

Course Title	Children’s Literature
Course Prefix & Number	LME 318
Course Discipline	Library Media Education
Instructor’s Name	Ashley Vincent
Semester	Fall 2021
Instructor’s Email	ashley.vincent@wku.edu Please allow 24-48 hours for response
Office Hours	By arrangement only. Virtually via Zoom or Google Meet. In Person at the Bob Kirby branch of the Warren County Public Library. I will expect you to wear a mask if we meet in person.
Catalog Description	<p><b>LME 318 (3) Catalog Description:</b> Children’s Literature (3) An introduction to picture books, traditional literature, poetry, fiction, biography, informational books, and the development of literature programs in the elementary and middle school. <b>Prerequisite: First three English classes or instructor approval.</b></p> <p>Rationale: Students will observe, engage in, and develop activities/assignments that focus on the role and characteristics of children’s literature in language, writing, reading, and thinking skills while sharing books with children. Successful teaching requires knowledge and mastery in a variety of skills to maximize student learning.</p>
Required Text	<p><b>Essentials of Children’s Literature, 9th Edition</b>          Short, Lynch-Brown &amp; Tomlinson          © 2018 - Pearson - 336 pp          ISBN 13: 970134532592</p> <p>Available for rent or purchase (new and used) from many sources  <b>Additional Readings as indicated in Black Board.</b></p> <p><i>During the course of the semester, students will be asked to use additional resources found online, in research journals, or texts.</i></p>

	<i>Additional textbooks may be required.</i>
Websites Used in This Class	<p><u>Electronic:</u> Resources from these sites will be utilized in this course.</p> <ul style="list-style-type: none"> <li>● Online library resource. <a href="http://www.kyvl.org/">http://www.kyvl.org/</a></li> <li>● <a href="#">WKU Blackboard</a></li> <li>● WKU Portal</li> <li>● WKU’s Homepage <a href="https://www.wku.edu/">https://www.wku.edu/</a></li> <li>● Other assorted websites related to Web 2.0 Tools as provided by the instructor.</li> </ul>
Instructional Methods & Activities	LME 318 is delivered online via Blackboard. Additionally, activities may include, but are not limited to—media presentations, performance tasks/projects, lectures, group and individual activities, writing projects, research, and observations. Instructors retain the right to modify work assigned.
Course Objectives & Outcomes	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify major authors and illustrators of literature for children.</li> <li>● Select literature for children representative of all genres.</li> <li>● Discuss the role literature plays in nurturing and expanding children's imaginations and life experiences.</li> <li>● Select and evaluate:             <ul style="list-style-type: none"> <li>○ Picture books appropriate for pleasure and curricular use in the classroom.</li> <li>○ Children’s books from a variety of genres.</li> <li>○ Multiple cultures and diversities.</li> </ul> </li> <li>● Use children's literature selections to develop thought processes including observing, comparing, ordering, sequencing, predicting, classifying, hypothesizing, and summarizing.</li> <li>● Apply the criteria for judging children's materials, including that of award books and audiovisuals</li> <li>● Recognize and use various children's literature periodicals, indexes, reference sources, and Internet sites for review and informational purposes</li> <li>● Help children realize literature is for entertainment and can be enjoyed throughout their lives.</li> <li>● Explain the need for children of diversities to see themselves represented in the literature they read.</li> <li>● Guide children in discriminating, interpreting, and responding to children’s literature.</li> <li>● Discuss the issue of censorship and use of controversial</li> </ul>

