Instructor: Ginny Esch, Ph.D.
Office: 240 Gooch Hall
Phone: work—(731) 881-7224; home—(731) 587-5035
fax—(731) 881-1109
Email: vesch@utm.edu
Office Hours: These are listed on my door at 239B Gooch.

I. COURSE NUMBER AND TITLE
Library Service 451/651—Children's Literature (LIBS 451/651—section 001)

II. SEMESTER CREDIT HOURS
3 semester credit hours
Contact hours: M/W 2:00-3:15

III. CATALOG DESCRIPTION

IV. RATIONALE
School librarians and teachers in the elementary language arts program need knowledge of what is available in trade books and non-print media, and need a basis on which to make selections. In addition to this knowledge, teachers and librarians need certain skills and attitudes so that they may guide children toward more comprehensive, creative, and insightful use of literary materials.

V. TEACHER EDUCATION MODEL
This course is designed to provide a survey of the history, content, and applicability of scholarship in the field of children's literature. This course is not a methods course, but does include strategies for involving children with literature through a multi-media approach. The course supplements the language arts methods course by providing school librarians and teachers with information that can be utilized in making selection decisions and guiding children in meaningful experiences with literature. (Numbers identify the literature base for each objective as listed in the reference section of this syllabus.)

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to diverse learners and the use of technology as an additional communication tool to enhance student learning. The following are the three primary components go the Conceptual Framework that serve as a knowledge base for the UTM Teacher Educational Program in producing Teachers as Facilitators of Learning:

A. Knowledge, Skills, and Dispositions:
Based on current research and best-practice, the Teacher Education Program at UTM is designed to develop teachers as facilitators of learning. This is a movement away from the traditional practices of teachers as authoritative figures. The role of a facilitator is to transform students from passive recipients of information into active learners. Teachers need to be engaged in methods and strategies that enable their students to construct their own knowledge while they are playing partners in their own intellectual growth. Thus, teachers need to be reflective practitioners capable of reviewing, instructing, reenacting, and critically analyzing their own and their students' performances. The UTM Teacher Education Program is based on a conceptual framework that comprises several components representing certain knowledge and skills. Knowledge and skills specifically
addressed by this course include the following:

1. Higher-Order Thinking Skills
2. Collaboration
3. Cultural Diversity
4. Technology
5. Communication
6. Assessment

B. Reflective Practice:
Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally. Through reflective practices, the candidate will focus on the relevance and purpose of teaching content, strategies, and assessment as well as capabilities for modification and adaptation in learning and teaching styles. The candidate will explore the many dimensions of developmentally appropriate practice while concentrating on flexibility through communication and collaboration. The expanded concept of diversity will be examined throughout the curriculum, within the classroom and school environment, and throughout all teaching practices.

C. Professional and Ethical Behavior:
Candidates will exhibit professionalism which enhances the teaching vocation through the display of integrity, honesty, reliability, respect, and consistency. Fairness will be extended to all students and their families without regard to race, ethnicity, religion, gender, socioeconomic status, or disabilities. The individual needs of students will be considered as a priority with the ultimate goal of student success. Professionalism as a proficiency will be a continual learning process, and be maintained through experiential knowledge, collaborative efforts, and lifelong learning.

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

This course meets the State Professional Education Matrix in K-8:

Knowledge, Skills, and Application

I. Human Growth, Development & Learning
   A. Understand physical, social, emotional, moral and cognitive development of the young child and of the pre- and early adolescent.

II. Planning and Instruction
   A. Understand the philosophy, organization and curriculum of primary, intermediate, middle and K-8 schools.

III. Language Literacy (Language Arts and Reading)
   A. Understand the acquisition and development of the elements of language, the importance or oral language development in early reading instruction, and the roles of listening, comprehension, and writing in the development of reading.
   G. Develop skills to evaluate and analyze print and non-print texts.
   K. Understand the role of oral reading in the development of fluency, expression, accuracy, and confidence.

Reflective Practice

I. Human Growth, Development & Learning
   B. Understand developmental progressions and ranges of variation within physical, social, emotional, moral and cognitive domains and apply that understanding in facilitating the formation of student identification and positive self-esteem.

II. Planning and Instruction
   F. Relate learning to real life experiences.

III. Language Literacy (Language Arts and Reading)
   B. Understand and use varied strategies to develop effective literal, interpretive, and critical reading and thinking skills.
   F. Provide varied opportunities for students to use media and technology to communicate effectively.
   I. Explore a wide range of literature from many periods and cultures and in many genres and relate that knowledge to class reading and class writing.
   N. Integrate and reinforce reading and study skills in all subject areas.

Professional and Ethical Behavior

I. Human Growth, Development & Learning
   D. Understand how cultural and community diversity impacts learning.
   E. Establish developmentally appropriate learning expectations and instructional goals based upon knowledge of students, the community, subject matter, and the curriculum.

III. Language Literacy (Language Arts and Reading)
   H. Assist students in developing group discussion skills including speaking, listening, and presentation strategies.
   J. Support the ongoing English development of students whose first language is not English.
This course meets the State Reading Standards Matrix in K-8:

Candidate Standards
Knowledge, Skills, and Application

Standard I: Content Knowledge and Content-Related Pedagogy
   H. Know that effective instruction integrates attention to the alphabetic principle with attention to the
      construction of meaning and opportunities to develop fluency.

Standard II: Student Development
   A. Understand the developmental nature of language and its relationship to learning to read.
   E. Demonstrate knowledge about reading development and students’ reading difficulties.
   F. Understand the skills and strategies that are critical for learning to read, reading to learn and reading to
      do.
   G. Possess the knowledge that allows pre-service teachers to tailor reading programs for children who are
      not responding to instruction.

Standard III: Curriculum
   A. Know how to implement a balanced literacy program that provides explicit and systematic instruction
      within a print-rich environment regardless of grade level.

Standard IV: Learning Expectations-Instruction
   B. Combine knowledge of critical components of reading instruction with understanding of how children
      develop reading and literacy skills prior to beginning formal instruction and how children continue to
      develop into skilled readers through explicit instruction and practice.
   F. Understand their responsibility to provide leadership in the following areas:
      *Coordinate the student’s reading program;
      *Collaborate with other classroom teachers and support staff (including Title I, special education and ESL
      teachers);
      *Implement interventions for children in need of special services;
      *Integrate instruction in pull-out programs with on-going classroom instruction.

Standard VI: Reflective Practice
   A. Understand that teachers are reflective practitioners who continually assess and adapt their practices in
      light of experiences with students and based on scholarship related to the profession.

Standard VII: Community Context
   A. Understand that classrooms operate within and are influenced by school, local, state, national and world
      communities.
   G. Understand the importance of the cultural context of the community.

Reflective Practice

Standard I: Content Knowledge and Content-Related Pedagogy
   A. Know about and apply research-based teaching practices that enable all children and youth to become
      proficient and motivated readers, writers, speakers, and listeners.
   B. Develop expertise in applying explicit approaches to support student acquisition of phonemic awareness,
      fluency, reading comprehension and study skills.
   D. Know and demonstrate the integration of reading instruction across all subject matter areas.
   F. Demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable
      children to become competent, independent readers.
   I. Demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading
      program including:
      *Phonemic awareness-the skills and knowledge to understand how phonemes, or speech sounds are
      connected to print.
      *Decoding unfamiliar words embedded within continuous text and in isolation.
      *Fluency-the ability to read at a rate that supports comprehension of text.
      *Background information and vocabulary to foster reading comprehension.
      *Comprehension-the development of appropriate active strategies to construct meaning from print.
      *Development and maintenance of a motivation to read.
      *Reading to learn-informational and study skills.

