



**College of Education
and Human Services**
Educational Studies, Leadership and Counseling
MURRAY STATE UNIVERSITY

Course Syllabus

COURSE PREFIX: ELE COURSE NUMBER: 616 CREDIT HOURS: 3

Spring 2016

Instructor	Johan Koren	E-mail	jkoren@murraystate.edu
Phone	270-809-2760		
Office	3204 Alexander Hall		

I. TITLE: Research in Children's Literature

II. COURSE DESCRIPTIONS & PREREQUISITE(S)

An in-depth study of chosen areas of children's literature with emphasis on books and articles about children's books.

Prerequisites: None.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the [Kentucky Teacher Standards](#) (KTS), the [ALA/AASL Standards for Initial Preparation of School Librarians \(2010\)](#) (ALA), the International Literacy Association's (ILA) [Standards for Reading Professionals](#), and the [Interstate Teacher Assessment and Support Consortium \(InTASC\) standards](#) addressed by that objective. Upon successful completion of this class, students will

- A. evaluate selections of children's literature in accordance with a set of established criteria (KTS 1/ ALA 1, 4/ILA 1/InTASC 6);
- B. understand the benefits of children's literature and develop their own criteria for evaluating children's literature (KTS 1/ALA 1, 2, 4/ILA 1/InTASC 4);
- C. have an in-depth understanding of a particular issue in children's literature (KTS 1/ALA 1, 2, 4/ILA, 1/InTASC 1, 2, 3, 4);
- D. have an in-depth knowledge of a particular genre or other subdivision of children's literature (KTS ILA 1, 2, 4/ILA 1/InTASC 4);
- E. write a professional paper suitable for submission to a professional journal on a topic related to children's literature (KTS 1, 7/ALA 1, 2/ILA 6/InTASC 5, 9, 10);

- F. understand the elements of literature (KTS 1/ALA 1, 4/ILA 1, 2/InTASC 4);
- G. be familiar with the different genres in children's literature and criteria for evaluating books in each genre (KTS 1/ILA 1/InTASC 4, 6);
- H. identify strategies for using literature in the classroom (KTS 1, 2/ALA 1, 2/ILA 2,3, 5/InTASC 4, 5, 6, 7, 8);
- I. be familiar with a variety of reading strategies (KTS 2, 4/ALA 1, 2/ILA 2,3,4,5/InTASC 7, 8);
- J. be able to use technology in the study or teaching of children's literature (KTS 2, 6/ALA 1, 4/ILA 1, 2/InTASC 5, 7, 8);
- K. be able to work collaboratively, display team membership skills, and analyze their collaborative experiences to improve future collaborations (KTS 8, 9/ALA 3/ILA 2, 3, 5/InTASC 10);
- L. be able to reflect upon their reading habits, evaluate their teaching of literature, and identify a plan for future growth and improvement (KTS 7, 9/ALA 2/ILA 6/InTASC 4, 5, 6).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course through the use of reflective journals and a reflective component in the discussion board (Obj. L).

The Themes of Diversity and Closing the Achievement Gap is explored in the course through the examination of multicultural literature and through writing a professional paper suitable for submission to a professional journal on a topic related to multicultural children's literature (Obj. D, G). The Theme of Literacy/Reading is stressed throughout every course activity as students design and implement instruction using a variety of genres in their teaching to improve literacy teaching and learning (Obj. A, B, C, D). College and Career Readiness are addressed in the creation of a reflective writing project (Obj. D, E, G, I, J, K).

Technology is a central issue that is integrated throughout the course (Obj. J). The Theme of Assessment is discussed in connection with the issue of the censorship and book challenges and included in the course through the book critique evaluation (Obj. A, C, H, I, K).

IV. CONTENT OUTLINE:

	
Jan. 19-24	 Welcome and Introductions
Jan. 25-Feb. 7	 Defining and Valuing Children's Literature
Feb. 8-21	 Diversity in Children's Literature
Feb. 22-March 6	 Traditional and Folk Literature
March 7-20	  Picture Books & Graphic Novels
 MSU SPRING BREAK March 21-25	
March 21-April 3	  Fantasy and Science Fiction Steampunk

<p>April 4-17</p>	 <p>Realistic & Historical Fiction</p>
<p>April 18-May 1</p>	 <p>Nonfiction: Informational Books and Biography</p>
<p>May 2-8</p>	 <p><i>Children's Book Week</i></p>

V. INSTRUCTIONAL ACTIVITIES

Instructional methods will be a mixture of instructor presentations, field experiences, group discussions, problem solving, collaborative group work, independent readings and both group and independent assignments.