	issues in children’s literature.							
Topics Covered in This Course	<p><b>Course Topics (some, but not all-inclusive of topics that may be covered during the term):</b></p> <ul style="list-style-type: none"> <li>Promoting student engagement</li> <li>Creating effective lesson plans</li> <li>Documenting change and student progress monitoring</li> <li>Differentiating instruction for different learners</li> <li>Genres of children's literature</li> <li>Definition, History and Future of Children’s Literature</li> <li>History</li> <li>Artistry and Illustrations</li> <li>Book Design</li> <li>Elements of a Story</li> <li>Honors and Medals</li> <li>e-Books</li> <li>Diversity genre in children's lit- multiculturalism</li> <li>Classroom library</li> <li>Using technology in instruction</li> <li>Assistive technology</li> <li>Literary Elements</li> <li>Guiding Book Selection</li> <li>Evaluation and Selection of Books</li> <li>Book appropriateness</li> <li>Literature Throughout the Curriculum</li> <li>Evidence-Based Practice Strategies</li> <li>Strategies for Encouraging Response to Literature</li> <li>Read Aloud</li> <li>Storytelling</li> <li>Book Discussions</li> <li>Readers’ Theater/Role Playing</li> <li>Oral Interpretations/Retelling</li> <li>Written Response</li> <li>Bookmaking/eBookmaking</li> </ul>							
Standards Addressed in This Course	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Kentucky</th> <th style="width: 50%; text-align: center;">Danielson</th> </tr> </thead> <tbody> <tr> <td>2. Designs/Plan Instruction 3. Learning Climate</td> <td>Domain 3: Instruction</td> </tr> <tr> <td>S1. Designs/Plan Instruction S3. Learning Climate S8. Collaborations</td> <td>Domain 2: Classroom Environment</td> </tr> </tbody> </table>		Kentucky	Danielson	2. Designs/Plan Instruction 3. Learning Climate	Domain 3: Instruction	S1. Designs/Plan Instruction S3. Learning Climate S8. Collaborations	Domain 2: Classroom Environment
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University/Department Policies	<p><b>APA Style</b>        All papers submitted in this course will be typed and formatted according to the <i>Publication Manual of the American Psychological Association</i> (5thed.). <b>APA style will not be taught as a part of this course.</b> Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:  <a href="http://www.apastyle.org/eleceref.html">http://www.apastyle.org/eleceref.html</a></p> <p><b>Guiding powerpoint and other resources can be found in BlackBoard class site under Course Resources</b></p> <hr/> <p><b>Classroom Communication Policy</b>        When referring to classroom observation experiences, students should: (a) maintain confidentiality regarding schools, school</p>										

personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "people first" language.

That means that you always refer to a person first and the disability as secondary. For example, a person with autism is correct –autistic student is incorrect. **Points will be deducted for misuse of people's first language.**

**Disabilities Accommodation Statement**

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270.745.5004. or email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center."

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at

	<p>270-745-3159.</p> <p><b>WKU Plagiarism and Academic Integrity Policy and tutorial <a href="#">Plagiarism Policy</a></b></p> <p>Student work may be checked using plagiarism detection software. To represent the 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 and for this class. Students must give the author(s) credit for <b>ANY</b> source material used. Credit must be either at the bottom of the material's page or in a list of references. To lift content directly from a source, even if it is from a website or friend's work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an "F" for the assignment and possible dismissal from the university. All plagiarism must be reported to Student Affairs.</p> <p><b>Field work</b> Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools. Students are responsible for obtaining these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact <a href="http://www.wku.edu/teacherservices/teacher_admissions/index.php">http://www.wku.edu/teacherservices/teacher_admissions/index.php</a> for more information. If you have already completed these screenings for another course, such as EDU 250, you do not have to do it again for this course.</p> <p>The read aloud assignment may require you to be in a classroom. This may result in you needing Field Work clearance. Please check assignment requirements.</p> <p>For Spring 2021, you will NOT have to complete field work.</p>
	<p><b>WKU COVID-19 Statement:</b></p>

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)



Healthy on the Hill | Western Kentucky University

While WKU will continue to follow guidance from public and state/federal guidelines, we anticipate a return to normal operations on the Hill for the Fall 2021 semester.

[www.wku.edu](http://www.wku.edu)

	<p><b>Grading</b>          Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. <b>NO grade below C</b> is accepted in the education program.</p> <p>Percentage    Final Grade          90 –100 = A          80 –89 = B          70 –79 = C          60 –69 = D          Below 60 = F</p>
	<p><b>Technology Management</b></p> <ul style="list-style-type: none"> <li>• All work must be typed and submitted digitally. Word processing must be done either in Microsoft WORD <b>.rtf .doc or .docx format</b>. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details.</li> <li>• Use your WKU email for ALL correspondence.</li> </ul>
	<p><b>WKU College of Education and Behavioral Science Dispositions</b>          The Educational Professional Demonstrates the following:</p> <p><b>Values Learning</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>· Class Participation</li> <li>· Attendance</li> <li>· Class Preparation</li> <li>· Communication</li> </ul> <p><b>Values Personal Integrity</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>· Emotional Control</li> <li>· Ethical Behavior</li> <li>· Values Diversity</li> <li>· Values Collaboration</li> </ul> <p><b>Values Professionalism</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>· Respect for school rules, policies and norms</li> <li>· Commitment to self-reflection and growth</li> <li>· Professional Development and Involvement</li> <li>· Professional Responsibility</li> </ul> <p><b><i>Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.</i></b></p>
Course Policies	<b>Writing Mechanics</b>

	<p>Good grammar and spelling are expected for all assignments. Please take a look at these websites for a refresher course.</p> <p><b>Guide to Grammar and Writing:</b> <a href="http://guidetogrammar.org/grammar/">http://guidetogrammar.org/grammar/</a> From Capital Community College, Hartford, CT</p> <p><b>Grammar Resources from the University of Wisconsin-Stout Libraries.</b> <a href="https://library.uwstout.edu/citing">https://library.uwstout.edu/citing</a></p> <p><b>APA handbook. All work must be in APA format.</b> <b>Owl at Purdue</b> <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a> 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.</p> <p><b>Punctuation is equally as important as grammar and writing.</b> Use commas and semicolons as needed. Single space after period, double-spacing after periods is not acceptable when keyboarding.</p> <p><b>Format</b> Font: Times New Roman Size: 12 point Double spaced 1 inch margins</p>
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**Late assignments are accepted only by special permission**

### **Grading Scale**

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. **NO grade below C** is accepted in the education program.

#### **680 Total Points for Course**

**A = 680 - 612**

**B = 611 - 544**

**C = 543 - 476**

**D = 475 - 408**

**F = 407 and below**

## Course Calendar

After week 1, assignments are due on Thursdays.

Please email me BEFORE the due date if you are having issues.

\*Due Dates are subject to change.\*

Fall 2021	Topic/Assignment
<b>Week 1</b> <b>August 23-27</b>	Review syllabus and course calendar Review Week 1 Folder Post introduction to the discussion board Assignment 1: Complete & submit Orientation Read chapter 1 of your textbook <i>Read discussion board directions in Course Assignments BEFORE completing the discussion board</i>  Review (glance at) your BIG assignments for this semester: <ul style="list-style-type: none"> <li>● eBook, due Nov. 11</li> <li>● Book Talk, due Nov. 18</li> <li>● Read Aloud, due Dec. 2</li> </ul> <p style="text-align: right;"><b>* Due Friday, August 27</b></p>
<b>Week 2</b> <b>August 30-Sept. 2</b>	Review Week 2 Folder Read chapter 2 of your textbook Chapter 2 discussion board <i>Assignment 2: Professional Journals, Associations, &amp; Websites</i>  <p style="text-align: right;"><b>* Due Thursday, Sept. 2</b></p>
<b>Week 3</b> <b>Sept. 6-9</b>	Review Week 3 Folder Read chapter 3 of your textbook Chapter 3 discussion board  <i>Assignment 3a: Elements of Fiction Vocabulary</i> Using your textbook, make a chart of the <i>5 Elements of Fiction</i> . Add notes as needed on definitions, subdivisions of the elements, and whatever will help you to use these element terms in writing your book reviews. <b>Use provided form.</b>