Standard II: Student Development
   B. Identify age and developmentally appropriate strategies in teaching students.
   D. Apply information about language development as it relates to literacy and the relationship between early
      literacy behavior and successful beginning reading.
   H. Recognize the characteristics of good readers, differentiate good readers for poor readers by using those
      characteristics, and apply that knowledge to effective intervention strategies for all readers.

Standard III: Curriculum
   B. Teach reading within the context of every subject area in such a manner as to build vocabulary,
      background knowledge and strong comprehension strategies.
D. Include in their curricula components and practices consistently supported by research including:
* Explicit teaching of word identification strategies, comprehension and literature appreciation;
* Instructional activities to ensure the development of phonemic awareness;
* Systemic and explicit instruction in the code system of written English;
* Daily exposure to a variety of print and visual media, as well as opportunities for children to read independently and with others and for children to hear literature read aloud;
* Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies.
* Comprehension strategies that promote higher order thinking including predicting outcomes, summarizing, clarifying, describing main idea, questioning, critical thinking, metacognition and visualizing;
* Frequent writing of narrative, expository and creative prose to enable analytical and critical understanding of what is read;
* Use of other subject areas to reinforce reading, comprehension, communication and study skills; and
* Strategies that motivate children to learn to read so that they read for pleasure and information and continue to grow as readers.

F. Demonstrate ability to help students understand the forms and functions of different kinds of texts.

Standard IV: Learning Expectations - Instruction

I. Understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation.

J. Understand the need for children to hear a wealth of good books read aloud.

K. Demonstrate proficiency in a wide range of instructional strategies.

Professional and Ethical Behavior

Standard I: Content Knowledge and Content-Related Pedagogy

C. Demonstrate developmentally appropriate practices for promoting and developing beginning literacy skills and strategies for all young children.

E. Know and demonstrate how to make accommodations for students who are experiencing difficulties in reading.

G. Demonstrate knowledge of how to teach reading to children whose native language is other than English.

Standard II: Student Development

C. Identify and design appropriate strategies to improve literacy skills of all students.

Standard III: Curriculum

G. Demonstrate ability to help students build vocabulary and background knowledge necessary for comprehension as they progress through the grades.

Standard IV: Learning Expectations - Instruction

A. Plan and orchestrate appropriate learning experiences for all students.

C. Communicate high experiences.

D. Provide effective feedback for students.

E. Use information about the learning of curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectations and design learning that meets the needs of all children.

G. Understand that to teach reading and writing effectively, lessons and proprietary-reading programs may need to be adapted and augmented to meet unique needs.

H. Understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.

Standard V: Assessment Strategies

C. Have knowledge of factors that identify children at risk of failure to learn to read.

Standard VII: Community Context

C. Understand the need to relate literacy learning to the rich cultural and language heritage diverse learners bring to the classroom.

D. Understand the importance of involving parents in a meaningful way in the education of their children.

F. Understand that in some communities, large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parents’ or caretakers’ reading levels of low.

Teacher Preparation Program Implementation Standards

Standard I: Content

G. Ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.

Standard IV: Teacher Preparation Program Design

A. Use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating teacher preparation programs:
The Teacher Candidate will:

1. Identify and address his/her own biases.
2. Consider diversity when planning and implementing instruction.
3. Consider diversity when wording questions and responses.
4. Be completely comfortable with classroom discussion on diversity topics.

Ethnicity
5. Consider ethnicity when designing instruction.
6. Explicitly include a variety of ethnic groups in the curriculum.
7. Interact with students, parents, and colleagues of varied ethnicities in an equitable manner.

Race (Caucasian, African American, Asian or Pacific Islander, Native American, and other)
8. Value racial diversity as an integral component of educational systems.
9. Understand how the culture of race affects learning.
10. Interact with students, parents, and colleagues of all races in an equitable manner.

Socioeconomic Status
11. Consider socioeconomic status when designing instruction.
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups.
13. Understand the unique needs of children of poverty.

Gender
14. During field experiences, demonstrate a knowledge of how poverty affects student learning.
15. Consider gender when designing instruction.
16. Understand gender related issues relating to teacher questioning strategies.
17. Integrate a knowledge of gender related issues into classroom management.

Language
18. Value linguistic diversity as an integral component of educational systems.
19. Understand the unique needs of linguistically diverse learners.
20. Adapt instruction to the needs of linguistically diverse learners.

Exceptionalities (intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

*Tennessee State Board of Education. 2001. Tennessee Curriculum Standards in Reading, Writing and Elements of Language.
*Tennessee State Board of Education. 2001. Teacher Licensure Standards: Professional Education.

B. Use additional recent syntheses and compendia of research when planning, implementing, and evaluating teacher preparation programs:

*National Reading Panel (2000). An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.
21. Consider exceptionalities (intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired) when designing instruction.
22. Understand strategies to address differentiated instruction and make accommodations in the classroom.
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students.
24. Recognize the need for appropriate accommodations during field experiences.

Religion
25. Increase personal tolerance for religious diversity.
26. Consider religious diversity when designing instruction.
27. Understand legal issues regarding the expression of religion in the public schools.
28. Interact with students, parents, and colleagues of all religions in an equitable manner.

Sexual Orientation
29. Increase personal tolerance for persons of sexual orientations.
30. Understand issues related to sexual orientation that may affect learning.
31. Interact with gay or lesbian students, parents, and colleagues in an equitable manner.

Geographical Area
32. Consider geographical diversity when designing instruction.
33. Understand variations in regional speech and attitudes.
34. Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner.

Broad areas to be covered in this course are various genre of children's literature, major trends in the literary arena, and issues in reading to and by young children. Emphasis of course content and activities will be on demonstrating an awareness of diversity among people of varying abilities and cultures, identifying and implementing anti-biased and developmentally appropriate practices for children into the language arts curriculum, utilizing teaching strategies which are varied and contain activities and materials that are concrete and relevant, integrating reading throughout all curricular areas, individualizing educational goals and adapting curriculum and materials to accommodate the needs of exceptional children, employing technology in the instruction of young children, collaborating with other professionals and parents, and participating in community involvement.

In an effort to accommodate various learning styles, opportunities will be given to engage in both in-class and outside activities. This will include lectures, discussions in small and large groups, and individual learning activities. Each student will learn problem-solving strategies while working with peers as a team in small groups. Each small group will receive points for completing the assigned activities. Each student will earn the same number of points as the other members of the group. However, to earn the credit for the group activities, your presence and active participation are vital for each group working session. The course content is as follows:

1. Picture Books and/or Caldecott
2. Poetry and Verse
3. Folklore
4. Fantasy/Science Fiction
5. Contemporary Realistic Fiction
6. Historical Fiction
7. Biography
8. Nonfiction
9. Diversity
10. Technology
11. Censorship
VII. COURSE CONTENT

All written work is to be either typed or word-processed. All written work is to be proofread for spelling, punctuation, grammatical, or mechanical errors. All typed assignments require a double-spaced 12-point Ariel or New Times Roman font with 1-inch margins on all four sides of the page.

All written work will be submitted in two ways. A hard copy will be submitted at the beginning of class on the day that it is due. A copy will also be sent through Safe Assignment on Blackboard before the class in which it is due. When you enter your work, please use your last name as well as the genre/age level in the heading.