Because active involvement through speaking, writing, and interaction with ideas brings about in-depth learning, students will participate in diverse activities. (a) Students will actively participate in class and CANVAS discussions and activities. (b) Students will reflect upon what they have learned through reflective writing activities. (c) Students will write a professional-quality position paper. (d) Students will read and discuss children's books.

Reflective Writing: Diversity in Children's Literature **Due Date: March 7**

Students will survey the books related to diversity that are available in their school or public library and collect a representative sample. **Evaluate ten** books in light of the definition of diversity in children's literature as discussed in Smith-Darezzo's article "**Diversity in Children's Literature: Not Just a Black and White Issue**" (2003), and Blaska (2004), "**Children's Literature That Includes Characters With Disabilities or Illnesses.**" For each book reviewed, students will answer the following questions.

- Title and author of book.
- Is it written from an inside or an outside perspective?
- Is there evidence of stereotyping or other unacceptable depiction of diverse groups?
- Are cultural and/or physical details presented authentically?
- As a collection, what messages do these books send to readers regarding different cultures or disabilities?
- How might you apply this knowledge in your teaching?

Students will evaluate these books according to the qualities of outstanding children's literature. Students will use APA style and include a bibliography for all texts discussed in their paper.

Rubric for Diversity Paper

Criteria	Outstanding	Acceptable	Unacceptable
Professionalism (KTS 1, 2, 6, 7, 9) (ALA 1, 2, 4) (ILA 1, 2) (InTASC 4, 5, 6, 7, 8)	Paper has clear introduction and conclusion that describes how the books support diversity/multiculturalism. References/citations, are used throughout paper (from course readings, other materials, and/or class discussions). Paper demonstrates a strong multicultural perspective and is free of bias.	Paper has an introduction and conclusion that is relevant to how the children's books support diversity/multiculturalism. Some readings and are used to support his/her ideas and a bibliography is correctly written in APA format with a minimum of 12 references. Paper demonstrates a multicultural perspective and is free of bias.	No introduction or conclusion. Thoughts are not organized or relevant. Less than 6 references or citations. The paper shows little or no understanding about diversity and multiculturalism.
Analysis KTS 1) (ALA 1, 2, 4) (ILA 1) (InTASC 4)	Research and course readings are addressed.	Research and course readings are addressed in some of the review sections.	Research or course readings are not addressed.
Application (KTS 1, 2) (ILA 1, 2, 3, 5) (InTASC 4, 5, 6, 7, 8) (ALA 1, 2)	Connects specific literacy strategies to the unique classroom situations.	Addresses specific literacy strategies to the unique classroom situations.	Does not connect literacy strategies to the unique classroom situations.
Action Plan (KTS 1) (ALA 1, 2, 4) (ILA 1) (InTASC 4)	Point of view reveals meaning of topic with insight into its significance. Applies to real life.	Uses perspectives and insights to explain relationships. Reflects real life.	Conceives few ideas. Draws few inferences. The meaning of the topic is vague.
Presentation (KTS 1) (ALA 1, 4) (ILA 1, 2) (InTASC 4)	The paper shows a superior understanding of multicultural literature.	The paper shows a good understanding of multicultural literature.	The paper shows a poor understanding of multicultural literature.
Organization (KTS 1, 7) (ALA 1, 2) (ILA 6) (InTASC 5, 9, 10)	The paper is clearly written and well organized.	The paper has one or two slight problems with clarity, wordiness, and/or organization.	The paper has substantial problems with clarity, wordiness, and/or organization.
Documentations (KTS 2, 4) (ALA 1, 2) (ILA 2,3,4,5) (InTASC 7, 8)	The paper shows a superior understanding of the concepts of diversity and tolerance.	The paper shows a good understanding of the concepts of diversity and tolerance.	The paper shows a poor understanding of the concepts of diversity and tolerance.
Writing Conventions (KTS 8, 9) (ALA 3) (ILA 2, 3, 5) (InTASC 10)	The candidate has used correct punctuation, capitalization, usage, grammar, and spelling. There are no significant errors.	The candidate has used correct punctuation, capitalization, usage, grammar, and spelling. There may be a few minor errors here and there, but the conventions are sound.	There are frequent errors in punctuation, capitalization, usage, grammar, and spelling.

