

LME 318, Children's Literature

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Office Hours: By appointment online, Skype, Google Hangout, email, or phone

Home office: I welcome phone calls and texts but please call between 4:30p.m. and 7p.m. Email is the BEST way to reach me as I check my email several times a day. If I have not responded to your email within 48 hours, please email me again!

Email Formatting: ALL emails to your instructor MUST be in the following format: 318.LastName.Topic

Example: 318.Vincent.Discussion Board Question

Course Description from the WKU Undergraduate Catalog:

Prerequisites: First three English courses or instructor approval.

An introduction to picture books, traditional literature, poetry, fiction, biography, informational books, and the development of literature programs in the elementary and middle school.

Required Text:

Anderson, N. Elementary Children's Literature: Infancy through Age 13 (4th edition) ISBN: 9780132685832

Core Content

All work in LME 318 must be related to Common Core Standards, use these links to help you identify the standards:

- Link to all standards:
<http://www.corestandards.org/ELA-Literacy/RST/introduction/>
- There is a common core app available for free in the iTunes app store; I've learned that the green common core app (by MasteryConnect) is by far the best.
- Link to iTunes store:
<https://itunes.apple.com/us/app/common-corestandards/id439424555?mt=8>

- Link to Android store:
<https://play.google.com/store/apps/details?id=com.masteryconnect.CommonCore&hl=en>

Additional Resource

LME 318 Pinterest board: I encourage you to follow this board of resources
<http://pinterest.com/avincent1214/lme-318/>

Additional Readings and websites are indicated in course materials and throughout Blackboard.

Course Topics:

History of children's materials

Children's materials and the curriculum

Children's materials and children's interests

Children's materials' selection and evaluation

Selection aids for parents and teachers

Criteria for selecting and evaluating children's materials

Major categories of young children's literature:

- "First" books
- Picture books
- Traditional literature
- Fantasy/science fiction
- Poetry
- Realistic fiction (contemporary)
- Historical fiction
- Biography
- Nonfiction/informational materials
- Multicultural and diversity materials
- Graphic novels
- Children's periodicals
- Non-print/technology

Censorship and controversial issues

Role of children's literature in develop language, writing, reading, and thinking skills.

Sharing books with children.

Critical Performance: Author, Illustrator, or Genre Study

KTS Standard I: Content Knowledge

KTS Standard II: Designs/Plans Instruction

EPSB Themes: Diversity, Literacy

KY Framework for Teaching Components

1A. Demonstrating Knowledge of Content and Pedagogy

1B. Demonstrating Knowledge of Students

1C. Selecting Instructional Outcomes

1E. Designing Coherent Instruction

2A. Creating an Environment of Respect and Rapport

3A. Communicating with Students

3C. Engaging Students in Learning

The student will:

- ❖ Identify major authors and illustrators of literature for children.
- ❖ Select literature for children representative of all genres.
- ❖ Discuss the role literature plays in nurturing and expanding children's imaginations and life experiences.
- ❖ Select and evaluate:
 - Picture books appropriate for pleasure and curricular use in the classroom.
 - Children's books from a wide variety of genre.
 - Multiple cultures and diversities.
- ❖ Use children's literature selections to develop thought processes including observing, comparing, ordering, sequencing, predicting, classifying, hypothesizing, and summarizing.
- ❖ Apply the criteria for judging children's materials, including that of award books and audiovisuals
- ❖ Recognize and use various children's literature periodicals, indexes, reference sources, and Internet sites for review and informational purposes

- ❖ Help children realize literature is for entertainment and can be enjoyed throughout their lives.
- ❖ Explain the need for children of diversities to see themselves represented in the literature they read.
- ❖ Guide children in discriminating, interpreting, and responding to children's literature.
- ❖ Discuss the issue of censorship and use of controversial issues in children's literature.

ADA Compliance Statement:

Disability Accommodations Statement: "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 (in the Student Success Center). 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 OFSDS."

Statement on Plagiarism and Original Work for This Class

All assignments for this class must be your original work, not "borrowed" from other sources. That is known as plagiarism. If you use an article, a book, a video, or any other resource, it must be cited on your paper, using appropriate APA Style (<http://owl.english.purdue.edu/owl/resource/560/01/>) on a References page at the end of your paper.

The Western Kentucky University Handbook of University Life describes plagiarism as follows:

"To represent written work taken from another source as one's own is plagiarism. One must give any author credit for source material borrowed from him. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." In addition, for the purposes of this course, to lift material verbatim or to paraphrase from a source and then to cite that source is unacceptable.

Plagiarism may result in a score of zero (0) for that work.

Student work may be checked using plagiarism detection software.

Writing Mechanics

Proper grammar and spelling are expected for all assignments. Please take a look at these websites for a refresher course:

Guide to Grammar and Writing: <http://cctc.commnet.edu/grammar/textonly.htm>

From Capital Community College, Hartford, CT

Grammar Resources from University of Wisconsin-Stout Libraries.

<http://www.uwstout.edu/lib/subjects/english.htm#grammar>

APA handbook. All work must be in APA format.

Owl at Purdue <http://owl.english.purdue.edu/owl/resource/560/01/>

Complex sentences are frequently difficult to read. Make your communication clear. Run on sentences obscure good communication.

Use the suggestions provided by your word processor as a guide but not a final authority.

Punctuation is equally as important as grammar and writing.

Use commas and semicolons as needed. Single space between sentences, double-spacing between sentences is not acceptable when keyboarding.