Plagiarism is not acceptable.

Plagiarism from published source: If you copy from a published source without putting the word-for-word items within quotation marks and citing the source, this is plagiarism. Note: Only 10% may be a quotation in APA. Simply changing a few words of someone else’s work is still plagiarism.

Plagiarism between two students: When work by one student is turned in by another student, BOTH students are guilty of plagiarism. Simply changing a few words is still plagiarism. Both students will receive an F in the course and could be suspended from the university. Students are responsible for the security of their own work. Your password protects your documents; “I lost my jump drive” will not clear you of any responsibility.

Penalties: What if you cheat?
*Fail the class that you are currently taking
*Fail class you have completed (if it is found that there is an issue with a class for which you have already received a grade, the grade will be replaced with an F and you will need to retake the class.
*Put on academic probation.
*Dropped from extracurricular organizations and athletics.
*Suspended from the university for two years.

All written work is to be either typed or word-processed. All written work is to be proofread for spelling, punctuation, grammatical, or mechanical errors. All typed assignments require a double-spaced 12-point Ariel or New Times Roman font with 1-inch margins on all four sides of the page without a header at the top of any page. Please email me with questions regarding directions that you feel are not clear. Minimal responses to work are not acceptable. Quizzes may be added during the semester; they will be worth 10 points each.

1. Reading Assignment--Younger Children (80 points)
   Each student will read and evaluate five books for younger children (grades PreK-3) in each of the following general/classifications:
   *Picture Books and/or Caldecott (for younger children)
   *Poetry and verse
   *Folklore
   *Fantasy/Science fiction
   You will need to use the criteria for evaluation from the criteria for selection in each genera/classification section of your text. A form with specific instructions and an example are included in this packet.

2. Reading Assignment--Older Children (80 points)
   Each student will read and evaluate one book for older children (grades 4-9) in each of the following genera/classifications:
   *Picture books and/or Caldecott (for older children)
   *Poetry and verse
   *Folklore
   *Fantasy/Science fiction
   You will need to use the criteria for evaluation from the criteria for selection in each genera/classification section of your text. A form with specific instructions and an example are included in this packet.

3. In-Class Tape Review (10 points)
   In class, we will watch a video tape. The class will discuss the strengths and weaknesses of the tape contents.
4. Interview Assignment (30 points)
   You will select ONE OF THE THREE interviews to help you gain a better understanding of the characteristics of students in grades K-9 and his/her reading habits, likes and dislikes, etc. The choices are as follows and guidelines are included in this packet:
   1. a child interview.
   2. a librarian interview.
   3. a book store employee interview.

5. Internet Assignment (20 points)
   You will be given an assignment which explores children's resources on the internet. The purpose of this assignment is to become acquainted with a variety of online resources appropriate for children's materials, to develop an understanding of the value and importance of online resources, and to gain confidence in using online resources for doing research and finding specific information.
   1. Find one poem (grades P-9) on the internet. Print a copy of the poem and include the title, author (if no author is given, do not use it), and internet web address. Do not use nursery rhymes. (4 pts)
   2. Locate three hands-on activities for use in the classroom on the internet that relate to this poem. Print out the three activities and include the internet web address for each; these need to be taken from three DIFFERENT websites. Do not cut and paste the activities; print out the actual site information and highlight the material that you are using. (4 pts)
   3. For each activity, explain in detail how the activity is relevant to the poem. (12 pts)

6. Analysis Assignment (40 points)
   Select one of the following:
   1. Evaluate a CD-Rom product suitable for students in grades 3-9 using the provided Software Evaluation Form and attaching a review of the CD-Rom product. This CD-Rom must be relevant to our course; it can be a review of a reading, book, or language arts program. Please do not submit evaluations of other topics such as math or science.
   2. Evaluate a video adaptation of a specific book using the selection criteria that has been included in this packet. Read the book first. Evaluate the book using a comprehensive reading evaluation form (yes, this book can be one of the ones you evaluate for your regular reading). The video must be an adaptation of the book, not another version of the same story. Evaluate the video adaptation using the selection criteria enclosed in this packet. Write a 1-2 paged paper discussing what you discover. Summarize by reflecting on how you would or would not use video adaptations in your classroom or program. This assignment must include the following three elements:
      a. the book evaluation using the correct comprehensive form that has been used for the evaluation for older children's books and criteria (10 points)
      b. the video evaluation using the enclosed media evaluation form (you need to include ALL of the criteria for the video version); this part of the assignment requires more than minimal responses (10 points)
      c. the 1-2 paged comparison paper; this assignment requires a double-spaced 12-point Arial or New Times Roman font with 1-inch margins on all four sides of the page without a header at the top of any page; an in-depth analysis is expected. (20 points)

7. Diversity Book Share (20 points)
   Select one children's book that deals with some kind of diversity (ethnic, disability, social, etc.), and prepare a class presentation which will last about 5 minutes. Word process your basic information. Have your book approved 2 weeks before your book share.
   Your presentation needs to include the following:
   5 points: title, author, recommended reading level, brief and clear story summary
   5 points: one demonstrated extension activity which involves the entire class (example: art projects, music/songs, poetry); no xeroxed items for coloring are acceptable; do not use competition for this activity.
   5 points: style of presentation (use costume and/or props to promote interest and enthusiasm); a poster for display does not fulfill this requirement.
   5 points: written information; you will need the following information to submit at the time of your presentation:
      a. title, author, recommended reading level, a brief and clear story summary (more than two sentences)
      b. a complete description of your demonstrated extension activity using this book including needed materials and procedural information.

BE CREATIVE! HAVE FUN!! Our class will offer encouragement.
8. Caption (10 points)
The diversity component for this course is required for your professional portfolio. An explanatory caption page should provide information about the documented evidence presented throughout the professional portfolio. The explanations provide a better understanding of each document and why they are presented in the portfolio. The explanations can include:
• a rationale for the selection of the document
• a description of the event
• the teacher/student learning outcomes resulting from the experience
• whether the piece of evidence is a reflection of diversity, assessment, and/or technology.

9. Quizzes
The text is an important resource for this course. To ensure that the text is being utilized as a vital learning tool, several unannounced quizzes may be given. Additional points will be added to the total points to accommodate any given quizzes. This means that the total evaluation would be recalculated at the end of the semester.

10. Final Exam (100 points)
There will be only one exam in this course. This will be comprehensive in nature. More information about this exam will be given later in the course.

