animals in a forest
- 8 War and violence-- Visit to war monument, battle site, veterans memorial
- 9 Humor-- A series of unfortunate events on a family trip, a school field trip
- 10 Censorship/Intellectual freedom-- Setting of a school board hearing about demands to remove books, Courtroom - trial about obscenity of children's books, a Banned Books Week program for adults and parents in the school

(9). Valuable Criteria:

- 1 Organization of the content.
- 2 Clear explanation of collaboration between teacher and school library media specialist or public librarian. Equally divided responsibilities for program are obviously presented.
- 3 Recentness of source material (including use of reviews).
- 4 Clarity of expression (diction, enunciation, posture, organization of ideas, pacing).
- 5 Depth of insights/ critical thought.
- 6 Degree of analysis representative of graduate thought.
- 7 Quality of bibliography which includes recency of representative works.
- 8 Appropriate objectives
- 9 the usefulness of the design to another situation or other learning environment
- 10 the appropriateness of books included in the program
- 11 General indication of effort commensurate with good quality graduate level work.

- 12 Creativity-- the quality of the whole presentation and the choice and effectiveness of the attention-getting device/ hook.
- 13 Duration (time) within established limits.

**G. Opinion Paper: (25 pts.)**

An opinion paper on a course theme/topic other than the one presented by a student is to be submitted. Ideas expressed in a report submitted by others in the class is basis or framework for preparing and expressing one's own opinion.

1. Basic principles of intellectual freedom in the context of the theme/topic must be addressed. THE THEME/TOPIC ON WHICH AN OPINION IS EXPRESSED MUST BE RELATED TO COURSE CONTENT FROM THE REPORTS POSTED IN THE CLASS.

One's opinion must be related to children's literature. For example, do not express an opinion on the general social issue of "divorce" or "multiculturalism." The opinion must be on how divorce or cultural differences are portrayed in children's materials.

2. The opinion paper must be over (4) but not more than six (6) double spaced pages in length.

3. Specific titles of children's literature must be used to support ones' beliefs. Minimum number of titles included is 4. Numbers beyond four will be given additional consideration for a better assessment.

4. These will be posted to the Discussion Board for all to read so provide a good argument for what is state.

5. All students are encouraged to respond to at least one other person's opinion paper using the appropriate Forum on the Discussion Board. Also, although one may disagree with another person's opinion, that person's should respect it.

6. Valuative Criteria for Opinion Papers:

- 1 Depth of insight and critical analysis, which include opposing points of view and clearly defined reasons for opinions.
- 2 Range and number of works cited in support of opinion.
- 3 Clarity of expression (organization of ideas, grammar, syntax).
- 4 Opinion papers are submitted as attachments through the Discussion Board Forum.

## H. Rubrics for Evaluating Assignments

### Annotated Bibliography

	<b>NOVICE -D-</b>	<b>APPRENTICE -C-</b>	<b>PROFICIENT -B-</b>	<b>DISTINGUISHED -A-</b>
Number of titles required:- 1 person alone=12 titles Combined 2 people=20 titles Combined 3 people= 30 titles Combined 4 people= 40 titles	Less than minimum number of works for individual and group assignments.	Minimum number of works for individual and group assignments with oversized margins, use of fonts over 12 pts., and exaggerated spacing between lines and paragraphs.	Minimum number of works for individual and group assignments with 12 pt. fonts and 1 inch margins all around. Maximum spacing limited to double spacing.	Excess of number of works for individual and group assignments with 12 fonts and 1 inch margins all around.
Organization of bibliography and conformity to APA or MLA format	Citations do not conform standard writing styles (APA or MLA).	Many citations do not conform standard writing styles (APA or MLA).	Not more than two citations lack conformity standard writing styles (APA or MLA).	All citations and references conform to standard writing styles (APA or MLA).