Position Paper

Due Date: May 8

Students will read and write about **10 children's books** from the school library or other sources; for each book, they will write a short analysis (2 double-spaced pages) in which they relate the material to issues and subjects discussed in the texts. Read closely to determine what the books say explicitly and to make logical inferences from them; cite specific textual evidence when writing to support conclusions drawn from the books. Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact. Interpret words and phrases as they are used, determine technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, scene, or stanza) relate to each other and the whole. Assess how point of view or purpose shapes the content and style of the books. Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Rubric for Position Paper

Criteria	Outstanding	Acceptable	Unacceptable
Professionalism (KTS 1, 2, 6) (ALA 1, 2, 4) (ILA 1, 2) (InTASC 4, 5, 6, 7, 8)	The paper is organized into logically ordered paragraphs with introductions, conclusions, and transitions. The introduction introduces the structure of the paper.	The paper is organized into logically ordered paragraphs but may have a few problems with the introduction, transitions, or conclusions.	Problems with organization effect meaning.
Clarity KTS 1) (ALA 1, 2, 4) (ILA 1) (InTASC 4)	The paper is clearly and concisely written with simple, precise language.	1 or 2 small problems with word choice or clarity.	Some major problems with clarity and conciseness.
Action Plan KTS 1) (ALA 1, 2, 4) (ILA 1) (InTASC 4)	The author has a clear purpose, uses an appropriate professional voice and is aware of the desired impact on the audience.	Aims not always clear and/or does not always maintain a professional voice.	Major problems which may alienate audience.
Application (KTS 1, 2) (ILA 1, 2, 3, 5) (InTASC 4, 5, 6, 7, 8) (ALA 1, 2)	Connects specific literacy strategies to the unique classroom situations.	Addresses specific literacy strategies to the unique classroom situations.	Does not connect literacy strategies to the unique classroom situations.
Organization (KTS 1, 7) (ALA 1, 2, 4) (ILA 1, 2, 6) (InTASC 4, 5, 9, 10)	The author has character and the candidate's personality comes across in a unique and engaging way.	The candidate's personality comes through the writing. The reader has a sense of the writer's personality and attitude.	The candidate's personality and unique voice appear occasionally. However, at other times the critique is flat and lacking personality.
Documentations	The candidate has used correct punctuation, capitalization, usage,	The candidate has used correct punctuation, capitalization, usage,	There are frequent errors in punctuation, capitalization, usage,

(KTS 2, 4) (ALA 1, 2) (ILA 2,3,4,5) (InTASC 7, 8)	grammar, and spelling. There are no significant errors. The paper is in proper APA format	grammar, and spelling. There may be a few minor errors here and there, but the conventions are sound. The paper is in correct APA format	grammar, and spelling. APA format was completely ignored.
--	---	--	---

VI. FIELD, CLINICAL & LABORATORY EXPERIENCES

None.

VII. TEXT & RESOURCES

McLure, A., Garthwait, A. & Kristo, J. (2015). [Teaching children's literature in an era of standards](#). Boston: Pearson.

This course is offered online through CANVAS. Students are also required to have a *LiveText Student Edition account*. LiveText is used to document the student's mastery of the Standards and is required of all MA in Education students.

- A. Waterfield Library (MSU): Children's books, journals, books on children's literature
- B. Local Public Libraries: Children's books, journals and books on children's literature
- C. Internet: Students may access the Internet from Kentucky public libraries, extended site labs, home, or the student lab in Alexander Hall on the MSU campus.

VIII. EVALUATION AND GRADING PROCEDURES

The key signature assessment for this course is the Reflective Writing: Diversity in Children's Literature Paper

- | | |
|--|-----------|
| 1. Collaborative Research Projects | 50 points |
| 2. Reflective Writing: Diversity Paper | 20 points |
| 3. Position Paper | 20 points |
| 4. Reflective Reading Journal | 10 points |

100 points

Grading Scale

Grades will be awarded for performance in accordance with this scale.

93-100%=A 86-92%=B 79-85%=C 72-78%=D 0-71%=E

IX. ATTENDANCE POLICY

This course adheres to the policy published in the MSU *Bulletin*. Students must show steady work throughout the semester. Because this is an online class, it is imperative that students work consistently throughout the semester and to stay in contact with the instructor. Students are responsible for checking e-mail and the CANVAS webpage for

messages. Students who are not in contact with the instructor and are not current with their work may be reported to the Retention Office.

X. ACADEMIC HONESTY POLICY

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu