

Spring 2018
IS 330: Books and Related Materials for Children

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DISCLAIMER: Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

COURSE DESCRIPTION

Students enrolled in IS 330 will actively read, discuss, and write about a wide variety of materials and resources suitable for children. Students will also develop criteria for selecting books and materials that encourage reading in the classroom as well as during leisure time.

COURSE OBJECTIVES

Students who complete the requirements for IS 330 will be able to:

1. Identify current and historical trends and issues pertinent to children's literature.
2. Evaluate books and related materials based on a series of appropriate guidelines.
3. Demonstrate knowledge of and the ability to use selection aids.
4. Identify and discuss the reading, listening, and viewing characteristics as well as the diverse needs and interests of children at varying ages of maturity.
5. Demonstrate a familiarity with a wide range of print, audio-visual, and multimedia materials.
6. Recognize the major characteristics of different literary genres in books for children.
7. Analyze the variety of literary qualities found in books for children.
8. Develop an appreciation for children's literature in different forms and formats.

TEXTBOOK

Lukens, Rebecca. *A Critical Handbook of Children's Literature*, ninth edition, HarperCollins, 2012. Hereafter referred to as **Lukens**.

REQUIRED BOOKS (Listed in the order in which they will be read. Unless a choice is noted, the books are required for the course)

- White, E.B. *Charlotte's Web*
- Wiles, Deborah. *Each Little Bird That Sings*
- Gantos, Jack. *Joey Pigza Swallowed the Key*
- Lobel, Arnold. *Frog and Toad Together*
- Pennypacker, Sara. *Clementine*
- Garcia-Williams, Rita. *One Crazy Summer*
- Yang, Gene. *American Born Chinese* **OR**
- Bell, Cece. *El Deafo* (**choose ONE**)
- Bridges, Ruby. *Through My Eyes* **OR**
- Sheinkin, Steve. *Bomb* (**choose ONE**)
- Woodson, Jacqueline. *Brown Girl Dreaming*.
- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*

- An award-winning science fiction or fantasy children's or YA book of your choice **THAT YOU HAVE NOT READ BEFORE THIS COURSE!**

RECOMMENDED TEXTBOOK *THIS BOOK WILL NOT BE USED IN CLASS, BUT IS AN EXCELLENT RESOURCE
Trelease, Jim. *The Read-Aloud Handbook*, seventh edition, Penguin Books, 2013.

COURSE DELIVERY

This section of IS 330 is being offered in an online, asynchronous environment. In order to participate in this course, the student must have a computer with the proper system requirements to access Canvas (<https://bblearn.utk.edu>) and to use Zoom, the online platform for watching the lectures. Please note, smart phones and tablets are **NOT** the same as a computer, and will not allow you complete access to the necessary course materials. Successful completion of this course will require a **computer** with a **reliable Internet connection**.

.pdfs of each lecture will also be provided for you. These are located within each "Module" and will have the same title as the slides for the lectures.

This class will not have a set meeting time or place. As your instructor, I will record lessons and post course content twice each week – once on Monday, and once on Thursday. Each lesson will be between around 35 minutes with sufficient time allocated to participate in discussion board activities during the time of the lecture. As the student, you will listen to the lessons via **your computer** during that same week, completing any required readings **prior** to listening to the lecture. In this way, you will be prepared and able to more effectively learn in a collaborative manner.

Students are reminded that this section of IS 330 is NOT a Distance Education course. You are expected to have access to the UTK campus in order to complete some requirements for this class. There are no set office hours for the instructor; however, appointments by phone can be made with the instructor upon request. Please email me with any course content related questions. The GTA will be able to assist with any technical questions regarding either Blackboard or Blackboard Collaborate. If this is your first asynchronous online course, pay particular attention to the section of this syllabus entitled "**Suggestions for Success in an Asynchronous Online Class**". It is located on page 6.

ADDITIONAL MATERIALS / RESERVE MATERIALS

Some lessons will have additional readings or materials to access. These are listed within the Course Outline. All materials will either be placed on reserve in Hodges Library, a link will be provided via Blackboard, or the readings will be available by accessing a suitable database through Hodges Library.

Additionally, there are numerous picture books on reserve in Hodges Library. The books are a variety of award-winning and/or notable titles that you may choose to consult as you work through various assignments.