*Originality of annotations	<p>Annotative style indicative of reliance on secondary sources: blurbs, professional journals, online services.</p> <p>Lack of evident analysis of content for most works (plot, setting: characterization), use of visual or literary symbols, style of writing and literary elements, medium of illustrations, quality of illustrations (light, shadow, texture, mood, etc.).</p> <p><i>NOTE: Proof of copying one annotation will result in an absolute ZERO for the assignment.</i></p>	<p>Annotative style for some works indicative of reliance on secondary sources: blurbs, professional journals, online services.</p> <p>Lack of evident analysis of story for half or more of works listed.</p>	<p>Annotative style representative of copying from other sources: blurbs, professional sources, online services.</p> <p>Lack of evident analysis of content for a few of the works listed.</p>	<p>Annotative style indicates originality for all annotations in the bibliography.</p> <p>Evident analysis of all works listed.</p>
Location of items for examination	Lack of indication for most entries or sketchy or unrealistic for most.	Indication of location for several entries or sketchy or unrealistic for most.	Lack of information or sketchy information for some bibliographic entries.	Complete and clear information that all works cited were located outside of the classroom and were actually read or examined for preparation of annotations.
Organization of content	Content of annotations for all works is not presented in logical manner that maintains interest. Effective overview of each book listed.	Content of annotations for several works is not presented in logical manner that maintains interest. Ineffective overview of several books listed.	Content of annotations for a few works is not presented in logically does not maintain interest. Ineffective overview of several books listed.	Content of all annotations is presented in logical manner that maintains interest. Effective overview for each book listed.

Quality, appropriateness, and recency of works representative of theme or topic	Very general and uninformative description of all listed works, most works not appropriate to theme/ topic. Numerous works near the older publication limit of 10 years or older. All works listed common to standard classroom collections.	Informative description of most listed works with most works appropriate to theme/ topic. Several works near the older publication limit of 10 years. Most works listed common to standard classroom reading collections or series	Informative description of all listed works, all works appropriate to theme/ topic. Works spread over the 10 year publication limit. Some works listed common to standard classroom reading collections or series.	Informative description of all listed works, all works appropriate to theme/ topic, with at least half within 5 years. Includes quality works of children's literature not common to standard classroom reading collections.
Indication of effort commensurate with graduate level work.	No original annotations, no indication of first-hand experience with all works. Lack of variation in presentation of works across the bibliography. Padded margins and use of large fonts.	Few original annotations evident. Limited indication of first-hand experience with all works. Lack of variation in presentation of most works across the bibliography. Padded margins and use of large fonts.	Mostly original annotations evident. Limited indication of first-hand experience with few works. Variation in presentation of most works across the bibliography. Padded margins and some use of large fonts.	Original annotations, indication of first-hand experience with all works. Variation in presentation of all works across the bibliography. Correct and proper use of margins and fonts.
Readability, grammar, spelling, etc.	Lack of appropriate annotative format and style, incomplete or inappropriate format of citation for each work. Lack of good grammar, spelling, and clarity of writing.	Variations in appropriate annotative format and style, incomplete. Some variation in format of citation for several works. Errors good grammar, spelling, and clarity of writing for annotations.	Appropriate annotative format and style. A few errors in complete or appropriate format of citation for each work. A few errors in good grammar, spelling, and clarity of writing.	Appropriate annotative format and style with complete citations for each work. No errors in grammar, spelling, and clarity of writing.

### Thematic/Topical Report

ALL WRITTEN WORK MUST BE ORIGINAL FOR THIS CLASS. THIS INCLUDES THE ANNOTATIONS IN THE BIBLIOGRAPHY. WORK RECYCLED FROM OTHER CLASSES WILL RECEIVE A ZERO. PLAGIARISM CAN RESULT IN A BAD, A REALLY BAD GRADE FOR THE COURSE, AND POSSIBLE DISMISSAL FROM GRADUATE SCHOOL.

