

Course Title	Children's Literature
Course Prefix & Number	LME 318
Course Discipline	Library Media Education
Instructor's Name	Ashley Vincent
Semester	Fall 2024
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.
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. Additional textbooks may be required.</i></p>

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>● <a href="#">MackinVIA eBook Collection</a></li> <li>● Other assorted websites related to Web 2.0 Tools as provided by the instructor.</li> </ul>
Instructional Methods & Activities	<p>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.</p>
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 issues in children's literature.</li> </ul>

Topics Covered in This Course	<b>Course Topics (some, but not all-inclusive of topics that may be covered during the term):</b> Promoting student engagement Creating effective lesson plans Documenting change and student progress monitoring Differentiating instruction for different learners Genres of children's literature Definition, History and Future of Children’s Literature History Artistry and Illustrations Book Design Elements of a Story Honors and Medals e-Books Diversity genre in children's lit- multiculturalism Classroom library Using technology in instruction Assistive technology Literary Elements Guiding Book Selection Evaluation and Selection of Books Book appropriateness Literature Throughout the Curriculum Evidence-Based Practice Strategies Strategies for Encouraging Response to Literature Read Aloud Storytelling Book Discussions Readers’ Theater/Role Playing Oral Interpretations/Retelling Written Response Bookmaking/eBookmaking									
Standards Addressed in This Course	<table><tr><th>Kentucky</th><th>Danielson</th></tr><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><tr><td>S1. Content Knowledge</td><td>Domain 3: Instruction</td></tr></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	S1. Content Knowledge	Domain 3: Instruction
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	S1. Content Knowledge S2. Designs/Plans Instruction S5. Assessment S7. Reflection	Domain 1: Planning and Preparation
	S1. Content Knowledge S2. Designs/Plans Instruction S4. Manages Instruction S6. Technology S8. Collaboration	Domain 1: Planning and Preparation
	S3. Learning Climate S6. Technology S7. Reflection S9. Professional Development S10. Leadership	Domain 4: Professional responsibilities
	S8. Collaboration	Domain 4: Professional responsibilities
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> (7th ed.). <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/electref.html">http://www.apastyle.org/electref.html</a></p> <p><b>Guiding powerpoint and other resources can be found in BlackBoard class site under Course Resources</b></p> <p><b>Classroom Communication Policy</b>          When referring to classroom observation experiences, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the</p>	

	<p>course. Please use “people first” language.</p> <p>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. <b>Points will be deducted for misuse of people’s first language.</b></p> <p><b>Disabilities Accommodation Statement</b> “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 <a href="mailto:sarc.connect@wku.edu">sarc.connect@wku.edu</a>. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.”</p> <p>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 <a href="https://www.wku.edu/titleix/">https://www.wku.edu/titleix/</a> and</p> <p>Discrimination and Harassment Policy (#0.2040) at <a href="https://www.wku.edu/policies/docs/251.pdf">https://www.wku.edu/policies/docs/251.pdf</a></p> <p>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.</p> <p>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 <b>MUST</b> 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 270-745-3159.</p>
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**WKU Plagiarism and Academic Integrity Policy and tutorial**  
**[Plagiarism Policy](#)**

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 **ANY** 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.

**Generative Artificial Intelligence (AI) Tools:** In general, it is expected that the work you submit in this class will be your own. However, there may be specific assignments or activities in which we will utilize generative AI tools to enhance your learning experience. In these instances, you will be provided with additional information about the assignment and how AI will be employed and cited. For this course, we will use APA Style. Examples of citing AI are available at <https://libguides.wku.edu/stylewrite/ai>. If you are unsure if you are using AI tools appropriately in this course, please reach out to your instructor!

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to

establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

### ***The Learning Center Peer Tutoring Services***

*The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).*

### **Field work**

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 [http://www.wku.edu/teacherservices/teacher\\_admissions/index.php](http://www.wku.edu/teacherservices/teacher_admissions/index.php) 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.

For Fall 2024, you will **NOT** have to complete field work.

**The U.S. Department of Education requires that distance**

	<p>education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the <b>Regular and Substantive Interaction in Online and Distance Learning webpage</b>.</p> <p>In this course, regular and substantive interaction will take place in the following ways:</p> <ul style="list-style-type: none"> <li>• Faculty participation in weekly discussion boards,</li> <li>• Weekly announcements, and</li> <li>• Timely and detailed feedback on assignments provided within one week of submission.</li> </ul>												
	<p><b>Grading</b></p> <p>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> <table> <tr> <th>Percentage</th><th>Final Grade</th></tr> <tr> <td>90 –100</td><td>= A</td></tr> <tr> <td>80 –89</td><td>= B</td></tr> <tr> <td>70 –79</td><td>= C</td></tr> <tr> <td>60 –69</td><td>= D</td></tr> <tr> <td>Below 60</td><td>= F</td></tr> </table>	Percentage	Final Grade	90 –100	= A	80 –89	= B	70 –79	= C	60 –69	= D	Below 60	= F
Percentage	Final Grade												
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	<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></p> <p>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	<p><b>Writing Mechanics</b> 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="https://owl.purdue.edu/owl/general_writing/grammar/index.html">https://owl.purdue.edu/owl/general_writing/grammar/index.html</a> Purdue Online Writing Lab</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>

**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**

**All Assignments are due on Sundays by 11:59pm.**

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

**\*Due Dates are subject to change.\***

Fall 2024	Topic/Assignment
<b>Week 1</b> <b>August 19-25</b>	Review syllabus and course calendar Review Week 1 Folder Watch Week 1 Video 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>● Read Aloud, due Oct. 6</li><li>● eBook, due Nov. 10</li><li>● Book Talk, due Nov. 24</li></ul> <p style="text-align: right;"><b>* Due Sunday, August 25</b></p>
<b>Week 2</b>	Review Week 2 Folder

<b>August 26-Sept. 1</b>	<p>Read chapter 2 of your textbook          Chapter 2 discussion board  <i>Assignment 2: Professional Journals, Associations, &amp; Websites</i></p> <p style="text-align: right;"><b>* Due Sunday, Sept. 1</b></p>
<b>Week 3          Sept. 2-8</b>	<p>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 the provided form.</b>  <i>Assignment 3b: Elements of Fiction Blog</i></p> <p style="text-align: right;"><b>* Due Sunday, Sept. 8</b></p>
<b>Week 4          Sept. 9-15</b>	<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</p> <p style="text-align: right;"><b>* Due Sunday, Sept. 15</b></p>
<b>Week 5          Sept. 16-22</b>	<p>Review Week 5 Folder          Read Chapter 5: Picture Books &amp; Graphic Novels          Discussion Board 5          Assignment 5: Picture Books &amp; Graphic Novels worksheet</p> <p style="text-align: right;"><b>* Due Sunday, Sept. 22</b></p>

<b>Week 6</b> <b>Sept. 23-29</b>	Review Week 6 Folder Read Chapter 6: Poetry & 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>• Read Aloud, due Oct. 6</li> <li>• eBook, due Nov. 10</li> <li>• Book Talk, due Nov. 24</li> </ul> <p style="text-align: right;">* Due Sunday, Sept. 29</p>
<b>Week 7</b> <b>Sept. 30-Oct. 6</b>	Review Week 7 Folder Read Chapter 7: Traditional Literature Discussion Board 7 Assignment 7: Exploring Traditional Literature Blog Submit Read Aloud Midterm exam is NEXT WEEK!  <p style="text-align: right;">* Due Sunday, Oct. 6</p>
<b>Week 8</b> <b>Oct. 7-13</b>	Review Week 8 Folder Read Chapter 8: Fantasy & Science Fiction Assignment 8: Science Fiction & Fantasy Storymap Midterm Exam, multiple choice, covers chapters 1-7  <p style="text-align: right;">* Due Sunday, Oct. 13</p>
<b>Week 9</b> <b>Oct. 14-20</b>	Review Week 9 Folder Read Chapter 9: Realistic Fiction View Bringing Words to Life video Discussion Board 9 Assignment 9: Realistic Fiction Analysis  <p style="text-align: right;">* Due Sunday, Oct. 20</p>
<b>Week 10</b> <b>Oct. 21-27</b>	Review Week 10 Folder

	Read Chapter 10: Historical Fiction Watch Jewell Parker Rhoades video Discussion Board 10 Assignment 10: Historical Fiction Blog  * Due Sunday, Oct. 27
<b>Week 11</b> <b>Oct. 28-Nov. 3</b>	Review Week 11 Folder Read Chapter 11: Nonfiction: Biography & Informational Books Watch A Picture Book of Helen Keller Assignment 11: Biography / Nonfiction Blog  * Due Sunday, Nov. 3
<b>Week 12</b> <b>Nov. 4-10</b>	Review Week 12 Folder Read Chapter 12: Literature for a Diverse Society Discussion Board 12 Assignment 12: Literature for a Diverse Society Blog Submit eBook Assignment  * Due Sunday, Nov. 10
<b>Week 13</b> <b>Nov. 11-17</b>	Review Week 13 Folder Read Chapter 13 Discussion Board 13 Resubmit eBook ( <i>using specific feedback received</i> ) if you are not happy with your grade  * Due Sunday, Nov. 17
<b>Week 14</b> <b>Nov. 18-Nov. 24</b>	Review Week 14 Folder Read Chapter 14 Submit Book Talk  *Due Sunday, Nov. 24
<b>Week of Nov.</b> <b>25-Dec. 1</b>	Thanksgiving Holiday No work due this week!
<b>Week 15</b>	Final Exam

<b>December 2-6</b>	<p>This exam covers all chapters in the textbook with an emphasis on chapters 8 - 14.</p> <p>Due Friday, Dec. 6. No coursework will be accepted after Dec. 6.</p>
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