

**Western Kentucky University  
LME 518: Advanced Children's Literature**

**Instructor:** Dr. Angela Gunter

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**Office Hours:** I am not on campus but am available for phone/Skype meetings by appointment.

## **1. COURSE DESCRIPTION**

Review and analysis of materials used to meet literacy needs of children including outstanding authors, illustrators, thematic/topical issues, and the review of children's books.

## **2. TEXTBOOKS**

### **Required:**

Hintz, C. and Tribunella, E. (2013). *Reading Children's Literature*. Boston, MA: Bedford St. Martin  
ISBN 978-0-312-60848-4

Antonacci, S. (2011). *Promoting Literacy Development: 50 Research Strategies*. Sage.  
ISBN1-4129-8708-3

ALA Standards: Standards for the 21st-Century Learner (free)

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

### **Optional but recommended:**

*Standards for the 21st-Century Learner in Action*  
(<http://www.alastore.ala.org/detail.aspx?ID=2601>)

*Empowering Learners: Guidelines for School Library Programs*.  
(<http://www.alastore.ala.org/detail.aspx?ID=2682>)

\*These books are used in several of the LME Master's courses

**AASL Standards books are now available as ebooks** <http://www.ala.org/aasl/publications-journals/books-products> Cost is less than the print versions

### **Required of all LME Majors - Optional for others**

- Adams, H. (2013). *Protecting Intellectual Freedom and Privacy In Your School Library* ISBN 9781610691383
- Ebook version is less expensive Kindle platform, [http://www.amazon.com/Protecting-Intellectual-Freedom-Privacy-Library/dp/1610691385/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom](http://www.amazon.com/Protecting-Intellectual-Freedom-Privacy-Library/dp/1610691385/ref=sr_1_1?s=books&ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom)

### **Whole Class Book Discussions**

Titles will be selected for online discussion. These titles will be posted on Black Board before the semester begins. Please check the Textbook folder. Obtain these books from local libraries or interlibrary loan, or purchase them from an online bookseller.

### **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. 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 "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, 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."

#### **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**

#### **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.

### **FTC Objectives:**

1c-f

2b-c, e

3a-e

4c-f

## **AASL School Library Media Standards**

### **Standard 2: Literacy and Reading**

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

#### **Elements**

##### **2.1 Literature**

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

##### **2.2 Reading promotion**

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

##### **2.3 Respect for diversity**

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

##### **2.4 Literacy strategies**

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

### **D. 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

## **B. Course 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. CONTENT OUTLINE**

1. The qualities of universal literature
2. Significant developments in literature for children
  - a. Publishing
  - b. Illustrating
  - c. Writing
  - d. Digital media including ebooks, audio books, books on CD, Internet and its applications.
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, co-teaching
5. Realism and literary merit
6. 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) Diversity perspectives
  - (2) Social implications of cultural perception
  - (3) Global literature
- 7. Children's magazines
  - a. Literary publications
  - b. Popular magazines
  - c. Children's versions of adult publications
  - d. Popular media tie-ins (movies, TV shows)
- 8. Censorship/ Intellectual freedom
  - a. The nature of censorship/ intellectual freedom
  - b. Educators' roles
  - c. Handling censorship/ intellectual freedom controversies

## 6. GRADING PROCEDURES AND COURSE GRADES

Encouraging Reading in a Digital World	50 points
Collaborative Unit (Critical Performance)	200 pts.
Book Reviews.	20 points each
Discussion Boards	10 pts. each
Whole Group Book Discussions	20 pts each
Essay	50 points
Other assignments	TBA

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90% = A  
 80% = B  
 70% = C  
 60% = D

## 7. 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. Write formal reports in the third person. Active voice is preferred unless there is a reason not to do so. Do not shift voice in the same sentence. Avoid using "I", "you", or "yours."
2. Consistency in the use of verb tense is expected. 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, and graded with a score. Check rubrics for each assignment. 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 WILL RESULT IN A ZERO FOR THE ASSIGNMENT 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. All assignments must be as directed in each assignment. All students are expected to read all submissions to discussions, wikis, and discussion board assignment post locations.
5. All submissions must include your name. If submitting a Word file, put your last name in the file name as well as on the document itself.
6. A separate cover/title page does not count toward the minimum length required for an

assignment.

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

## 8. COURSE ASSIGNMENTS

### A. Discussion Board Prompts:

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

Read directions in Black Board Assignments for discussion board prompts

**B. Official Reading List for Class:** In addition to the assigned books, use your textbook, ALA awards, and best books lists to select appropriate titles.

### C. Reading Webpage:

1. Please carefully read the requirements for the reading webpage.
2. Please respect the due dates. Late posts make others extra work. Due dates are in the course calendar.
3. Everyone is expected to read all posts to the website/designated discussion area.

**Reading Requirements** Please read books that are new to you. The goal of the course is to build your knowledge base regarding children's literature.

Books will be assigned and must be read and reported in a review format. Check the full assignment in Black Board Assignments. Make sure you have read in varied genres or subgenres and various grade levels.

It is strongly suggested you pick books from the following awards lists:

1. Caldecott Award/ Caldecott Honor books
  2. Newbery Award/ Newbery Honor books - Pick carefully for reading/maturity level
  3. Corretta Scott King Award book - Pick carefully for reading/maturity level
  4. Orbis Pictus Award Pick carefully for reading/maturity level
  5. KY Bluegrass Award (k-5)
  6. International Books. Use lists from the textbook or from the Internet Digital Library <http://en.childrenslibrary.org/>
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### Guidelines for Book Reviews

Write as if you were selling this book to your teachers or a group of educators in a conference presentation.