	<b>NOVICE</b> <b>-D-</b>	<b>APPRENTICE</b> <b>-C-</b>	<b>PROFICIENT</b> <b>-B-</b>	<b>DISTINGUISHED</b> <b>-A-</b>
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Required length- 1 person alone=2-4 pages Combined 2 people=3-5 pages Combined 3 people= 4-6 pages Combined 4 people=5-7 pages	Less than minimum number of pages for individual and group reports.	Mid-range number of pages for individual and group reports with oversized margins, use of fonts over 12 pts., and exaggerated spacing between lines and paragraphs.	Mid-range number of pages for individual and group reports with 12 pt. fonts and 1 inch margins all around. Maximum spacing limited to double spacing.	Maximum number of pages for individual and group reports with 12 fonts and 1 inch margins all around.
References to professional reviews of works mentioned in text.	Limited references to professional reviews or reliance on reader reviews from websites. Limited indication of sources of reviews	Half or near half of references to reviews from professional sources with limited documentation of sources.	Most of reviews indicated from professional sources with some documentation of sources.	All reviews mentioned in text from professional sources with documentation.
Minimum of two recent and quality informational sources appropriate to children's literature	Informational sources for content not from appropriate or authoritative sources.	One informational source for content from an appropriate and authoritative source.	Two appropriate and authoritative sources cited for content.	More than the minimum of two appropriate and authoritative sources cited for content.
Organization of content	Content poorly structured. Lack of originality in approach. Content is not entertaining/interesting/informative. Content does not focus on children's literature.	Content fairly well structured. Limited originality in approach. Content is limited and not particularly entertaining, interesting, or informative.	Organization of content acceptable but with some digressions. Originality evident in approach. Content is somewhat entertaining, interesting/, or informative.	Content perfectly structured and understandable. The ideas expressed flow smoothly through the document. Clearly original in approach. Content is not definitely entertaining, interesting, and informative.
Children's books are contemporary and representative of theme or topic	Few contemporary works included in report.	Some contemporary children's works are included report but mostly well-known standard works.	Most of works mentioned are contemporary but reliance on mostly well-known standard "classroom" series evident.	Most of works mentioned are contemporary. Mostly well-known standard "classroom" series used to bench mark for analysis/discussion of contemporary works..
Degree of analysis representative of graduate level thought	Lack of identification of theme. Lack of comparison with other books/authors. Lack of suggestions for use/reader appeal	Limited identification of theme. Limited comparison with other books/authors. Superficial suggestions for use/reader appeal	General identification of theme. Evident comparison with other books/authors. Suggestions for use/reader appeal evident.	Explicit identification of theme/topic. Specific comparison with other books/authors. Specific suggestions for use/reader appeal



Readability, grammar, spelling, etc.	Lack of clarity and conciseness in writing. Numerous mistakes in grammar and spelling. Lack of conformance to standard manual of style (APA or MLA)	Some lack of clarity and conciseness in writing. Some mistakes in grammar and spelling. Limited conformance to standard manual of style (APA or MLA)	Clarity and conciseness in writing evident. Not more than 3 mistakes in grammar and spelling. Some variation from standard manual of style (APA or MLA)	Perfectly clear and concise in writing. No mistakes in grammar and spelling. Complete conformity to standard manual of style (APA or MLA)
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### Children's Services Interview Report

	Novice	Apprentice	Distinguished	Expert
Completeness of Interview	Few elements completed.	Most elements completed with evident omissions, superficial responses	All elements completed with some superficial responses	A elements completed with complete, indepth responses
Demonstration of critical thought in Personal Impression section	Limited thought, few ideas	Superficial thought, some ideas indicate depth	General indication of serious thought and consideration of ideas expressed	Indication of serious thought and ideas expressed
Findings from interview of interest to children's service professionals	Limited, superficial ideas expressed	While limited, some specificity in ideas expressed	General depth of thought, few superficial generalities	Indicative of depth, specific findings relevant to children's literature programs/activities
Use of proper grammar and spelling in personal writing and recorded comments	Numerous errors in grammar, spelling. Confusing, difficult to read.	Some errors in grammar, spelling. Somewhat confusing, some difficulty in reading.	Few errors in grammar, spelling. Little distraction in reading.	No errors in grammar, spelling.
Clarity of expression in personally written sections of survey	Confusing. Incomplete ideas. Contradictory statements.	Some uncertainty in expression, some ideas not clearly expressed.	Some ideas not clearly expressed, but understandable	Clear writing, ideas well expressed, easily understandable.

### Opinion Paper

	<b>NOVICE -D-</b>	<b>APPRENTICE -C-</b>	<b>PROFICIENT -B-</b>	<b>DISTINGUISHED -A-</b>
Required length-of 4-6 pages	Padded margins, excessive line spacing, and use of large fonts to achieve minimum length.	Padded margins and use of large fonts to achieve minimum length.	Minimum length of report- 4 pages.	Correct and proper use of margins, line spacing, and fonts. Length is at least 5 or more pages.