During the semester, students will be reading and responding to a variety of picture books, non-fiction and fiction books of different genres and for a range of ages. It is highly recommended that students enrolled in the course become familiar with either the collection at Hodges or a local public library.

STUDENT RESPONSIBILITIES

1. **Read and evaluate** selected books and materials. Evaluations will be written in formats outlined by the instructor. There will be reading responses, projects, and analytical papers. All assignments should be typed and submitted electronically via Canvas. Assignments will NOT be accepted as email attachments.
2. Complete the assigned readings **before** listening to the lecture.
3. **Attendance is required.** In an asynchronous setting, attendance is tracked by whether or not the lessons have been accessed via Zoom. The student is expected to listen to every lesson. Students **MUST** access the lectures in the following manner: **Use the course Canvas site to access the links to the lectures that will be posted under the “Zoom Lectures” module. The links for each lecture will be posted there individually and students will need to access each class session for their attendance to count. You can also find the lectures within each of the different “Modules”. Students should NOT go directly to the video channel as attendance will not be tracked and points will not be given. Only the recordings that are accessed through the link on Canvas will count towards attendance.** If you have trouble accessing the videos, please send an email to your instructor.
4. Complete **two portions of the picture book project which will count as exams: a midterm and a final.** The directions for these assignments will be available on Canvas. Material covered will come from the required readings and concepts covered in the modules. Please do not treat these assignments lightly as they are each worth 200 points of your total grade and the expectation is that the reviews will be thorough.
5. **Check your email and Canvas regularly.** The instructor will return assignments and make clarifications through email. All announcements will also be sent as emails.
6. **Participate** in class through the discussion board on Canvas and by watching all lectures **in a timely manner** and communicating with the professor regarding any need for clarification of content.
7. **Reflect** upon comments on graded work. Look carefully at what your professor has commented upon and avoid making consistent errors, particularly in formatting and grammar, in subsequent assignments. This cannot be stressed enough. The expectation is that thoughtful reflection upon the graded assignments and that there will be visible signs of improvement from one assignment to the next.

ASSIGNMENT BASICS

1. **Spelling and grammar count!** Though the content will be the primary source of your grade on each assignment, spelling, grammar, and conventions of language will be included on each rubric, as will proper citation format. Please pay attention to the details and **proofread each assignment** before submitting it. **Students will be required to follow MLA format for citations.**
2. The best way to be successful on your assignments is to be **thorough in your explanations.** Do not assume that, just because I have read the books you are writing about, I know what you mean. It is always better to explain yourself.
3. Make sure all files are submitted as .doc or .docx (**no PDFs**) and that you name all files according to the following format: **lastname.firstname.assignmentname. (eg. Sherman.Suzanne.Charlotte'sWeb.)**
4. Include a heading (not a *header*) on each assignment with the following information: **your name, your professor's name, course name, and date.** According to standard MLA 8th edition format, the first page of each assignment should follow this model:

Smith 1
John Smith
Professor Suzanne Sherman
IS 330
August 3, 2018
How to Submit an Awesome Essay
Many factors must come together in order for an essay to be dubbed truly awesome. Details such as mastery of content, clarity of meaning, and proper use of language are all necessary elements. In addition, one must be aware of when first, second, or third person narration is appropriate, and choose a point of view accordingly.

STUDENT EVALUATION

The class will be set up as a system of **1,125** points, with each assignment being worth the amount of points listed below. Assignments will be returned on Canvas as they are graded, and scores for tests, assignments, and lectures will be available in Canvas throughout the semester.

- | | | |
|----|-----------------------------------------|------------|
| 1. | 8 quizzes – 5 points each | 40 points |
| 2. | Lukens Response Papers (3 X 100 points) | 300 points |

- **Charlotte's Web, Joey Pigza, and Through My Eyes or Bomb**
- 3. **Brown Girl Dreaming** or poetry anthology choice paper 100 points
- 4. Picture Book Project Part 1 – Mid-term exam grade 200 points
- 5. Picture Book Project Part 2 – Final exam grade 200 points
- 6. Discussion Posts (8 X 20 points each) 160 points
- 7. Lecture Attendance (25 X 5 points each) 125 points

GRADING SCALE

A	94 – 100	C+	75 – 77
A-	88 – 93	C	72 – 74
B+	85 – 87	C-	68 – 71
B	82 – 84	D	58 - 67
B-	78 – 81	F	57 and below

EXTRA CREDIT POINTS

Students may earn extra credit throughout the semester. These points may be earned in the following ways

1. By attending a library visit on Sunday, February 18 and successfully completing the reflection paper by Monday, February 26. Please note that all 50 points are not guaranteed but will be based upon the quality of the paper submitted. (50 points possible)
2. By either leading a read aloud session to a child or group of children or by attending a read aloud session at a local library and successfully completing the reflection paper by Monday, February 25. Please note that all 50 points are not guaranteed but will be based upon the quality of the paper submitted. (50 points possible)

ASSIGNMENT SUBMISSIONS

Assignments are to be submitted in Canvas by clicking on the assignment title in the “Assignments” tab and uploading the file to the appropriate location. **ABSOLUTELY NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL!** Every assignment must be submitted through Canvas. All assignments are due by 11:59 PM on the date listed in the Course Outline. **Late assignments will NOT be accepted.** *This applies to Discussion Board posts and any extra credit assignments as well.* **Do not expect the instructor to grant permission for late assignments. Do not ask for permission to submit late assignments.**

****Please note: If errors in formatting are excessive, your paper MAY be returned to you as ungradeable in its current state. This will be at the professor’s discretion. Once returned to you, you will be notified of how long you have to visit the Writing Center, make the necessary corrections, and resubmit your paper. Beyond this time, the assignment will be considered late and will not be accepted.****

INCOMPLETES Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the

discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

Since the instructor works part-time for the University, incompletes will not be issued unless a substantial portion of the required course work has already been satisfactorily completed. The decision to grant an incomplete is at the discretion of the instructor. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is

POLICY ON ACADEMIC INTEGRITY

An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming your own personal commitment to honor and integrity.

All work submitted by the student must be the student's. The University of Tennessee operates with a strict student code of honor regarding academic integrity. An observed act of academic cheating or plagiarism will result **in failure** for the course. Other penalties may be levied in accordance with university regulations, as stated in *Hilltopics*.

PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

DISABILITIES

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. The full address for ODS is 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: 865-974-6087, fax: 865-974-9552, email: ods@utk.edu.

DIVERSITY

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community (see <http://www.cci.utk.edu/diversity-statement> for CCI's full Diversity Statement).

INCLEMENT WEATHER

"The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55)(<http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing and check your Canvas and email carefully to ensure that the professor has not changed the dates of assignments.

ONLINE COURSE DELIVERY

INSC 330 will be delivered as an asynchronous online course, which means that each student will access pre-recorded class sessions at a time of his or her choosing, within a week of each session's release. This course will have two recorded class sessions totaling about 75 minutes that will be made available to you on most weeks. You will be notified by email and through Canvas when each session becomes available. Some weeks may have no sessions or only one, to allow for exams or holidays, etc.

UT School of Information Sciences (SIS) offers online courses for undergraduate classes, in order to help students cope with balancing their busy schedules of classes, homework, jobs, and extracurricular activities. In addition, online courses prepare students for future experiences in the 21st century workplace, in which online learn-on-demand courses are often used for continuing education, advanced certification, and professional development courses. By taking this class, you will be gaining both greater flexibility in managing your time, and valuable experience with this alternative learning environment.

UT SIS has successfully used online education to deliver graduate classes for many years, and began offering undergraduate online courses in Fall 2009. It is important to recognize that taking an asynchronous online course is different from a traditional class, or even a synchronous online class, where everyone attends online at the same time. There are a few simple guidelines to follow (listed below), which will ensure that you have a successful experience. I promise you that I will uphold my responsibility to provide you with the same high level of support, access, and communication that you would want to have in a traditional classroom setting.

The course is structured to make it a rewarding learning experience that will also have meaning for you, both for your subsequent education, and in your future professional life. In some aspects, your part of the bargain is the same as it would be for a traditional class. I expect you to demonstrate critical thinking skills as well as commitment and involvement with our online discussions and your assignments. Learning is not a passive process; it is about a student's actively engaging the material through reading, thinking, discussing (online), questioning, practicing skills, and ultimately understanding. Bring your best efforts, a positive outlook, energy, and curiosity to each of the class sessions. Together we can make the class as interesting, relevant, and exciting as possible.

Suggestions for Success in an Asynchronous Online Class

ORGANIZATION – Unlike a traditional face-to-face or synchronous class, this course does not have set times at which we meet. The student may choose to “attend” class at whichever time of day is most convenient to his/her style of learning. This is good news for both night owls and early risers. However, a student who develops a reliable schedule for listening to the lectures, doing the readings, and posting to the Discussions will be the most successful in the course. Due dates for readings and assignments will help the student stay on track and should be used as the basis for creating a personal schedule. Additionally, waiting until the last minute to complete assignments is not advised. Use the portions of the semester when there is less going on to plan out or begin working on assignments that might not be due until later.

SELF-RELIANCE – Although we will work together to develop a deeper understanding of children's literature and materials over the duration of this class, the student is largely in control of his/her own learning in an asynchronous class. **When feedback or clarification is needed, the student should assume responsibility for reaching out to the instructor.**

FOCUS – Each module with its accompanying lecture will be posted in accordance to a specific schedule and students are responsible on exams and in assignments for understanding the full content of each module. Make use of the pause button in Canvas lectures to stop the lecture to take notes, generate a Discussion post/response, or re-read a particular article or passage that may help illuminate the module’s content. By listening thoughtfully and engaging with the material fully (and without outside distractions) students will optimize their learning. Presentation notes of the PowerPoint will be made available for each lecture in .pdf form; students are advised to print these notes prior to listening to each lecture.

PARTICIPATION – Postings and responses on Discussions are not only required, they will help a student create a richer understanding of the course’s subject matter. Each member of the class brings valuable insights to the material. By being a regular reader of others’ work and opinions, a student will only benefit.

COMMUNICATION – It is easy to feel isolated in an asynchronous class. Please email the instructor or use the appropriate forum on Canvas to communicate questions or seek clarification. Technical questions are easily resolved by reaching out to the GTA. Often a student is not the only one with a question. When a more general need appears to exist, the instructor will address the class in full either via an email, the discussion board, or in an upcoming lectures.

REFLECTION – Take the time to look closely at the comments noted on assignments and seek to improve the quality of your work. Often your instructor will send announcements and emails regarding mistakes that are being consistently across the board. Look carefully at those messages and check your work before submitting to ensure that you are earning the maximum amount of points you can. Proofread carefully before submitting assignments.

Course Outline - Fall 2018

Please note that the dates listed in the outline are **the dates** on which the modules and accompanying lectures will be available for review in Canvas. All readings and preparation should be completed **BEFORE** listening to the lecture. Assignments are to be done and submitted via each individual assignment description on Canvas **by the date listed**. In addition, though some discussion board topics are listed on the syllabus, the instructor reserves the right to add additional topics, or delete topics and/or assignments during the semester.

DATE	MODULE TOPICS COVERED	READINGS & OTHER MATERIALS	ASSIGNMENTS DUE
Thursday Aug. 23	<ul style="list-style-type: none"> • Instructor Introduction 		

MODULE 1	<ul style="list-style-type: none"> • Course Overview • Syllabus Review 		
Monday Aug. 27	<ul style="list-style-type: none"> • History of Children's Literature • Definitions & Awards 	<ul style="list-style-type: none"> • Lukens: Read Preface (ix-xii), Ch 1 (pp. 1-9), and Appendix A (pp. 345-350) 	<ul style="list-style-type: none"> • 1st Discussion Post on Canvas -- Intro and Favorite Book <p>Due by 11:59 pm</p>
MODULE 2			
Thursday Aug. 30	<ul style="list-style-type: none"> • Lukens & Quality Literature 	<ul style="list-style-type: none"> • Lukens: Reread Ch. 1 (pp. 1-9) • Read <i>Charlotte's Web</i> by E.B. White • Read <i>Charlotte's Web</i> articles from NPR (links available on Canvas) 	
MODULE 3			
Monday, Sep. 3	<ul style="list-style-type: none"> • LABOR DAY Holiday – • NO LECTURE 	<ul style="list-style-type: none"> • LABOR DAY HOLIDAY – • NO LECTURE 	
NO LECTURE			
Thursday, Sep. 6	<ul style="list-style-type: none"> • Setting and Theme in Children's Literature 	<ul style="list-style-type: none"> • Lukens: Read Ch 7, all (pp. 167-189) and Ch 10, all (pp. 239-257) 	
MODULE 4			
Monday, Sep. 10	<ul style="list-style-type: none"> • Style and Tone in Children's Literature • Point of View in Children's Literature 	<ul style="list-style-type: none"> • Lukens: Read Ch 8, all (pp. 191-209) and Ch 9, all (pp. 211-237) • Read <i>Each Little Bird That Sings</i> by Deborah Wiles 	
MODULE 5			
Thursday Sep. 13	Art & Illustration in Picture Books (Pt. I – Artistic Elements)	<ul style="list-style-type: none"> • Lukens: Read Ch 3, all (pp. 47-71) • Read "Design Matters" by Jon Scieszka from The Horn Book Magazine (linkd on Canvas) Review blog <i>Seven Impossible Things Before Breakfast</i> 	<p>Lukens Response Paper #1 – <i>Charlotte's Web</i></p> <p>Due by 11:59 pm</p>
MODULE 6			
Monday Sep. 17	<ul style="list-style-type: none"> • Art & Illustration in Picture Books (Pt. II – Artistic Media & Styles) 	<ul style="list-style-type: none"> • Read "Tiptoeing Along a Balance Beam: Writing and Illustrating a Children's Book" by Gabrielle Emanuel -- NPR (link on Canvas) 	<ul style="list-style-type: none"> • 2nd Discussion Post on Canvas – <i>Each Little Bird that Sings</i> <p>Due by 11:59 pm</p>
MODULE 7			

Thursday Sep. 20	<ul style="list-style-type: none"> Character and Plot in Children's Literature 	<ul style="list-style-type: none"> Lukens: Read Ch 5, all (pp. 113-139), and Ch 6, all (pp. 141-165) Read <i>Joey Pigza Swallowed the Key</i> by Jack Gantos 	
MODULE 8			
Sunday Sep. 23	<ul style="list-style-type: none"> OPTIONAL Extra-Credit Field Trip (Opportunity #1) to Lawson McGhee Children's Room 	<ul style="list-style-type: none"> Meet at the library at 1:30 pm in the Children's Room. Bring a copy of the assignment and something to take notes on. Expect to stay at the library for at least an hour and a half. See assignments tab on BB for instructions. 	<u>OPTIONAL</u> Extra Credit Reflection paper due on Thursday, Oct. 11
Monday Sep. 24	<ul style="list-style-type: none"> Reading Aloud to Children (Pt. I – Background & Methods) 	<ul style="list-style-type: none"> Lukens: Read Ch 14, stop at "The Importance of Discussing Books" (pp. 329-336) Read the article "Q&A – Raising Kids Who Want to Read" by Cory Turner on NPRed (link on Canvas) Read the article "Reading Aloud with Children of All Ages" from RIF (Reading is Fundamental) – (link on Canvas) Read the article "Study Says Reading Aloud to Children, More than Talking, Builds Literacy" by Susan Frey – EdSource (link on Canvas) 	3 rd Discussion Post on Canvas --Picture book analysis Due on Canvas by 11:59 pm
MODULE 9			
Thursday Sep. 27	<ul style="list-style-type: none"> Reading Aloud to Children (Pt. II – Jim Trelease's Research) 	<ul style="list-style-type: none"> Read <i>The Read-Aloud Handbook</i>, Ch 1-2 by Jim Trelease (link available on Canvas) Read NYT article "Study Finds Reading to Children of All Ages Grooms Them to Read More on Their Own" link on Canvas 	
MODULE 10			
Monday Oct. 1	<ul style="list-style-type: none"> Books for Pre-School & 	<ul style="list-style-type: none"> Read article "Don't Pigeonhole Him" (link available on Bb) 	

MODULE 11	Kindergarten	<ul style="list-style-type: none"> Read article “How Children Respond to Picturebooks” (link available on Canvas) 	
Thursday, Oct. 4 NO LECTURE	<ul style="list-style-type: none"> FALL BREAK – NO LECTURE 	<ul style="list-style-type: none"> FALL BREAK – NO LECTURE 	
Monday, Oct. 8 MODULE 12	<ul style="list-style-type: none"> Books for the Primary Grades (1st & 2nd) 	<ul style="list-style-type: none"> Read <i>Frog and Toad Together</i> by Arnold Lobel 	
Thursday, Oct. 11 MODULE 13	<ul style="list-style-type: none"> Leveled Readers 		<p>OPTIONAL Extra Credit – Library Visit Reflection Paper OR Read Aloud Reflection</p> <p>Due by 11:59 pm</p>
Monday, Oct. 15 MODULE 14	<ul style="list-style-type: none"> Books for 3rd and 4th grades Transitional Readers 	<ul style="list-style-type: none"> Lukens: Read Ch 14 (pp. 341-342) Read <i>Clementine</i> by Sara Pennypacker 	<p>Lukens Response Paper #2 – <i>Joey Pigza Swallowed the Key</i></p> <p>Due by 11:59 pm</p>
Thursday, Oct. 18 MODULE 15	<ul style="list-style-type: none"> Reader Response Theory Selection Aids/Book Review Sources Historical Fiction and Humor 	<ul style="list-style-type: none"> <i>One Crazy Summer</i> Lukens: Read Ch 4 (pp. 93-101) Lukens: Read Appendices B-D, all (pp. 351-354) 	
Monday, Oct. 22 NO LECTURE	<ul style="list-style-type: none"> 1st set of books on Goodreads due at 11:59 pm for Exam 1 grade 	<ul style="list-style-type: none"> 1st set of books on Goodreads due at 11:59 pm for Exam 1 grade 	<ul style="list-style-type: none"> 1st set of books on Goodreads due at 11:59 pm for Exam 1 grade
Thursday,	<ul style="list-style-type: none"> Sustained Silent 	<ul style="list-style-type: none"> Read “Reconsidering Silent 	<ul style="list-style-type: none"> 4th Discussion Post

<p>Oct. 25</p> <p>MODULE 16</p>	<p>Reading</p> <ul style="list-style-type: none"> • Reading Incentive Programs • Lexiles 	<p>Reading” on the Reading Rockets site (link on Canvas)</p> <ul style="list-style-type: none"> • Lukens: Read Ch 4 (pp. 83-87) • Review chart “Ages and Stages” (link on Canvas) • Read “How to Implement DEAR” (link on Canvas) • Lexile article • Read "SLJ -- Thinking Outside the Bin: Why Labeling Books by Reading Level Disempowers Young Readers" (Link on Canvas) 	<p>on Canvas – <i>One Crazy Summer</i></p> <p>Due by 11:59 pm</p>
<p>Monday, Oct. 29</p> <p>MODULE 17</p>	<ul style="list-style-type: none"> • Traditional Literature 	<ul style="list-style-type: none"> • Read “Fairy Tales for All” from the Harvard Gazette (link on Canvas) • Read “10 Reasons Why Kids Need to Read Non-Disney Fairy Tales” from Brightly (link on Canvas) 	
<p>Thursday, Nov. 1</p> <p>MODULE 18</p>	<ul style="list-style-type: none"> • Fantasy & Science Fiction for Children 	<ul style="list-style-type: none"> • A Science Fiction/Fantasy book – YA or children’s chapter book that you have NOT read before! 	
<p>Monday, Nov. 5</p>	<ul style="list-style-type: none"> • Graphic Novels • Manga 	<ul style="list-style-type: none"> • Read article “Reinventing the Book Club: Graphic Novels as Educational Heavyweights” by Jonathan Seyfried (link on Canvas) • Read article “Graphic Novelist Named National Ambassador for Young People’s Literature” from NPR (link on Canvas) • Read article “The War Over 	<p>5th Discussion Post on Canvas – Fantasy/Science Fiction discussion</p> <ul style="list-style-type: none"> • Due on Canvas by 11:59 pm