11. Author Assignment (Team or Solo Assignment) (100 points)
You need to have read ALL of the books on which you are presenting. The author assignment has four parts:
1. a written report to be submitted
2. a tabletop display
3. a brief oral presentation
4. an 8 1/2” X 11” handout on your author with enough copies for all members of the class.
Step 1: We will decide in class which authors will be researched by each person/team.
Step 2: Research on the author. Keep a careful record and full bibliographical information on all information that you find. Refer to the rubric for the exact required information.
Step 3: The written report. EACH SECTION OF THE WRITTEN REPORT MUST BE LABELED AND IN THE ORDER LISTED ON THE RUBRIC TO RECEIVE FULL CREDIT! This report has no length requirement. Organize your research into a 3-hole/ring notebook. Include all of the information to demonstrate that you have not only gathered this information, but you have synthesized this information. This is not a formal paper; this is the gathering of information and organizing it as if you might complete a formal paper. You may cut and paste or use colored paper to help organize (don't forget to write a citation under each cut out article). You may use plastic sleeves to hold photocopies, but this is not required. Use dividers to organize your information into sections. Be neat and organized. The written report should serve as a model for children to see how information can be collected and organized while doing research. Refer to the rubric for the exact required information.
Step 4: The oral report. Prepare for a 5-minute oral report to the class. You may refer to notes, but do not read something that you have prepared word for word. You definitely want to tell the class some interesting or personal tidbits about your author. BE INTERESTING!! Points will be deducted for presentations which are unprepared. Refer to the rubric for the exact required information.
Step 5: The handout. Type a one-page 8 1/2” X 11” handout of your author to share in class--make enough for each student and the instructor. Handouts will be given to the class before your oral presentation. Refer to the rubric for the exact required information. The following definitions may be helpful to you:
  a. An ANNOTATED BIBLIOGRAPHY of books by your author that you will be presenting in class as part of your oral report. (An annotated bibliography means that you need to include a very brief summary about the content of each book.) Note any award winners
  b. A non-annotated bibliography of additional works by your author as space permits on the page. Note any award winners.
Step 6: The display. Use 3-sided science project display board/cardboard (you can purchase one or make your own) to create a tabletop display for your author. Your display should be colorful and informative. Think in terms of using the display again in the future as a learning exhibit, incorporating it into an educational experience. The display board is your bulletin board and colorful backdrop. Refer to the rubric for the exact required information.
THE ONLY LIMIT ON THIS PROJECT IS YOUR CREATIVITY!!
(NOTE: This project will require several weeks of research and organization. Don't wait until the last minute and try to do this project in one or two days. It cannot be done satisfactorily in a short amount of time. Plan ahead and pace yourself.)
12. Participation/Attitude/Effort--Students in this class will be expected to provide the following:
* Punctuality in submitting assignments. **LATE ASSIGNMENTS ARE NOT ACCEPTED.** (This means that you DO NOT come to my office 2 minutes before class telling me that your printer did not work!) Just because you have told me that you will be absent does not automatically mean that I will accept late work. Please do not assume that you can email your work and it will be accepted; it is up to you to request an arrangement with me.
* Active participation in class activities
* Positive and relevant contributions to class and group discussions
* A constructive attitude approach toward class discussions.
* Regular class attendance.
* There will be NO cell phone use or text messaging in the public school or in class. Any cell phones in use will be confiscated and turned over to the chair, and the student will be asked to leave the class.
* The right to check any notes through computer usage in the classroom is reserved by the professor.
* If you feel that you must sleep during this class, please do not attend. Putting your head down/sleeping is not appropriate.; doing so will result in the student being asked to leave.
* Do not assume that bringing children to this class is acceptable or appropriate. The professor must be notified prior to class if other arrangements cannot be made.

13. Attendance Policy:
You are expected to be on time for class. Once attendance has been taken during class, no further recording of attendance will be taken and late students will be considered to be absent. If a student must be absent from class, a phone call PRIOR to class or appropriate documentation will be expected (doctor’s excuse, letter from judge, etc.). The third absence will result in a drop of the final letter grade; the fourth absence will result in the drop of two letter grades; more than five absences requires a drop from this class. Prior to class, the instructor should be notified of any early departure; three early departures will be equivalent to an absence. Each student is required to keep a personal record of his/her own attendance which will be submitted at the end of the semester.

Materials and activities presented in this course are designed to enhance your development as an educational leader. Students pursuing the teaching profession are mature enough to take the responsibility of facilitating the acceptable completion of course requirements and for judging the role of class attendance in meeting this goal. As per formal attendance rules, you must be present for every class. In case of emergency absences, you are required to submit a doctor’s excuse. Procedures concerning absences from the final examination are discussed in the UTM Bulletin.

14. Graduate Level Requirements
In addition to completing all of the assignments required of undergraduate students, graduate students will:
- Select a project, with approval of the instructor, based on a library-based idea.
- Submit a paper of the findings.
- Prepare and present a segment to the class including visual representations and handouts of the results.
This project will be graded on a pass/fail basis and will be discussed at an individual conference.

15. There will be NO cell phone use or text messaging in the public school or in class. Any cell phones in use will be confiscated and turned over to the chair.
VIII. EVALUATION PROCEDURES
All students will be evaluated on the number of points earned for each of the learning activities specified in the syllabus. The point distribution will be modified to accommodate any quizzes that are given. Letter grades will be recorded at the end of the course. The final grade will be based on the following percentage scale of points earned:

A: 480 - 444
B: 443 - 408
C: 407 - 360
D: 359 - 336
F: Below 364 (need to see instructor)

Grades will be awarded according to cumulative points earned by the student as listed below:

* Reading Assignment -- Younger Children 80
* Reading Assignment -- Older Children 80
* In-Class Tape Review 10
* Interview Assignment 30
* Diversity Book Share 20
* Internet Assignment 20
* Analysis Assignment 40
* Author Assignment 100
* Caption 10
* Final Exam 100
Total points 490

Academic integrity is expected in this class. Work that is copied or plagiarized will be given a grade of 0, and any involved students will be subject to disciplinary action. This class may be taped for future reference.

IX. TEXTBOOKS

X. OTHER RESOURCES
The Paul Meek Library; local, community, and school libraries; various internet sites and services.

XI. PREREQUISITES
None

XII. FACULTY FREQUENTLY TEACHING COURSE
Dr. Esch

XIII. PROGRAMS IN WHICH COURSE IS REQUIRED

XIV. SUGGESTED READING RESOURCES


Diversity Book Share (20 points)
Select one children’s book that deals with some kind of diversity (ethnic, disability, social, etc.), and prepare a class presentation which will last 5-8 minutes. Word process your basic information. Have your book approved 2 weeks before your book share.

Your presentation needs to include the following:

5 points: title, author, recommended reading level, brief and clear story summary
5 points: one demonstrated extension activity which involves the entire class (example: art projects, music/songs, poetry)
5 points: style of presentation (use costume and/or props to promote interest and enthusiasm)
5 points: written information; you will need the following information to submit at the time of your presentation:
   a. title, author, recommended reading level, a brief and clear story summary (more than two sentences)
   b. a complete description of your demonstrated extension activity using this book including needed materials and procedural information.

BE CREATIVE! HAVE FUN!! Our class will offer encouragement.

INFORMATIONAL ITEMS (5 points):
   a. title (1 pt)
   b. author (1 pt)
   c. recommended reading level (1 pt)
   d. brief/clear story summary (2 pt)

DEMONSTRATED EXTENSION ACTIVITY (5 points)
(no xeroxed items for coloring are acceptable)
(do not use competition for this activity)
   a. preparation (1 pt)
   b. class involvement (1 pt)
   c. clarity (1 pt)
   d. relevance to book (2 pt)

PRESENTATION (5 points):
   a. visual aids (2 pt)
      (a poster for display does not fulfill this requirement)
   b. style/enthusiasm (3 pt)

WRITTEN INFORMATION (5 points):
   a. title, author, recommended reading level (1 pt)
   b. brief and clear summary (2 pt)
   c. complete description of extension activity (2 pt)

TOTAL (out of 20 pts)
CHILD/LIBRARY/BOOK STORE INTERVIEW ASSIGNMENT

Choose one of these activities to help you gain a better understanding of the characteristics of the reading student and his/her reading habits and likes/dislikes.