References to professional reviews	Limited references to professional reviews or reliance on reader reviews from websites. Limited indication of sources of reviews	Half or near half of references to reviews from professional sources with limited documentation of sources.	Most of reviews indicated from professional sources with some documentation of sources.	All reviews mentioned in text from professional sources with documentation.
References to authoritative sources in support of personal opinions	Informational sources for content not from appropriate or authoritative sources.	One informational source for content from an appropriate and authoritative source.	Two appropriate and authoritative sources cited for content.	More than the minimum of two appropriate and authoritative sources cited for content.
Organization of content	Content poorly structured. Lack of originality in approach. Content is not entertaining/interesting/informative. Content does not focus on children's literature.	Content fairly well structured. Limited originality in approach. Content is limited and not particularly entertaining, interesting, or informative.	Organization of content acceptable but with some digressions. Originality evident in approach. Content is somewhat entertaining, interesting/, or informative.	Content perfectly structured and understandable. The ideas expressed flow smoothly through the document. Clearly original in approach. Content is not definitely entertaining, interesting, and informative.
Recency and number of works representative of theme or topic	Few contemporary works included in report. Less than 4 titles referenced in support of opinions.	Some contemporary children's works are included report but mostly well-known standard works. Minimum of 4 titles referenced.	Most of works mentioned are contemporary but reliance on mostly well-known standard "classroom" series evident. At least 5 titles reference.	Most of works mentioned are contemporary. Mostly well-known standard "classroom" series used to bench mark for analysis/discussion of contemporary works. More than 5 titles referenced.
Degree of analysis representative of graduate level thought	Lack of identification of theme. Lack of comparison with other books/authors. Lack of suggestions for use/reader appeal	Limited identification of theme. Limited comparison with other books/authors. Superficial suggestions for use/reader appeal	General identification of theme. Evident comparison with other books/authors. Suggestions for use/reader appeal evident.	Explicit identification of theme/topic. Specific comparison with other books/authors. Specific suggestions for use/reader appeal

Readability, grammar, spelling, etc.	Lack of clarity and conciseness in writing. Numerous mistakes in grammar and spelling. Lack of conformance to standard manual of style (APA or MLA)	Some lack of clarity and conciseness in writing. Some mistakes in grammar and spelling. Limited conformance to standard manual of style (APA or MLA)	Clarity and conciseness in writing evident. Not more than 3 mistakes in grammar and spelling. Some variation from standard manual of style (APA or MLA)	Perfectly clear and concise in writing. No mistakes in grammar and spelling. Complete conformity to standard manual of style (APA or MLA)
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### Creative Literature Program for Children

Component	Novice 1	Apprentice 2	Proficient 3	Distinguished 4
Indicate a general goal and two objectives for the activity	Activity listed with vague goal and one vague objective.	Activity listed with vague goal and two vague objective.	Activity listed with general goal and two objectives.	Clearly stated goal and objectives without grammatical or syntactical errors.
Explain how the activity involves collaboration	Limited explanation of collaboration.	Superficial explanation of collaboration.	General explanation of collaboration in concise language with some grammatical and syntactical errors	Clear and concise explanation of collaboration with no grammatical and syntactical errors.
Explain how the activity addresses diversity	Limited explanation of diversity.	Superficial explanation of diversity.	General explanation of diversity in concise language with some grammatical and syntactical errors	Clear and concise explanation of diversity with no grammatical and syntactical errors.
Identify at least five children's books with a theme appropriate to the purpose of the activity	Children's books not clearly related to theme and are not contemporary.	Three children's books clearly related to theme and 2 being contemporary.	Five children's books clearly related to theme with 3 being contemporary.	More than five contemporary children's books clearly related to theme.
Summarize each book and explain how it fits into the activity; how it will be used	Lack of description of books and superficial explanation of relationship to activity with several grammatical and syntactical errors.	General of description of at least three books and superficial explanation of relationship for three to activity with some grammatical and syntactical errors.	Appropriate description of five books with superficial explanation of relationship to activity with no grammatical and syntactical errors.	Clear and concise description of all books and explanation of relationship to activity with no grammatical and syntactical errors.
Indicate how each book addresses diversity	Limited explanation of diversity.	Superficial explanation of diversity.	General explanation of diversity collaboration in concise language with some grammatical and syntactical errors.	Clear and concise explanation of diversity with no grammatical and syntactical errors.

Clarity, relevance, significance of plan, and completeness of all required components	Plan lacks one or more of the required overall characteristics.	Clarity and relevance evident, but vague.	Clarity and relevance evident, significance of all components present, but vague.	Clarity, relevance, significance of all components of plan evident and clearly expressed. All components covered in sufficient detail.
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