<p>MODULE 19</p>		<p>Comics for Kids is Nearly Over, and Kids are Winning” from NPR (link on Canvas)</p> <ul style="list-style-type: none"> • Read article "Webcomics World"(link on Canvas) • Read "How El Deafo Empowers Kids Who Are Deaf and Hard of Hearing" (link on Canvas) • <i>American Born Chinese</i> by Gene Yang OR <i>El Deafo</i> by Cece Bell 	
<p>Thursday, Nov. 8</p> <p>MODULE 20</p>	<ul style="list-style-type: none"> • Poetry for Children and Young Adults 	<ul style="list-style-type: none"> • Lukens: Read Ch 11, all (pp. 259-276) • “Celebrating Marilyn Singer: A Poet of Many Interests” (link available on Canvas) • Read article “Jacqueline Woodson on Being a ‘Brown Girl’ Who Dreams” by Kat Chow – NPR (link on Canvas) • Read <i>Brown Girl Dreaming</i> by Jacqueline Woodson 	
<p>Monday Nov. 12</p> <p>MODULE 21</p>	<ul style="list-style-type: none"> • Non-fiction • Biography 	<ul style="list-style-type: none"> • Lukens: Read Ch 12, stop at “Who Gets a Biography?” (pp. 283-289) • Lukens: Read Ch 13, stop at “Other Considerations for Info Books” (pp. 305-319) Read <i>Through My Eyes</i> by Ruby Bridges OR <i>Bomb</i> by Steve Sheinkin 	<p>6th Discussion Post on Canvas – Graphic Novels</p> <ul style="list-style-type: none"> • Due on Canvas by 11:59 pm
<p>Thursday, Nov. 15</p> <p>MODULE 22</p>	<ul style="list-style-type: none"> • Young Adult (YA) Literature • Issues in & Varieties of Realism 	<ul style="list-style-type: none"> • Review blog <i>Someday my Printz Will Come</i> from SLJ • Read article “The Parent Problem” (link on Canvas) • Lukens: Read Ch 4, stop at “Historical Realism” (p.88-93) 	
<p>Monday, Nov. 19</p>	<ul style="list-style-type: none"> • Diversity in Children’s and YA Literature 	<ul style="list-style-type: none"> • Read article “Mirrors, Windows, and Sliding Glass Doors” by Rudine Sims Bishop (link available on Canvas) • Read article “Pine Ridge Reservation...” from NPR 	<p><i>Brown Girl Dreaming</i> OR poetry anthology of choice</p> <p>Due by 11:59 pm</p>

		<ul style="list-style-type: none"> • Read <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie Watch video <i>Honor the Treaties</i> (link on Canvas) 	
MODULE 23			
Thursday, Nov. 22	<ul style="list-style-type: none"> • THANKSGIVING Holiday - • NO LECTURE 	<ul style="list-style-type: none"> • THANKSGIVING HOLIDAY - • NO LECTURE 	
NO LECTURE			
Monday, Nov. 26	<ul style="list-style-type: none"> • Alternate Formats <ul style="list-style-type: none"> ○ Audio books ○ Apps ○ e-readers ○ Book to movie ○ Websites 	<ul style="list-style-type: none"> • Read article "What Makes a Good Picture Book App?" by Katie Bircher (all links on Canvas) • Review website <i>Great Websites for Kids</i> • Review blog <i>Out of the Box</i> from The Horn Book 	
MODULE 24			
Thursday, Nov. 29	<ul style="list-style-type: none"> • Censorship/Challenged Books 	<ul style="list-style-type: none"> • Review website <i>Banned and Challenged Books</i> from ALA 	<p>Lukens Response Paper #3 – <i>Bomb or Through My Eyes</i></p> <p>Due by 11:59 pm</p>
MODULE 25			
Monday, December 3	<ul style="list-style-type: none"> • Mysteries • Course Wrap-up 		7 th Discussion Post on Canvas – <i>Absolutely True Diary</i> on Canvas by 11:59 pm
NO RECORDED LECTURE – SLIDES ONLY	SLIDES ONLY!		
Saturday, Dec. 8	<ul style="list-style-type: none"> • 2nd set of books on Goodreads due at 11:59 pm for Final Exam grade • Final reflection post by 11:59 pm 	<ul style="list-style-type: none"> • 2nd set of books on Goodreads due at 11:59 pm for Final Exam grade • Final reflection post by 11:59 pm 	2 nd set of books on Goodreads due at 11:59 pm for Final Exam grade Final reflection post by 11:59 pm
EXAM 2 DUE FINAL + REFLECTION POST DUE			