Naming Assignments:

All assignments must follow this format: **LME 318.Your Last Name.Topic.**

Example: LME318.Vincent.Reading Journal1

LME 318 Assignments

Assignment #1: Orientation Activities:

This is a 3-part activity (20 points):

1. Submit Orientation Activity via Course Assignments
2. Post a Welcome Message to the discussion board
3. Respond to the Discussion Expectations discussion board

Assignment #2: Discussion Prompts (150 points)

Refer to the textbook and/or other appropriate references when responding to the discussion topics. Discussion Board Forum Topics are posted in the discussion area.

- Students are expected to respond to each topic and to respond to two posts of others in the class.
- You **MUST** demonstrate you have read the required material, reflected upon it, and can add to the discussion intelligently. A substantial part of your grade is based on participation in the online Discussion Board Forum topics. Postings **MUST** be original, well thought out, and substantial. Your original response should be **4-5 paragraphs**.
- Responses to other students should be more than, “Yes, I agree!” or “What a great idea!” Responses to other students should be **at least 4-5 sentences**.
- Weekly participation is required. You will **NOT** be permitted to add a bunch of comments as we get near the end of the semester if you have not participated early on. Discussion Board Topics are archived after two weeks. This means you will be able to re-read, but not add to, the existing forum.
- Scoring- each discussion board is worth 10 points. Your original response is worth 6 points and you earn 4 points after replying to two posts. Late posts will receive ½ credit.
- Use the rubric under Assignments & Rubrics as you complete each post

Assignment 3: Read Aloud (25 points)

Locate a group of elementary grade students and read aloud to them. Be prepared to spend about 5 hours on this assignment.

- Conduct a pre-planning meeting with the classroom teacher. What will she be teaching? What book does she recommend? What activity can you do with the children?
- Write a reflection on your experience.
- What did you read?
- How did students respond?
- What would you do differently?
- Which graphic organizer did you use with your students?
- How was your experience with the graphic organizer?
- Use the rubric under Assignments & Rubrics as you complete the read aloud

You may use an after school program, day care, or preschool. On campus students may contact the JONES-JAGGERS Center 200 E 4th 783 4484 (pre-arrange this activity)

Assignment 4: Book Review Discussion Board, Due as indicated throughout course calendar. (100 Points)

Each student must contribute to the Book Review Discussion Boards. The Book Reviews will cover a personal and critical discussion of books. Use the reading journal format and directions provided in the BlackBoard assignments folder.

Scoring- each book review is worth 10 points. Your original response is worth 6 points and you earn an additional 4 points after replying to two posts. Late posts will receive ½ credit.

Use the rubric under Assignments & Rubrics as you complete each Book Review post

Assignment #5: Author, Illustrator, or Genre Study: (200 points) & CPI Self Reflection (5 points)

(Electronic Portfolio Critical Performance): This is the critical performance task for this course and is a required entry in the electronic portfolio for teacher education majors. Use the rubric under Assignments & Rubrics as you complete this assignment

LME 318 Critical Performance – Children’s Literature

Kentucky Teacher Standard(s) Assessed: Standard 1 – Applied Content Knowledge, Standard 2 – Designs/Plans Instruction

KY Framework for Teaching Components

- 1A. Demonstrating Knowledge of Content and Pedagogy
- 1B. Demonstrating Knowledge of Students
- 1C. Selecting Instructional Outcomes
- 1E. Designing Coherent Instruction
- 2A. Creating an Environment of Respect and Rapport
- 3A. Communicating with Students
- 3C. Engaging Students in Learning

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 1 and 2. The CPI is an evaluation of KY Framework for Teaching Components 1A, 1B, 1C, 1E, 2A, 3A, and 3C. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for LME 318 Children’s Literature.

Graded Product: Author, Illustrator or Genre Study. Prepare an author, illustrator, or genre study that could be used by a teacher to prepare a literature unit of study. Select a specific grade level, a variety of media resource including teacher support and presentation materials to support this unit of study.

- ❖ *Note: Studies of Dr. Seuss and Eric Carle are NOT permissible for the CPI. The purpose of this assignment is to expand your knowledge of children’s literature, and both of these authors are very familiar.*

Task: Construct an author, illustrator, or genre study using authors, illustrators, and genre as presented in the text or approved by the instructor and appropriate to a specific grade level. Students must not duplicate authors, illustrators, or genres selected by other students in the class.

Contents: Title page, introduction, standards, student materials, teacher materials, other supportive materials, learning activities.

Title Page: student name, assignment title, grade level, date.

Introduction: rationale or reasons for your choice of study and grade level.

State/National standards: List standards as appropriate to project, identify by number and text, separating by national and state.

Student materials: Books and other materials for student use, appropriate to the chosen grade level and extensive enough to engage a full classroom of students. Consider the potential diversity of students in a classroom

Teacher Resources: reference resources to support the unit of study: should include many of the

following: book resources, articles, websites, blogs, ideas for or location of examples of posters, charts, dramatic presentation, costume, skit, video, slides, or other visual supports.

Learning Activities: 3 to 5 engaged student learning activities, developed enough for a teacher to carry them out. Note adaptations as appropriate for the potential variety of student diversities.

Author/Illustrator study: Personal and professional background on author/illustrator. Individual's motivation for writing or illustrating books. Awards. Appropriate to the grade level of students.

Genre study: Definition, characteristics of the genre and sub genres and their definitions. Websites pertaining to the genre, a list of books that are examples of this genre and appropriate to the grade level, are less than 15 years old with an emphasis on more recent titles.

Writing Mechanics: Use appropriate grammar, syntax, spelling, and punctuation. All writing must follow APA format.

AUTHOR, ILLUSTRATOR OR GENRE STUDY MUST BE COMPLETED BEFORE A STUDENT CAN PASS THE COURSE. The electronic portfolio website (<http://edtech2.wku.edu/portfolio/>)

Grading Scale: A (100-90%); B (89-80%); C (79-70%); D (69-60%); F (59% or below)