



**COURSE SYLLABUS**  
**LIS 527: Books & Related Material for Children & Young Adults**  
**Summer 1 2015**

Instructor: W. Scott Lancaster, PhD  
Associate Librarian, Gee Library  
Office Location: Library 216  
Office Hours: Virtual, daily  
Office Phone: 903-886-5725  
University Email Address: [Scott.Lancaster@tamuc.edu](mailto:Scott.Lancaster@tamuc.edu)

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary**

- Short, Kathy G., Carol Lynch-Brown, & Carl M. Tomlinson. (2014). *Essentials of children's literature* (8<sup>th</sup> ed.). New York: Pearson.
- Short, Kathy G., Carl M. Tomlinson, Carol Lynch-Brown, & Holly Johnson. (2015). *Essentials of young adult literature* (3<sup>rd</sup> ed.). New York: Pearson.
- Five journal articles available in the library databases.
- You will select additional reading material from titles that are considered children's and young adult literature to write your annotated bibliographies. Books are available to buy at local bookstores or online, or to borrow from local libraries.

**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. Each day an effective understanding of the texts will be demonstrated by answering a short quiz. Class participation/discussion will consist of posting a response to a prompt and at least two responses to a classmate's post. Through writing two annotated bibliographies, an author report, and a final poetry project, students will evaluate the literature for its quality, appeal, and value in instruction.

### **Grading**

The final grade will be determined as follows:

- Daily quizzes (13)                    20%
- Discussion posts (6)                20%
- Annotated Bibliography 1        15%
- Annotated Bibliography 2        15%
- Author Reports (2)                 15%
- Poetry Project                        15%

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).

### **Quizzes (20%)**

Due by midnight

### **Discussion Posts (20%)**

Post your response to the prompt by Wednesday at midnight (250 to 500 words)

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

**Annotated Bibliography 1 (Children’s Literature) (15%)**

Students will read and evaluate 25 books from a variety of genres, selected from those mentioned in the textbook. You will find bibliographies at the end of every genre chapter. Include at least two from each genre. Annotations should be approximately 100 words and include a short summary and evaluation.

**Annotated Bibliography 2 (Young Adult Literature) (15%)**

Students will read and evaluate 15 books from a variety of genres, selected from those mentioned in the textbook. You will find bibliographies at the end of every genre chapter. Include at least two from each genre. Annotations should be approximately 100 words and include a short summary and evaluation.

**Author Reports (15%)**

Choose one children’s author and one young adult author. Construct a multimedia report about each author, including a biographical sketch, an analysis of their major works and a discussion of their unique contributions to the field.

**Poetry Project (15%)**

Design a book or multimedia project with illustrations that includes 15 of your favorite poems for children. Select poems appropriate for a three-grade range (K-2, 3-5, 6-8).

<b>TECHNOLOGY REQUIREMENT</b>
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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.

<b>ACCESS AND NAVIGATION</b>
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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@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.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 five weeks.

Monday	Tuesday	Wednesday	Thursday	Friday
8	9	10	11	12
Introduction	ChLit chap 1 & 2	Strategic selection of children's and young adult literature	YA Lit chap 1	ChLit chap 3 YA Lit chap 2
<b>Posting #1</b>	<b>Quiz #1</b>	<b>Posting #2</b>	<b>Quiz #2</b>	<b>Quiz #3</b>
15	16	17	18	19
ChLit chap 8 YA Lit chap 3	ChLit chap 9 YA Lit chap 5	Do children read the children's literature adults recommend?	ChLit chap 10 YA Lit chap 6	
<b>Quiz #4</b>	<b>Quiz #5</b>	<b>Posting #3</b>	<b>Quiz #6</b>	<b>Annotated Bib 1</b>
22	23	24	25	26
ChLit chap 4	ChLit chap 6	Censorship in three metaphors	ChLit chap 7 YA Lit chap 4	
<b>Quiz #7</b>	<b>Quiz #8</b>	<b>Posting #4</b>	<b>Quiz #9</b>	<b>Annotated Bib 2</b>
29	30	1	2	
ChLit chap 5 YA Lit chap 7	ChLit chap 11 YA Lit chap 8	Urban fiction and multicultural literature as transformative tools		
<b>Quiz #10</b>	<b>Quiz #11</b>	<b>Posting #5</b>	<b>Author Reports</b>	
6	7	8	9	
ChLit chap 12 YA Lit chap 9	ChLit chap 13 YA Lit chap 10	Identifying key components of successful school libraries & librarians		
<b>Quiz #12</b>	<b>Quiz #13</b>	<b>Posting #6</b>	<b>Poetry Project</b>	

## ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program are now required to submit an electronic portfolio prior to graduation. Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) and graduating in the 2013-14 academic year are strongly encouraged to develop an eportfolio of their work throughout the program as it will benefit the student in obtaining a position in Library or Media Services. Beginning in the 2014-15 academic year, it will become a program requirement to graduate with the MS/Med in ETLS. However, this requirement does not pertain to students taking ETEC courses as an elective for other programs, including those pursuing only the School Library Certification who have already earned a master's degree.

Many courses in the ETEC program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to collect artifacts throughout the course and appropriately select which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC master's degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC master's degree, the student should include artifacts from those courses in their ETEC eportfolio.

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact [MaryJo.Dondlinger@tamuc.edu](mailto:MaryJo.Dondlinger@tamuc.edu) for more information about the program's portfolio requirement.