Instructor:
Daphne Jorgensen
Draper 113
(O) 518-442-5110 – Student consultations by appointment
E-mail: daphne@nycap.rr.com  
(Email is the best method to reach me.
Please include IST571 in subject line.)

Class Location: Husted 210, Monday – 4:15PM-7:05PM

Blackboard Learning System (BLS): https://bls.its.albany.edu/webct/logonDisplay.dowebct
(Log in with NetID and Unix password. You can bookmark the log in page.)

Course Description: Introductory survey of literature for children with the emphasis on twentieth-century authors and illustrators. Problems and trends in writing and publishing. Class discussion and written critical evaluations based on extensive reading.

Pedagogical Approach: The major theories that drive the course are Rosenblatt’s reader response (i.e., transactional) theory of literature, as well as, socio-cultural learning theory, with a team-based learning (TBL) approach. The course layout, activities, and assignments are geared towards a three-pronged learning approach - - literature immersion, classroom discussion and activity, and practical application. Students will leave the class with a foundational repertoire of children's literature and the skills with which to create engaging and interactive story hours and programs: i.e. students will know the literature and how to use it in engaging ways that turn children on to reading. Both traditional and nontraditional formats will be discussed.

Course Objectives/Competencies:

The readings, lectures, and course activities are designed to enable you to:

1. become familiar with many authors and illustrators of children’s books and recognize the various genres of children’s literature;
2. understand the role of literature in the lives of children and the importance of respecting cultural diversity and individual uniqueness;
3. develop and apply criteria for judging the literary and aesthetic qualities of children’s books (text and artwork);
4. understand the librarian’s/media specialist’s role in relating literature to the curriculum and facilitating a literature-based approach;
5. become familiar with professional resources: basic selection tools and resources helpful in identifying appropriate titles to use with children;
6. be aware of current issues and trends in the writing and publishing of children’s titles;
7. understand the role electronic technologies play in children’s literature for both professionals and the children themselves;
8. develop a professional philosophy of selection, incorporating respect for the child’s freedom to read and a knowledge of the librarian’s role in resisting censorship.

Student Exit Competencies:

At the conclusion of this class, students will be able to:
1. use basic reference tools in selecting, evaluating, talking, and writing about children’s books.
2. demonstrate a reading knowledge of children’s books in a variety of genres and from a diversity of cultural backgrounds.
3. demonstrate familiarity with current issues and trends in the field of children’s literature.
4. demonstrate ability to read aloud, discuss books with adults and children, and promote enjoyment of literature to both children and professionals.
5. find basic electronic resources on the internet relating to children’s literature and library programming;
6. understand how to promote and defend children’s rights and respect for divergent views.

Readings: You can get the required textbooks through MaryJane Books (corner of Western and Quail), Amazon.com, half.com, Bigwords.com, or any bookstore. The required texts will be supplemented by additional readings and resources that will be linked off of our class BLs, as well as children’s books you can purchase or check out at your local library. (I highly recommend making full use of your library’s interlibrary loan system. Make friends with the children’s and youth library staff! You can even manage your account, keep track of due dates, request books, etc. online in most libraries.)

Required Professional/Academic Reading:


Recommended Professional/Academic Reading: (NOTE: Just for your reference. Not required.)

Huck, Charlotte S., Janet Hickman, and Barbara Keifer. (2000). *Children's Literature in the Elementary School*. McGraw Hill. (Good source of information on evaluative criteria for a variety of genre and contains extensive lists of titles for each genre. Could be useful. 7th Edition and higher are of good value and can be purchased inexpensively online - lots of good used books out there.)


Required Children’s Books We Will All Read (no need to purchase: plan ahead and use your library):

*The Higher Power of Lucky* by Susan Patron, illus. by Matt Phelan (contemporary realism)
*The mostly True Adventures of Homer P. Figg* by Rodman Philbrick (historical fiction)
*When You Reach Me* by Rebecca Stead (science fiction)
*The Graveyard Book* by Neil Gaiman (fantasy)
*Captain Underpants* by David Pilkey (any issue: humorous Quick Pick, Easy Reader, Graphic Novel)

