



**COURSE SYLLABUS**  
**LIS 527: Books & Related Material for Children & Young Adults**  
**Summer 2014**

Instructor: Dr. W. Scott Lancaster, Associate Librarian  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary**

Knickerbocker, Joan L., Martha A. Brueggeman, and James A. Rycik. (2012). *Literature for Young Adults: Books and More for Contemporary Readers*. Scottsdale, AZ: Holcomb Hathaway.  
Lynch-Brown, Carol, Carl M. Tomlinson, & Kathy G. Short. (2011). *Essentials of Children's Literature* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.  
Fifteen trade books and one film of your choice.  
Book review articles from the library databases.  
Other material as assigned.

**Course Description**

This class provides a broad survey of children's literature (birth-12 years) and young adult literature (10 to 18 years) – ranging from folk and fairy tales to today's best new fiction and information books, with emphasis on the needs and interests of children and young adults. Participants will extend their knowledge of the genres of children's and young adults' literature and increase their ability to evaluate, select, and use children's and young adults' literature as an integral part of the classroom and library media center curriculum.

**Student Learning Outcomes**

Upon completion of the course, the student will be able to:

1. Demonstrate knowledge of the genres of children's and young adults' literature.
2. Demonstrate familiarity with a wide variety of authors, illustrators, and books in the fields of children's and young adults' literature.

3. Demonstrate the ability to evaluate, select, and use children's and young adults' literature as an integral part of the classroom and library media center curriculum. Specifically the student will demonstrate effective understanding of:
  - a. the part literature plays in curriculum design
  - b. strategies to encourage reading, guide the development of independent readers, and help readers select materials
  - c. the diverse learning needs and varied cultural backgrounds of the student population

## COURSE REQUIREMENTS

### **Instructional Method / Activities / Assessments**

Students will read from two major texts as well as from a variety of literature aimed at children and young adults. Class participation/ discussion will consist of a weekly post answering a prompt and at least two responses to a classmate's post. Each week an effective understanding of the texts will be demonstrated by a short quiz over each chapter. Through a series of reflective reading logs and a final project, students will evaluate the literature for its quality, appeal, and value in instruction.

### **Grading**

Each section is worth 25% of the final grade:

- Weekly discussion posts (one initial and at least two responses)
- Weekly quizzes (two, one from each text reading)
- Reading logs
- Final project—Author/illustrator study

Grades will be determined using evaluation rubrics that will be posted in eCollege. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

Course grades will be: A (90-100%), B (80-89%), C (70-79%), D (60-69%) and F (59% or less).

### **Discussion Posts (25%)**

Post your response to the prompt by Thursday (250 to 500 words)

Respond to at least two of your classmates' posts by Sunday at midnight (100 to 250 words)

### **Chapter Quizzes (25%)**

Due by Sunday at midnight

### **Reading Logs (25%)**

Students will read and evaluate 15 books (and one film) from a variety of genres, selected from those mentioned in the textbooks (you will find bibliographies at the end of every genre chapter). Two logs will be due each week, as follows:

- traditional literature, one for children and one for young adults
- realistic fiction, one for children and one for young adults
- historical fiction, one for children and one for young adults
- nonfiction, one for children and one for young adults
- fantasy/speculative fiction, one for children and one for young adults
- poetry/short stories/drama, one for children and one for young adults
- one picture book for children, one graphic novel for young adults
- one book representing diversity for either children or young adults and one film

Each log is due by Sunday at midnight and should contain the following:

- Full bibliographic information (title, author, publisher, date of publication, illustrator if there is one) in APA formatting.
- Genre designation
- Brief summary of content
- Evaluation of why this is a good book (use the text for criteria for each genre) Highlight 1-3 literary elements (including illustrations if appropriate) in your evaluation. Give examples from the book that demonstrate what you mean.
- Target audience-Who is likely to enjoy this book?
- Citations and summaries for one review of each book. Please use the library databases to locate these reviews. Do not use web reviews.

### **Final Project (25%)**

Students will select an author and/or illustrator and several of his or her books to study. The author/illustrator should be selected from among those mentioned in our textbooks. The project can contain illustrations and should be created in Word.

Your project should be divided into three sections:

1. Explain how and why you chose this author/illustrator. The audience for this section is your instructor.
  - What about this person's work appealed to you as a teacher? How do you anticipate using his or her work in a classroom?
  - What about this person's work appealed to you personally? What makes you want to pick it up and read/view it?
  - How do you think children will respond to this person's work? Will it appeal broadly; will it appeal to a narrow but important audience; will

children want to read/view it over and over; will they need the help of an adult to appreciate and enjoy it?

2. Provide a one-page biography about your author/illustrator that helps the reader understand who this person is and what influences his/her creations. Include web sites, journal and book citations, and other resources that a teacher can reference when reading and using the works of this author/illustrator. This should be written in your own words and not cut and pasted from another source. Cite sources referenced using APA style. Use citations in the body of the text as well as at the end of it. The audience for this section is your instructor and your classmates.

3. Create a reading log for four of the author/illustrator's books (see above for format). In one to two pages, discuss common themes, styles of writing, elements of illustration or other elements that are characteristic of this author/illustrator. Discuss how you will use this author/illustrator's work in the classroom (be specific about the age group). The audience for this section is also your instructor and your classmates.

### **TECHNOLOGY REQUIREMENT**

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly.

### **ACCESS AND NAVIGATION**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. Monitor and contribute to Q&A forum regularly. Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

## COMMUNICATION AND SUPPORT

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Q&A Forum in the Virtual Classroom so that others might benefit from and even participate in the exchange. If it's not something of general interest to others in the course, my Virtual Office is a better choice. Personal concerns involving grades, progress, etc. should be addressed with me via private e-mail.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Academic Honesty

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or

other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.

### **Scholarly Expectations**

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

### **Timeliness**

I grant extensions on assignments only under the most exceptional of circumstances. You should make explicit prior arrangements with me and provide evidence of extenuating circumstances.

### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**[Office of Student Disability Resources and Services](#)**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See [Code of Student Conduct](#) in the [Student Guidebook](#)).

## COURSE OUTLINE / CALENDAR

This course runs for ten weeks, stretching over both summer terms. The first part of each week (Mon-Thurs) is typically dedicated to reading and making an initial discussion post, while the second part (Fri-Sun) involves responding to peers in discussions, taking the quizzes, and preparing the reading logs. If you typically have more time for your class work on the weekend, look ahead and try to complete readings and initial discussion posts coming up in the next week.

Unit	Date	Topic	Readings (chapter)		
			Essentials of Children's Literature	Literature for Young Adults	
1	2-Jun	Introduction	1 & 2	1	<b>Intro</b>
2	9-Jun	Traditional Literature	6	6	<b>Genres</b>
3	16-Jun	Realistic Fiction	8	4	
4	23-Jun	Historical Fiction	9	5	
5	30-Jun	Informational Books & Nonfiction	10	8	
6	7-Jul	Modern Fantasy & Speculative Fiction	7	7	
7	14-Jul	Poetry, Short Stories, and Drama	4	9	
8	21-Jul	Picture Books & the Art of Literature	5	10	
9	28-Jul	Diverse Literature & Film	11	11	
10	4-Aug	Engaging Students with Literature	13	2	<b>Synthesis</b>

Weekly course material will open on the Friday before the assigned week. The initial posting answering the prompt is due by Thursday at midnight. The two responses to other classmates' postings, the quiz, and the reading logs

(for weeks 2 through 9) are due by Sunday at midnight. The final project is due by Thursday, August 4 at midnight.