1. The Child Interview

   a. Select a child currently enrolled in grades 3 through 9 to interview.
   b. The interview should be one-on-one without any parents or other adults present to maximize the child’s freedom to answer questions honestly rather than like/he/she thinks that parents or another adult might want.
   c. Make sure that you have the permission of the student's parent/guardian before interviewing the child.
   d. Take paper and pen/pencil so that you can record the student's answers. Try to get as many direct quotes as possible. Put the student at ease by telling him/her about yourself and your assignment. Students appreciate and respond to honesty.
   e. Allow enough time for your interview—perhaps 30 minutes to an hour.
   f. Ask these questions and others that you think might reveal the personality of the student and which may give you a glimpse into the world of the student. The answers may reflect the "real school world" as well as reading habits and likes/dislikes in reading materials.
   g. Student’s name, grade, school, birth date, gender, and success in school as measured by his/her report card (just ask the student what kind of grades he/she usually gets in school).
   h. Who do you admire most? Why?
   i. Who do you admire least? Why?
   j. What trait do you like most about your best friend? Why?
   k. What trait do you like least in a person?
   l. What do you consider the most pressing problem in your school?
   m. What solutions can you propose to these problems?
   n. What is your favorite TV program? Why?
   o. What kind of books do you like to read?
   p. Where do you get most of your reading materials?
   q. What is your favorite book?
   r. Do you like reading by yourself?
   s. Do you like being read to by someone else?
   t. Does your teacher read to the class? How often? What was the best book read in class? What was the worst? Why?
   u. If you were a parent, what would you differently than your parents do?
   v. If you were the principal of your school or one of your teachers, what you do differently?
   w. What kind of music do you like? Why?
   x. If you could go anywhere in the world and do anything you wanted to do, where would you go and what would you do?
   y. Ask the student to recommend a book for you to read.

Write a 2-3 paged double-spaced, typed reaction to the insights that you gained from this experience, and be prepared to share your observations with the class. Include a biography of your student from the items in #g above along with where and when the interview took place. Attach a copy of the questions you asked in the interview along with the answers from the student.

After reflecting on this interview and what you found about a student of this age, discuss in your paper what I implications this may have for your teaching career or your career working with students of this age. Include the recommended book(s) of your student.
2. The Librarian Interview

a. Make an appointment with a children's librarian at a public library or a school library media specialist at an elementary school. Discuss what books children are reading today. Find out about any new fads or trends in children's reading habits, what children seem to like and dislike. Ask the librarian for a list of recommended books for students in grades 3-6. Find out about any special programs that are offered to students to connect them with books. Ask your library professional what services he/she offers to teachers and students. How do you think this library professional will be able to help you with your professional career? In what ways can you collaborate and work with a library professional when you are in the work force? (Examine both sides of a cooperative working arrangement between you and this library professional.) Identify if this is a public librarian or school librarian.

b. Write a 2-3 paged double-spaced typed paper on your interview that includes who, where, when, what students are reading, trends, implications for your career, and anything you learned that was new or reinforced something that you already knew about students, libraries, and books. Attach a list of recommended books.

3. Book Store Employee Interview

a. Make an appointment with someone who works in a book store and is familiar with the children's collection. Find out what kinds of books for children are selling today. Is there a difference between what books children buy to read and what adults buy for children to read? Is there a "hot" new author, series, or book that is currently popular? Ask the book store employee to recommend a list of authors and titles of popular children's books with the age of the child who is buying or being bought for. Find out about children's reading habits. Do the same children come into the store? How many books do children buy at one time or over a period of time? How does what you find out from this interview affect your future career? What new awareness have you discovered?

b. Write a 2-3 paged double-spaced typed paper of the reactions to your insights gained from this interview. How has this interview helped you to know the reading habits of 3-6 students? What implications does this interview have for you in your career of working with students? How can you use this information? Include the name of the person whom you interviewed, the name of the book store, the book store's address, and when the interview took place. List the recommended books for children in grades 3-6.
One of the major resources that is used with helping children to learn is books. We all use books and read to children in the course of working with them. However, often we grab the nearest book without realizing that there might be something available that would be much better. This project is designed to help you to better assess books as resources and to choose the most appropriate books for the learning levels of the children with whom you are working.

You will read and evaluate 40 books that are suitable for a school child in grades K-2. Each of the eight sets of evaluations is based on a classification. Each classification will contain space for five DIFFERENT books (author, title, illustrator) along with a space for the summary of content. Each summary of the content is to be done in ONE COMPLETE SENTENCE. The reason for this is to enable you to summarize efficiently and effectively. Learning to do this will help you to save time, yet be aware of what is being noted. At the bottom, each assignment will say: "Using the criteria in your text, decide which of these books is the best example. Explain why by using one specific criterion and giving a specific example from the book." The following need to be included to complete this section successfully: the name of the book, an explanation of why this is the best example from using the specific criteria for this classification, and a specific example from the book (not a page number) to describe the criterion that you selected. This does not have to be long, but it does need to be evident in your answer.

Each classification sheet is worth 10 points toward the assignment portion of your grade. Maximum credit for the eight classifications is 80 points. All work must be typed.

The eight classifications for which you will use this form are as follows:

- Picture Books/Caldecott
- Poetry and verse
- Folklore
- Fantasy/Science fiction
- Contemporary Realistic fiction
- Historical fiction
- Biography
- Nonfiction

Each classification has a listing of criteria for selection in your text. You will need to use your text to locate each set of criteria standards for each different classification.

The following should be located at the top of your work:

NAME: ______________________________ CLASSIFICATION: ______________________________
(LIBS 451/651--READING/YOUNGER CHILDREN)

The classification refers to the category of book that you are using, not whether you are a junior or senior.
The following format will be used for your work. The author, title, illustrator, and summary of content section will be repeated four additional times—once for each of the five books. Any plagiarism of the sample materials will result in a failed grade; disciplinary action will be taken by the university council.

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>ILLUSTRATOR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SUMMARY OF CONTENT</th>
</tr>
</thead>
</table>

At the bottom of your assignment, you will type the following statement and answer it:

Using the criteria in your text, decide which of these books is the best example. Explain why by using one specific criterion and giving a specific example from the book.

You need to explain/describe one planned hands-on activity for the classroom that you would use with the best example that you selected.

*I Minimal answers for this question will not be accepted. Examples of answers which are not adequate are:
--I would use this book as a resource.
--I would let students read this book for pleasure.

You **DO** need to be specific in answering how YOU will use this particular book. NO WORKSHEETS! Discussion is a good thing, but it is not a hands-on activity. Having students do research on the internet is **not** acceptable for this assignment. Drawing a picture of the characters, writing a new ending, or acting out the story does not fulfill the hands-on requirement. No competitive activities are permissible; do not use any kind of role playing of people with various characteristics being left out to illustrate a point—this is illegal. Taking a field trip is not a classroom activity. Having a speaker is not a planned hands-on activity. Your planned hands-on activity for use in the classrooms needs to be fun and relevant to expand and enhance your book.
SAMPLE OF YOUNGER BOOK ASSIGNMENT—ANY PLAGIARISM OF THIS SAMPLE WILL RESULT IN THE FAILURE OF THIS ASSIGNMENT AND DISCIPLINARY ACTION.

NAME: Ginny Esch
CLASSIFICATION: Picture Books/Caldecott
(LIBS 451/651—READING/YOUNGER CHILDREN)

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>ILLUSTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sneezy Dwarf</td>
<td>The Alligator’s Awful Allergies</td>
<td>Dopey Dwarf</td>
</tr>
</tbody>
</table>

SUMMARY OF CONTENT: Alligator sneezes so much that he literally blows everything around him away.

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>ILLUSTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grumpy Dwarf</td>
<td>Being Grumpy Can Be Fun</td>
<td>Dopey Dwarf</td>
</tr>
</tbody>
</table>

SUMMARY OF CONTENT: This story describes the benefits of being grouchy in the realm of dwarves in terms of tantrums and manipulation.

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>ILLUSTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy Dwarf</td>
<td>Whistle While You Work</td>
<td>Prince Charming</td>
</tr>
</tbody>
</table>

SUMMARY OF CONTENT: This book explains how being cheerful in the diamond mine helps to make the environment more pleasant.

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>ILLUSTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleepy Dwarf</td>
<td>The Annoying Alarm Clock</td>
<td>Snow White</td>
</tr>
</tbody>
</table>

SUMMARY OF CONTENT: When the alarm clock is slammed off each morning, he decides to retaliate in a series of humorous situations.

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>ILLUSTRATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bashful Dwarf</td>
<td>The Beautiful Bashful Bullfrog</td>
<td>Doc Dwarf</td>
</tr>
</tbody>
</table>

SUMMARY OF CONTENT: Bella, the bashful bullfrog, learns that being bashful does not mean that she must be lonely.

Using the criteria in your text, decide which of these books is the best example. Explain why by using one specific criterion and giving a specific example from the book.

The Annoying Alarm Clock is the best example of a fantasy book. **Criterion:** The characters are multidimensional, with consistent and logical behavior. The alarm clock realizes that his job is to wake his owner with loud ringing each morning. He feels abused when the alarm button is slapped down every morning and decides to stick up for himself to stop the constant mistreatment. For example, one morning he begins to yell instead of ring. He points one of his hands to his owner and demands to be treated with respect.

The planned hands-on activity for this book will be to design a singing or speaking alarm clock. When the designs are completed, each student will hang her/her picture on the wall and then record his/her name and alarm clock message on an audio tape. (Hanging the pictures in order when recording the message will help to eliminate confusion when the recorded messages are utilized in the future.)
FORMAT FOR OLDER CHILDREN BOOK ASSIGNMENT  (LIBS 451/651)

All questions AND answers need to be typed for this assignment. ALL questions need to be completed for full credit. Any plagiarism of the sample materials will result in a failed grade; disciplinary action will be taken by the university council.

NAME: _____________________  CLASSIFICATION: ______________________

Title:

Author:

Publisher:

Copyright Date:

Number of pages in the book:

Your own opinion about the reading level:

-------------------------------------------------------------------------------------

1. List ALL of the selection criteria for this classification.

2. List any information on the illustrator and/or illustrations. (If you cannot find any, write about your perceptions of the illustrations.)

3. List the main character(s) and a memorable passage from the book. (A memorable means that you give a memorable quotation, and quotation marks must be used.)

4. Give a brief summary of the plot in your own words.

5. Give a professional evaluation using selection criteria for the classification, and give a supportive example from the book.

6. How would you use this book and who would be your intended audience? Be specific about the approximate age group. (For example: grades 5-6. Do not say for grades 1-6--this would not be appropriate for most books.) You need to explain/describe at least two planned hands-on activities for the classroom that you would use with the book that you selected.

*Minimal answers for this question will not be accepted. Examples of answers which are not adequate are:--I would use this book as a resource.
--I would let students read this book for pleasure.
You DO need to be specific in answering how YOU will use this particular book. NO WORKSHEETS! Discussion is a good thing, but it is not a hands-on activity. Having students do research on the internet is not acceptable for this assignment. Drawing a picture of the characters, writing a new ending, or acting out the story so not fulfill the hands-on requirement. No competitive activities are permissible; do not use any kind of role playing of people with various characteristics being left out to illustrate a point—this is illegal. Your planned hands-on activities for use in the classroom need to be fun and relevant to expand and enhance your book.

7. List any extra interesting information or comments such as awards or tantalizing tidbits. (This question needs to be answered. Check the jacket of the book, or look up some information about the book or author.)

*NOTE: For the nonfiction genre, no biographies or made-up stories will be accepted.
*NOTE: For the nonfiction genre, no biographies or made-up stories will be accepted.  
SAMPLE OF OLDER BOOK ASSIGNMENT—ANY PLAGIARISM OF THIS SAMPLE WILL RESULT IN THE 
FAILURE OF THIS ASSIGNMENT AND DISCIPLINARY ACTION.

NAME: Ginny Esch        CLASSIFICATION: Fantasy

Title: Sleazy’s Visit  
Author: Dopey Dwarf  
Publisher: Fairy Tale Press  
Copyright Date: 2000  
Number of pages: Not numbered—32 pages back and front  
Your own opinion about the reading level: Grades 4-5

1. List ALL of the selection criteria for this classification.
   *The story meets the criteria for excellence in narrative fiction.
   *The fantasy world is detailed and believable within the context of the story.
   *The story events are imaginative, yet logically consistent within the story world.
   *The characters are multidimensional, with consistent and logical behavior.
   *There are vivid images and solid, understandable structures.
   *The themes are meaningful, causing readers to think about life.

2. List any information on the illustrator and/or illustrations. (If you cannot find any, write about your perceptions of the illustrations.)

   Sleepy Dwarf is a free-lance illustrator whose arresting art has appeared in magazines and graced the jackets and interiors of many books. He has collaborated with his six dwarf companions in their tales of living with Snow White.

3. List the main character(s) and a memorable passage from the book. (A memorable means that you give a memorable quotation, and quotation marks must be used.)

   The main characters are Sleazy, Doc, Happy, Grumpy, Sleepy, Sneezy, Bashful, Dopey, Snow White, and Prince Charming.

   A memorable quotation is:
   “What do you mean stealing? I thought it was all free!”

4. Give a brief summary of the plot in your own words.

   Sleazy visits Snow White and the seven dwarves during his summer vacation. Since his home is an inner-city environment, he must make adjustments for staying in rural surroundings.

5. Give a professional evaluation using selection criteria for the classification, and give a supportive example from the book.

   Criterion: The characters are multidimensional, with consistent and logical behavior.
   As a resident of the inner-city, Sleazy think that he is wiser and more “cool” than his country cousins, and tries to show off his “street smarts.” When several of his attempts at various tasks are not successful, Sleazy tries to bluster and make excuses. When his antics do not impress his hosts, he watches and observes how to survive successfully in this unfamiliar territory. An example is when Sleazy goes into the diamond mine with his dwarf cousins and tries to bite a piece of raw diamond off the cavern wall to show how tough he is. He then tries his switchblade which also does not work. When he is finally successful at
removing a chunk, he tries to pocket it and sell it later. He learns through experience that theft and trickery will not earn him riches or success.

6. How would you use this book and who would be your intended audience? Be specific about the approximate age group. (For example: grades 5-6. Do not say for grades 1-6--this would not be appropriate for most books.) You need to explain/describe at least two **planned hands-on activities for the classroom** that you would use with the book that you selected.

*Minimal answers for this question will not be accepted. Students doing research or reading the book are NOT hands-on activities. DO NOT have your students draw a picture of the story or characters, act out the story, or write a different ending. You **DO** need to be specific in answering how YOU will use this particular book. NO WORKSHEETS! Discussion is a good thing, but it is not a hands-on activity, and neither is writing a paragraph or review. Your planned hands-on activities for use in the classroom need to be fun and relevant to expand and enhance your book.