	<p>Assignment 3b: Elements of Fiction Blog  <i>* Due Thursday, Sept. 9</i></p>
<p><b>Week 4</b>  <b>Sept. 13-16</b></p>	<p>Review Week 4 Folder          Read Chapter 4: Illustration and Visual Elements          Book design is a part of the visual elements. Pay attention to that section!          Note table 4.1 as it brings both literary &amp; visual elements together          Pages 44-49 will help you visualize the visual elements, take time to study these pages.          View: How Pictures Work          Discussion Board 4          Assignment 4a: Artistic Elements Definitions          Assignment 4b: Applying Visual Elements Blog    <i>* Due Thursday, Sept. 16</i></p>
<p><b>Week 5</b>  <b>Sept. 20-23</b></p>	<p>Review Week 5 Folder          Read Chapter 5: Picture Books &amp; Graphic Novels          Discussion Board 5          Assignment 5: Picture Books &amp; Graphic Novels worksheet    <i>* Due Thursday, Sept. 23</i></p>
<p><b>Week 6</b>  <b>Sept. 27-30</b></p>	<p>Review Week 6 Folder          Read Chapter 6: Poetry &amp; Verse          Discussion Board 6          Listen to NPR series Reason for the Rhyme and read the essay from Reading Rockets          Assignment 6: Novels in Verse Blog            Reminder to begin planning for your BIG assignments:         <ul style="list-style-type: none"> <li>● eBook, due Nov. 11</li> <li>● Book Talk, due Nov. 18</li> <li>● Read Aloud, Nov. 25</li> </ul>   <i>* Due Thursday, Sept. 30</i></p>
<p><b>Week 7</b>  <b>Oct.4-7</b></p>	<p>Review Week 7 Folder</p>

	<p>Read Chapter 7: Traditional Literature          Discussion Board 7          Assignment 7: Exploring Traditional Literature Blog</p> <p>Midterm exam is NEXT WEEK!</p> <p style="text-align: center;"><b>* Due Thursday, Oct. 7</b></p>
<p><b>Week 8</b>  <b>Oct. 11-14</b></p>	<p>Review Week 8 Folder          Read Chapter 8: Fantasy &amp; Science Fiction          Assignment 8: Science Fiction &amp; Fantasy Storymap          Midterm Exam, multiple choice, covers chapters 1-7</p> <p style="text-align: center;"><b>* Due Thursday, Oct. 13</b></p>
<p><b>Week 9</b>  <b>Oct. 18-21</b></p>	<p>Review Week 9 Folder          Read Chapter 9: Realistic Fiction          View Bringing Words to Life video          Discussion Board 9          Assignment 9: Realistic Fiction Analysis</p> <p style="text-align: center;"><b>* Due Thursday, Oct. 21</b></p>
<p><b>Week 10</b>  <b>Oct. 25-28</b></p>	<p>Review Week 10 Folder          Read Chapter 10: Historical Fiction          Watch Jewell Parker Rhoades video          Discussion Board 10          Assignment 10: Historical Fiction Blog</p> <p style="text-align: center;"><b>* Due Thursday, Oct. 28</b></p>
<p><b>Week 11</b>  <b>Nov. 1-4</b></p>	<p>Review Week 11 Folder          Read Chapter 11: Nonfiction: Biography &amp; Informational Books          Watch A Picture Book of Helen Keller          Assignment 11: Biography / Nonfiction Blog</p> <p style="text-align: center;"><b>* Due Friday, Nov. 4</b></p>
<p><b>Week 12</b>  <b>Nov. 8-11</b></p>	<p>Review Week 12 Folder          Read Chapter 12: Literature for a Diverse Society</p>

	<p>Discussion Board 12          Assignment 12: Literature for a Diverse Society Blog          Submit eBook Assignment</p> <p style="text-align: center;"><b>* Due Thursday, Nov. 11</b></p>
<p><b>Week 13</b>  <b>Nov. 15-18</b></p>	<p>Review Week 13 Folder          Read Chapter 13          Discussion Board 13          Submit Book Talk          Resubmit eBook (<i>using specific feedback received</i>) if you are not happy with your grade</p> <p style="text-align: center;"><b>* Due Thursday, Nov. 18</b></p>
<p><b>Week 14</b>  <b>Nov. 22-25</b></p>	<p><b>Nothing Due this week! Enjoy your Thanksgiving holiday!</b></p>
<p><b>Week 15</b>  <b>Nov. 29-Dec. 2</b></p>	<p>Review Week 14 Folder          Read Chapter 14          Submit Read Aloud          Resubmit Book Talk (<i>using specific feedback received</i>) if you are not happy with your grade</p>
<p><b>Week 16</b></p>	<p>Final Exam          This exam covers all chapters in the textbook with an emphasis on chapters 8 - 14.</p> <p>No coursework will be accepted after Dec 10.</p> <p style="text-align: center;"><b>* Due Thursday, Dec. 9</b></p>