*You will also choose books to read from a variety of genres.* So in our class, you will be reading widely and broadly from a variety of genres. Most of this literature immersion will be done on your own, since the element of choice is important in our reading enjoyment. However, you will also read books for team
projects, class activities, and presentations (and even then, you get to make a lot of your own choices). You will get credit for all the reading you do in the class. Generally, you will read several picture books, and novel length/chapter book for most genres in children’s literature.¹ Throughout the semester, you will be compiling a Reader’s Advisory Resource that will include brief annotations about your readings, and these will be organized in a specific way (i.e., with the template). You can use these write-ups as a resource from which to draw in your own readers’ advisory during your professional practice. Please see the assignment sheet for specific details. You will find the template and the self-assessment rubric in the Information Documents section of BLS. These will be handed in at the end of the semester, but you should be doing your write-ups throughout the semester in order to avoid a very stressful end-of-semester load. (Genres: See the list under Genre Studies in this syllabus. My goal is to get you to read widely and not just to stick to one or two comfortable genres. See what’s out there and immerse yourself in a variety of children’s books. Have fun with this!

Supplemental articles will be linked off our course BLS, or references given for online retrieval.

Course Policies:

Class Participation and Attendance: In order to get the full benefit from the course, students are expected to attend class regularly, be punctual, and come prepared. This is a highly interactive class with a great deal of expected class participation. In order to fully participate in course content and discussion, attendance is necessary. In the event of an unavoidable absence, students should make arrangements with the instructor in advance. It is highly recommended that students try to make every session since key concepts are covered every week. Since this is a blended class in which some course content is completed online, I expect that face-to-face absences will be kept at a minimum and only in the event of an unavoidable emergency. However, given the current health climate, please do not attend class if you have flu-like symptoms. The key is to communicate with me. Thanks.) If you miss a class, you are still responsible for all the assignments for that date. More than one absence per term will result in a five-point deduction per absence (beyond the one permitted absence). Lateness will result in a one-point deduction per occurrence. Having said that, life happens: in the event of an emergency or illness, please see the instructor for an extra credit assignment to make up an excessive absence (only one extra credit allowed). No absences are excused on dates you are expected to do a presentation (including team activities because members are depending on you). No one is excused on the last day of class.

Online Class Attendance & Participation: This is a hybrid, or blended course, which design incorporates both online and face-to-face learning activities. We will discuss in class what this means in terms of attendance and participation. Basically, during the weeks we replace online activities for a face-to-face meeting, students are expected to “attend” and participate in the online activities in a timely manner, or they are considered absent.

Team Activities: Team activities are an important part of the course design. On the first day of the semester, you will be assigned to a team that will work together throughout the duration of the course. Individual grades will be influenced by team performance on team-based assignments. While in many courses group work is structured unfairly, such that some students end up doing all the work while everyone shares the credit, two factors will prevent that from happening in this class. First, nearly all graded team work will be preceded by one or more preparatory assignments, for which each individual will be accountable, thus ensuring that individual team members are each prepared to contribute to the team effort. (In-class collaborations will include team quizzes and/or test questions and assorted in-class “think” tasks.) Second, each individual’s contribution to team work will be assessed by his or her teammates and factored into the final course grade.

¹ Specific minimum requirements per genre and per format are listed in the Readers Advisory Resource Self Assessment Rubric that we will discuss in class.
Please read the *Major Theories that Drive Course* document (particularly the section about Team Based Learning) in the Information Documents section of BLS for more details about how this will operate in our class.

**Prerequisites:** None

**Phones and Distractions:** Please turn off your cell phone.

**Graduate Level Quality:** When you are working as a professional, you must be able to communicate well. Because of the importance of good communication in the working world, your writing and presentation styles will be part of the grades you receive in this course. I expect well-written, logically organized, carefully edited papers and presentations. Grammar, spelling and clear speaking do count. Citations to every source mentioned in written work are mandatory.

**Time Required:** This is a graduate level 3-credit class. The University at Albany uses the Carnegie units as the standard: for every credit hour, there should be 2-3 hours of homework. This translates to about 9-12 hours of coursework per week, or 135-180 hours per semester. In a face-to-face class, we have about 40 contact hours, and so it is reasonable to expect 95 – 120 hours of outside coursework for a rigorous graduate level course. In a blended class, we have less in-class seat time, but more outside work. Please see the “Time Management” document in BLS.

**E-mail and Listserv:** Each student is expected to have an e-mail account for this class. **All students are required to subscribe to the class listserv** in order to facilitate ease of communication between the instructor and students and among class members. This semester, I will subscribe for you and send you a note to which you will reply confirming your subscription.

**Incompletes:** No incompletes will be given in this class without the express permission of the instructor in advance. (The exception, and only if discussed with instructor: if more time is needed to make up the experiential portion of the class, i.e. field work at a library.)

**Academic Integrity:** Please see the Graduate Studies “Academic Integrity, Conduct & Research Regulations” page for information about academic integrity standards, examples of dishonesty, and possible penalties: [http://www.albany.edu/gradstudies/academics/a4.shtml](http://www.albany.edu/gradstudies/academics/a4.shtml). Basically, whatever you produce for this course should be your own work and unique to this course. You cannot present the work of others as your own. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. You should not submit any work for this course that you've also presented or will present to another course. Failure to follow these guidelines is a serious infraction of University regulations, and you will receive zero points for the work in question. Other penalties are possible including a failing grade in the course, referral to the University Judicial System, or dismissal from the University. You lose valuable opportunities for practice and deny faculty and peers opportunities to guide you to new insights and creativity. If you have ANY questions about whether your work duplicates something you or someone else has done elsewhere, please talk to me about it. I, of course, only expect the best from everyone.

**Open lines of communication:** An attitude of openness, respect, a willingness to listen to others, and a community spirit are desirable. There are no stupid questions. Learning can be a vulnerable and risky enterprise. I expect that you will listen carefully to each other and help one another articulate emerging thoughts. We will work explicitly on these skills, as they are important in both this class and in our professional practice. Students will have a formal opportunity to evaluate the course and the instructor at the end of the semester. Please feel free to discuss issues and concerns with me as the semester progresses.
IST 571: Literature for Children  
Spring 2011: Section 3955  
Syllabus

progresses. I use a reflective teaching practice and will be periodically asking for your feedback as we experience the semester together. I am always concerned with what helps or hinders your learning and will try to make modifications where possible. To this end, I will be providing a link to a form you can fill out online and send to me anonymously with comments, feedback, or concerns.

Learning Accommodations: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the UAlbany Office for Disabled Student Services (http://www.albany.edu/studentlife/DSS/guidelines/accomodation.html).

Advice: read, read, read

Expected Class Interaction and Participation: In keeping with a student centered, social learning approach, this class incorporates a lot of student participation and interaction, both online and face-to-face. Some activities include: Reader response to various texts (preparation for class discussions); Mock Caldecott Committee; Assigned Readings & Class Contributions; classroom discussion and team work.

Mock Caldecott Committee
Working in groups, and using a set of picture books nominated by group members, you must identify the illustrator to whom you would award the Caldecott Medal.

Assigned Readings & Class Contributions
Students are expected to be ready to discuss the scheduled topic each week. You will be given an extensive bibliography of references pertinent to this class. Selected entries will be assigned across the course of the semester. We will take time each week to discuss what you have found in your reading. It might be helpful (even necessary in some cases) to bring some of the children’s materials with you to show as we discuss them in class. Some required readings are noted on the syllabus and course calendar. More will be given as we go through the semester.

Teams: Fairy Tales, Caldecott Committees, Perceptions Project
We use a TBL approach to analyze and discuss fairy tales; hold mock Caldecott elections; and analyze the perceptions and patterns of a specific theme in children’s literature.

Grading System
Assignments, listed below, will each receive a specific number of points. Total number of points accumulated by the end of the semester will determine your final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Class Assignments
All course activities, readings, and assignments are directly linked to the course objectives and expected exit competencies. Please read the detailed Assignment sheet for every assignment that is due for this course or you may risk losing credit for not submitting complete work. The Assignment pages are located in the Assignment section of BLS.
Student Performance Evaluation (based upon the following weightings):

<table>
<thead>
<tr>
<th>Individual Performance (60%)</th>
<th>Team Performance (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Modules (3 at 5 points each) …………. 15</td>
<td>trAT (Team Readiness Assessment) …………. 30</td>
</tr>
<tr>
<td>Engaging Kids Presentation …………. 15</td>
<td>Caldecott Committee …………. 20</td>
</tr>
<tr>
<td>Field Experience …………. 15</td>
<td>Fairy Tale Analysis …………. 20</td>
</tr>
<tr>
<td>iRAT (Individual Readiness Assessment) …………. 20</td>
<td>Perceptions Project …………. 30</td>
</tr>
<tr>
<td>READy for Action Children’s Lit Kit …………. 35</td>
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</tbody>
</table>

*Peer Evaluation average from Team members is factored in to the final average

Please see the detailed assignment instructions for each item.

Following are some of the topics that will be covered in our class:

- Reader Response
- Search aids and resources
- Picture Books & evaluation
- Children’s Book Awards
- Engaging kids in libraries: storytelling, booktalking
- Multicultural books
- Perceptions, patterns, or cultural impressions that are conveyed or implied in children’s literature
- Book Discussions in Libraries
- Web resources for children
- Censorship and selection policies
- Turning kids onto books, using different media, books kids love to read, Quick Picks
- Graphic Novels
- Library programs

Genre studies:

- Folklore - Fairy Tales/ Folk Tales (also referred to as Traditional Literature)
- Multicultural Literature (often contained within other genres)
- Historical Fiction
- Contemporary Realism (also referred to as Realistic Fiction)
- Science Fiction
- Fantasy
- Biography (a subgenre of Nonfiction) and Memoir (which can be fiction or biography)
- Informational (a subgenre of Nonfiction)
- Poetry

Activities:

- Mock Caldecott Awards
- Storytelling, Booktalking Presentations
- Perceptions project
- Online and face-to-face discussions
- Traditional Literature – various versions of fairy tales/ folk tales
The following chart outlines the themes, active online modules and children’s novels we read as a class. A detailed Course Calendar, which outlines specific activities, readings and assignments due each week, is found in the Course Information Documents section of BLS. In addition to the text readings, there are many resources linked off of the course BLS, and each student should be immersing themselves with supplemental reading of children's books.

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk</th>
<th>Theme</th>
<th>Active Online Module</th>
<th>Children’s Literature We Read as a Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td></td>
<td>Become acquainted with BLS; Acquire required texts and children’s books</td>
<td>Readings available online. Prepare for class next week; Survey</td>
<td></td>
</tr>
<tr>
<td>1/31</td>
<td></td>
<td>Orientation, Theories that drive the class, childhood reading, BLS intro, Engaging kids in libraries: storytelling, book talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td></td>
<td>Picture Books &amp; evaluation, Caldecott Award</td>
<td>Week 3 Online Module Open</td>
<td></td>
</tr>
<tr>
<td>1/31</td>
<td></td>
<td>Sensitive topics, censorship and selection policies; Genre: Contemporary Realism</td>
<td>Week 3 Online Module Open     <em>The Higher Power of Lucky</em> by Susan Patron</td>
<td></td>
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<tr>
<td>2/21</td>
<td></td>
<td>SUSPENDED</td>
<td></td>
<td></td>
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<tr>
<td>2/28</td>
<td></td>
<td>Caldecott Voting; Genre: Historical Fiction, Book Discussions in libraries</td>
<td></td>
<td><em>The mostly True Adventures of Homer P. Figg</em> by Rodman Philbrick</td>
</tr>
<tr>
<td>3/7</td>
<td></td>
<td>Genre: Fairy tales/ folk tales</td>
<td>Week 6 Online Module Open</td>
<td><em>When You Reach Me</em> by Rebecca Stead AND <em>The Graveyard Book</em> by Neil Gaiman</td>
</tr>
<tr>
<td>3/14</td>
<td></td>
<td>Author or Illustrator studies; Genre: Multicultural</td>
<td>Week 6 Online Module Open</td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td></td>
<td>Genres: Science Fiction and Fantasy</td>
<td></td>
<td></td>
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<tr>
<td>3/28</td>
<td></td>
<td>Storytelling and Book Talking presentations; Introduce Patterns and Perceptions in Children’s Publishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/4</td>
<td></td>
<td>Storytelling and Book Talking presentations; Patterns and Perceptions in Children’s Publishing Continued</td>
<td></td>
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</tr>
<tr>
<td>4/11</td>
<td></td>
<td>Turning Kids onto books – Graphic Novels, nontraditional texts, media, Quick Picks, what kids love to read, discussion of Newbery and other children’s book awards and “quality” literature</td>
<td></td>
<td><em>Captain Underpants</em> by David Pilkey</td>
</tr>
<tr>
<td>4/18</td>
<td></td>
<td>SUSPENDED</td>
<td></td>
<td></td>
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<tr>
<td>4/25</td>
<td></td>
<td>SUSPENDED</td>
<td>Week 13 Online Module Open</td>
<td></td>
</tr>
<tr>
<td>5/2</td>
<td></td>
<td>Team Reporting of Patterns and Perceptions in children’s literature; Peer Evaluations; Final business</td>
<td>Week 13 Online Module Open</td>
<td></td>
</tr>
<tr>
<td>5/4</td>
<td></td>
<td>Web resources and search engines for children; Genres: Nonfiction (Biography, informational, memoir) and Poetry</td>
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</tbody>
</table>