The intended audience is grades 4-5. During Sleazy’s visit to the home of the seven dwarves, Sleazy gets arrested for stealing. He goes to the police station and gets fingerprinted. The students will draw a box approximately 1 square inch with a pencil, and fill the interior with pencil lead/graphite. Each student then rubs a thumb around in the graphite to be smeared all over the thumb. A piece of scotch tape is then placed on the thumb and removed, and will contain the personal fingerprint of each student. The tape is placed on a piece of paper for further examination. Overhead transparencies containing different types of fingerprints such as whorls, arches, and loops will be displayed, and comparisons made by the students. A math graph will be created to discover the commonalities and differences of fingerprint characteristics of the class.

In the book, the dwarves discuss Snow White’s upcoming birthday. Divide the class into groups of four students each. Each group is to design a poster to be used as an invitation to Snow White’s birthday party encouraging other fairy tale characters to attend. Each group also is to create a menu of nutritious finger foods for the party keeping in mind the allergies and food preferences mentioned in the book (such as Doc being a vegetarian). Items from each food group in the food pyramid must be used for each menu. (A possibility for further exploration is for each group to actually make one item from the group’s menu for sampling by the class.)

7. List any extra interesting information or comments such as awards or tantalizing tidbits. (This question needs to be answered. Check the jacket of the book, or look up some information about the book or author.)

This is the author’s first book about the escapades of Snow White and the dwarves. He is under contract through the Fairy Tale Press for two additional books entitled *Fun in the Diamond Mine* and *Trading Spit: Snow White’s Wake-up Kiss*. Dopey Dwarf is currently residing in the forest with the other dwarves, and is planning a visit to Sleazy in the near future.
POINTS TO CONSIDER IN EVALUATING
ALPHABET BOOKS FOR BEGINNERS

1. Are there only one or two items presented on a page?
2. Are the items easy to identify? Do the items have meaning for the beginning reader?
3. Does each item have one correct name or several? (Items with several correct names such as bunny, hare, rabbit should be avoided.)
4. Do the items represent concrete things rather than more abstract concepts such as T for Think or W for Wish?

To keep in mind—the purpose of using the book and the age of the child needs to be kept in mind when selecting alphabet books; not all alphabet books are intended for beginners.

POINTS TO CONSIDER IN EVALUATING
CONCEPT BOOKS

1. Is it age-appropriate for the child?
2. Is it developmentally appropriate for the child?
3. Are the illustrations effective?
4. Does the book use repetition and comparison?
5. Is the information simple or complex? Is it clear or confusing?

EXAMPLES OF CONCEPT BOOKS:
shapes size sounds colors feelings true or false spatial relations time opposites

POINTS TO CONSIDER WHEN EVALUATING
COUNTING BOOKS FOR BEGINNERS

1. Are the numerals clearly depicted?
2. Are the illustrations accurate?
3. Are the items portrayed easily identifiable?
4. Are the items in neat, uncluttered groupings?
5. Is there a lot of open space?
6. Are the items arranged in straight lines? (Items arranged in an unbroken circle are confusing to beginning counters.)
7. Is the name for the numeral written out such as one, two, three?

To keep in mind—the purpose of using the book and the age of the child needs to be kept in mind when selecting counting books; not all counting books are intended for beginners.

POINTS TO CONSIDER IN EVALUATING
INFORMATIONAL (NONFICTION) BOOKS

1. Is the author qualified to have written this book?
2. Are the facts accurate? Are they current or obsolete?
3. In the illustrations, are stereotypes avoided? Are minorities, the aged, and the disabled portrayed when appropriate?
4. How specialized is the book? Does it cover a limited topic or is it a survey book that covers a wider range?
5. Is the book age-appropriate for the intended audience?
6. Are there safety instructions for project, activity, or experiment books?
7. Are the illustrations clear? Are they captioned or labeled in close proximity to the corresponding text?
8. Are there extras such as a table of contents, index, glossary, or appendix?

Informational books contain all kinds of information about the world. They can be general or specific (ie—insects or butterflies) and do include biographies.
CRITERIA FOR MEDIA ADAPTATIONS OF LITERATURE
(Please type and number each question and answer with complete responses.)

1. Is the adaptation based on high-quality literature?

2. Does the presentation take readers back to the book?

3. Does the adaptation enrich or extend the original material?

4. Does the presentation invite imaginative participation?

5. Is the presentation an authentic version of the original work?

6. Is the author of the original work acknowledged?

7. Does the adaptation retain the language flavor of the book?

8. Is the adaptation technically excellent, with clear sound and visual quality?

9. Does the presentation avoid moralistic messages or add-ons?
SOFTWARE EVALUATION FORM

LIBS 451/651

All work for this assignment must be typed. All questions must be answered completely for full credit.

Name of Evaluator: ___________________________ Date: _____________
Software Title: ______________________________ Publisher: ______________
Publisher’s Address: __________________________ Price: __________________
Copyright Date: ______________________________ Appropriate Grade Levels: __________________

1. Appropriate Curricular Area(s):
2. Type(s) of Software (drill/practice, tutorial, simulation, problem solving, game, or tool/utility):
3. Format (software, multimedia, CD ROM, laser disc):
4. On what platform was software evaluated (Apple, IBM, Macintosh) (?):
5. On what other platforms is this software available (?):
6. Hardware requirements:
   System Language ___________________ Memory needed (RAM) ____________
   Monitor (VGA, Color, B & W) ________ Printer _____________________________
   Disc Size (?) ______________________ CD ROM Drive/Speed _________________

   Peripherals (?):
   mouse __ joystick __ graphics pad __ speech synthesizer __ touch screen __ microphone

7. Quality of Documentation:
   Includes complete instructions (?) Ancillary Materials (?)
   Are the goals and objectives of the program stated (?) Inferred (?)
   What are the objectives/intended instructional purposes (?)

***Execute the program twice. The first time, avoid intentional or careless errors to test the cleverness of the program. The second time, make deliberate errors to see how single erroneous responses are handled as well as repetitious errors. Make other errors as well (typing mistakes and errors in following directions).

8. Quality of Program. Are there clear instructions appropriate for students’ reading level? Is the content free of any bias (gender, race, religion, etc.)? Are illustrations, use of color, and use of sound well done? Is the program free of errors in factual content, spelling, grammar, etc.? Is the content nonviolent?
9. Write a brief description of the content and structure.
10. What are the prerequisite skills or knowledge required to operate the software?
11. How does the software operate? Give examples of interaction between learner and software.
12. Can you use the software on a network?
13. Is a backup disc(s) provided? Are replacement discs available free of charge or at a nominal cost?
14. Can the teacher modify the program of instructional sequence to make the software consistent with classroom teaching?
15. Is there an audible response to students’ errors? Does the software reward a learner’s incorrect answers? Does the software program insult or make sarcastic and derogatory remarks?
16. Technically, does the program run smoothly without errors? Are the text screens easy to read? Does the user control the speed of the program? Can the sound be controlled?
17. Overall strengths:
18. Overall weaknesses:
19. Is this software best used individually or as a group for cooperative learning and to develop group participation skills?
20. Select A or B.
   A. If this is a favorable review, write a short PR release appropriate for inclusion in a flyer to teachers/staff announcing the new acquisition of this software and describing its particulars.
   B. If this is an unfavorable review, summarize why.
NAME(S): ___________________________________  AUTHOR: ______________________________

CHECK SHEET FOR LIBS 451/651 AUTHOR ASSIGNMENT—**items in the written report need to be labeled and in the proper order**, (100 points)

---

### RESEARCH/WRITTEN REPORT (52 points):

a. 3-ring notebook (1 pt)
b. comprehensive biographical information (at least five different resources) (20 pt)
c. highlighted information in item b above (3 pt)
d. awards (3 pt)
e. author's comments on own work (4 pt)
f. others' comments about author/work (4 pt)
g. photocopy of two reviews of author's work (4 pt)
h. bibliography of author's work (3 pt) (include title, author, year published)
i. referenced sources for your work (4 pt)
j. listing of books by author for presentation and reasons for selecting these books (6 pt)

---

### HANDOUT (16 points)

a. SINGLE SHEET (one side only) of 8 1/2" by 11" paper (1 pt)
b. your name/email address (1 pt)
c. author's name and picture (2 pt)
d. one-paragraph summary of biographical info (4 pt)
e. any awards (3 pt)
f. annotated bibliography of books by author used in oral report (3 pt)
g. non-annotated bibliography of additional books (2 pt)

---

### DISPLAY (20 points):

a. something of interest about author (4 pt)
b. picture of author (colored if possible) (4 pt)
c. color copies of dust jackets (4 pt)
d. 3-5 books by author (4 pt)
e. idea card for book activities (4 pt)
   who is target audience?  
   what are goals/objectives?

---

### PRESENTATION (12 points):

a. something of interest about author (3 pt)
b. how author feels about own work (3 pt)
c. how others feel about author's work (3 pt)
d. at least 3 of author's work--BOOK TALK!  
   use **ONE** sentence to describe each book (3 pt)

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### TOTAL (out of 100 pts)
I. COURSE NUMBER AND TITLE--Library Service 451/651 (LIBS 451/651)--Children's Literature

II. ATTENDANCE
Each student will be required to keep a personal record of his/her own attendance. These records will be submitted to the instructor at the end of the semester.

III. TENTATIVE CLASS TOPICS AND READING ASSIGNMENTS
We will be having guests during the semester, but the dates/times have not been consolidated at this time. This means that topic and assignment dates will be changed to accommodate our guests.

<table>
<thead>
<tr>
<th>Class #</th>
<th>Dates</th>
<th>Session Topics</th>
<th>What's Due</th>
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<tbody>
<tr>
<td>#1</td>
<td>8/31</td>
<td>Introduction/Overview</td>
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<td>Literature Genres/History/</td>
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<td></td>
<td></td>
<td>Newbery/Caldecott Picture Books</td>
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<td>#2</td>
<td>9/2</td>
<td>Newbery/Caldecott Picture Books</td>
<td>Chapters 1, 2, 3</td>
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<td>9/7</td>
<td>LABOR DAY! 😊</td>
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<td>#3</td>
<td>9/9</td>
<td>Newbery/Caldecott Picture Books</td>
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<td>#4</td>
<td>9/14</td>
<td>Jim Trelease Tape</td>
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<td>*Newbery/Caldecott Picture Book Assignment Due</td>
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<td>#5</td>
<td>9/16</td>
<td>Poetry</td>
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<td>9/21</td>
<td>Poetry</td>
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<td>*Poetry Assignment Due</td>
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<td>#7</td>
<td>9/23</td>
<td>Folklore</td>
<td>Chapter 5</td>
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<td>#8</td>
<td>9/28</td>
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<td>#9</td>
<td>9/30</td>
<td>Fantasy/Science Fiction</td>
<td>Chapter 6</td>
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<td>#10</td>
<td>10/5</td>
<td>Fantasy/Science Fiction</td>
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<td>*Fantasy/Science Fiction Assignment Due</td>
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<tr>
<td>#11</td>
<td>10/7</td>
<td>Contemporary Realistic Fiction</td>
<td>Chapter 7</td>
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<td>#12</td>
<td>10/12</td>
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<td>#13</td>
<td>10/14</td>
<td>Historical Fiction</td>
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<td>*Diversity Book Share Title Due</td>
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<td>*Author Name for Author Study Due</td>
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<td>Date</td>
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<td>10/16</td>
<td>Midterm Reports Due</td>
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<td>10/19</td>
<td>FALL BREAK! 😊</td>
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<td>#14</td>
<td>10/21 Historical Fiction</td>
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<td>*Historical Fiction Assignment Due</td>
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<td>#15</td>
<td>10/26 Guest—Kristy Taylor (Ag in the Classroom)</td>
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<td>#16</td>
<td>10/28 Biography</td>
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<td>Chapter 9</td>
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<td>#17</td>
<td>11/2 Biography</td>
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<td>#18</td>
<td>11/4 Nonfiction</td>
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<td>Chapter 10</td>
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<td>#19</td>
<td>11/9 Nonfiction</td>
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<td>#20</td>
<td>11/11 Diversity Book Share</td>
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<td>*Interview Assignment Due</td>
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<td>#21</td>
<td>11/16 Diversity Book Share</td>
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<td>#22</td>
<td>11/18 Diversity Book Share</td>
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<td>*Analysis Assignment Due</td>
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<td>#23</td>
<td>11/23 Guest—Sue Lasky (WLJT Public Television)</td>
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<td>11/25 THANKSGIVING! 😊</td>
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<td>#24</td>
<td>11/30 Diversity Book Share</td>
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<td>#25</td>
<td>12/2 Challenged/Banned Books</td>
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<td>#26</td>
<td>12/7 Challenged/Banned Books</td>
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<td>*Author Assignments/Presentations</td>
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<td>*Graduate Presentations Due</td>
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<td>#27</td>
<td>12/9 *Author Assignments/Presentations</td>
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<td>*Attendance Record Due</td>
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Final Exam: Tuesday, December 15 at 12:45 pm
COURSE: LIBS 451/651 INFORMATION SHEET

NAME (OR PREFERRED NICKNAME): ________________________________________________

ADDRESS: _______________________________________________________

HOME PHONE: _________________________________________

EMAIL ADDRESS: _______________________________________

MAJOR: _______________________________________________

ADVISOR: _____________________________________________

PLACE OF EMPLOYMENT: ____________________________________

WORK PHONE: _____________________________________________

WHAT GREEK ORGANIZATION DO YOU BELONG TO? __________________________________

I know that I am a person who ____________________________________

What are two words/expressions that describe you?

________________________________________________

_______________________________________________

DECLARATION OF UNDERSTANDING:

1. I understand that late work is not accepted. (This means that you DO NOT come to my office 2 minutes before class telling me that your printer did not work!) Just because you have told me that you will be absent does not automatically mean that I will accept late work. Please do not assume that you can email your work and it will be accepted; it is up to you to request an arrangement with me.

2. I understand the attendance policy.

3. I understand that problems/difficulties regarding attendance or submission of work must be discussed with the instructor BEFORE class.

4. I understand that arrogant, insolent, disruptive, or destructive behavior in any form will not be tolerated.

5. I understand that there will be NO cell phone use or text messaging in class. Any cell phones in use will be confiscated and turned over to the chair, and the student will be asked to leave the class.

6. I understand that the professor has the right to check any notes through computer use in class.

7. I understand what cheating and plagiarism are and that either activity means failure of the course as well as disciplinary action.

Signature: ____________________________ Date: ______________