Include each of the following:

- APA citation including the ISBN at the end of the citation
- a brief summary

- indicate what you liked or disliked about it
- indicate the audience/age/grade
- genre
- curriculum connection including grade level and KY Common Core Curriculum
- classroom activity using *Promoting Literacy Development: 50 Research Strategies*
- Promotion activity if possible

Post your reviews as directed.

You are expected to read each other's reviews.

#### **D. Reading in a Digital World**

Develop a digital reinforcement for reading or promotion of reading as a model for your student to construct similar digital projects.

Formats:

- Digital Storytelling
- Wikibooks
- Podcasting
- Book trailers
- Other creation (with instructor approval)

Directions for creating these types of projects can be found on Black Board. In all cases remember to follow copyright law.

#### **E. CRITICAL PERFORMANCE FOR CLASS**

LME 518 Critical Performance Advanced Children's Literature

**Kentucky Teacher Standard(s) Assessed:** Standard 4 – Implements/Manages Instruction, Standard 5 – Assesses/Communicates Learning Results, Standard 8 – Collaborates with Colleagues/Parents/Others, Standard 9 – Evaluates Teaching & Implements Professional Development, Standard 10 – Provides Leadership within School/Community/Profession

**Purpose and Use Statement:** This critical performance is an evaluation of Kentucky Teacher Standards 4, 5, 8, 9, and 10 and **AASL Standards 2010:** Standard 2, Elements 1-4.

Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for **LME 518**.

**Graded Product:** Collaborative Unit – content area and literature

**Task:** Describe a collaborative unit integrating content area curriculum, reading strategies, and literature, use charts, diagrams, and other graphics as appropriate. Use collaboration form provided by instructor. Use a narrative as needed for clarity

**Objective:** Demonstrate the ability to select appropriate materials to complement a classroom unit



of study, provide for diversity, support reading across the curriculum, and promote reading.

### **Assignment components:**

**Collaboration:** This requires a minimum of five (5) documented field experience hours planning the unit with a content area teacher(s) and possibly a school media specialist. Review your completed unit with your collaborative classroom teacher(s).

With your collaborative classroom teacher(s) identify the specific unit by name/course, grade level, number of students involved, length of time for the unit, and content objectives. List instructional responsibilities of classroom teacher, you as media specialist, and learning/product responsibilities of students using the collaboration form provided by instructor.

**Literature:** Material selected must be in more than one format, is a combination of material currently in the collection, and selected for purchase. Provide a bibliography of materials selected from the existing collection include call numbers. Each item selected for purchase must be listed with author, title, publisher, copyright date, ISBN, price, and a minimum of two selection sources and one full review. You may not expend more than \$500 for new materials.

**Diversity:** In developing the collection of materials for the unit, identify the diverse developmental, cultural, social, and linguistic needs of students in the classroom. Explain what the diversity is and how you have accommodated the diversity within the collection of materials you have identified.

**Literacy strategies:** Identify, with classroom teacher(s), reading instructional strategies to ensure students are able to create meaning from the materials identified for the unit. List the strategies and tell how they fit within the unit.

**Reading promotion:** Develop one or more promotional activities to encourage students to continue exploring resources beyond the extent of the unit.

**Evaluation:** How will student learning be assessed for content objectives, effectiveness of materials from media center, literacy strategies, and reading promotion?

**Reflection:** Reflect on how this critical performance unit might increase student learning in relationship to your collaboration.

### **Scoring Rubric**

<b>Performance Criteria</b>	<b>1 Novice (Not met)</b>	<b>2 Apprentice (Partially Met)</b>	<b>3 Proficient (Standard Met)</b>	<b>4 Distinguished</b>
Field Experience documentation	Less than 5 hours	5 hours but no documentation	5 documented hours	More than 5 hours well documented
Classroom unit description	Many required elements missing	1-2 elements missing, presentation is weak.	No elements missing, presentation could be improved	No missing elements, presentation is clear, concise, easy to read.

Selected Literature	Requirements missing or incomplete	1-2 elements missing, Presentation is weak	No missing elements. presentation could be improved	No missing elements, presentation is clear, concise, easy to read.
Diversity considered	No discussion of student diversity	Some mention of student diversity but presentation could be improved	Student diversity is identified, more specific description is needed	Student diversity is identified and accommodations for that diversity are well described.
Literacy strategies	Reading strategies selected are inadequate and description of how they fit within the unit is missing or needs major corrections.	Description of selected reading strategies and description of how they fit within the unit needs lacks alignment or writing is poor.	Description of selected reading strategies and description of how they fit within the unit needs some improvement. Alignment is good	Reading strategies selected ensure students are able to create meaning from the materials for the unit. Good description of how they fit within the unit.
Reading Promotion	Lacks description of promotional activities and questionable appropriateness to encourage student exploration of resources.	Description of promotional activities is incomplete, may be appropriate to encourage students exploration of resources beyond the unit	Description of promotional activities needs more elaboration, appropriate to encourage students exploration of resources beyond the unit	Description of promotional activities is complete and appropriate to encourage students to continue exploration of resources beyond the unit
Evaluation	Student learning assessment is incomplete	Student learning assessment is missing some elements, what is present is well written.	Student learning assessment is missing 1 item or writing is not clear.	All require assessment is present, presentation is well written.

Reflection	Reflection is missing or poorly written	Reflection does not make good connection between student learning and the unit	Reflection writing includes some errors, makes weak connections between student learning and media specialist collaboration in the unit.	Reflection is well written, make specific connections between student learning and media specialist collaboration in the unit.
Writing mechanics	Many errors in spelling, grammar, punctuation, sentence structure	3-5 errors in spelling, grammar, punctuation, sentence structure	1-2 errors in spelling, grammar, punctuation, sentence structure	No errors in spelling, grammar, punctuation, sentence structure
APA	Many errors in APA format	3-5 errors in APA format	1-2 errors in APA format	No errors in APA format