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 Program Standards (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 1/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

A. Learning about story and literature
B. Learning about children and literature
C. Learning about literature
D. Defining and Valuing Children’s Literature
E. Picture books and illustrations
F. Poetry
G. Traditional and Folk Literature
H. Modern fantasy
I. Realistic Fiction
J. Historical fiction and biography
K. Graphic Novels
L. Informational books
M. Literature for a diverse society
N. Multicultural and International Literature
O. Literature in the curriculum
P. Teaching Children’s Literature
Q. Choosing Children’s Literature
R. Engaging children with literature
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: Multicultural Paper

Students will survey the multicultural books that are available in their public or school library and collect a representative sample. Evaluate ten books in light of the issues discussed in chapter 11. 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 cultural groups?
- Are cultural details presented authentically?
- As a collection, what messages do these books send to readers regarding different cultures?
- 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. They will submit their paper to a professional journal for publication.

### Reflective Writing: Multicultural Paper

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<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Professionalism (KTS 1, 2, 6, 7, 9)</td>
<td>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.</td>
<td>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 professional perspective.</td>
<td>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.</td>
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<tr>
<td>(ALA 1, 2, 4) (ILA 1, 2) (InTASC 4, 5, 6, 7, 8)</td>
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<tr>
<td>Area</td>
<td>Description</td>
<td>multicultural perspective and is free of bias.</td>
<td>Research or course readings are not addressed.</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>Research and course readings are addressed.</td>
<td>Research and course readings are addressed in some of the review sections.</td>
<td>Research or course readings are not addressed.</td>
</tr>
<tr>
<td>KTS 1) (ALA 1, 2, 4) (ILA 1)</td>
<td>(InTASC 4)</td>
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<tr>
<td><strong>Application</strong></td>
<td>Connects specific literacy strategies to the unique classroom situations.</td>
<td>Addresses specific literacy strategies to the unique classroom situations.</td>
<td>Does not connect literacy strategies to the unique classroom situations.</td>
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<td>(KTS 1, 2) (ILA 1, 2, 3, 5)</td>
<td>(InTASC 4, 5, 6, 7, 8) (ALA 1, 2)</td>
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<tr>
<td><strong>Action Plan</strong></td>
<td>Point of view reveals meaning of topic with insight into its significance. Applies to real life.</td>
<td>Uses perspectives and insights to explain relationships. Reflects real life.</td>
<td>Conceives few ideas. Draws few inferences. The meaning of the topic is vague.</td>
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<td>(KTS 1) (ALA 1, 2, 4) (ILA 1)</td>
<td>(InTASC 4)</td>
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<tr>
<td><strong>Presentation</strong></td>
<td>The paper shows a superior understanding of multicultural literature.</td>
<td>The paper shows a good understanding of multicultural literature.</td>
<td>The paper shows a poor understanding of multicultural literature.</td>
</tr>
<tr>
<td>(KTS 1) (ALA 1, 4) (ILA 1, 2)</td>
<td>(InTASC 4)</td>
<td></td>
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<tr>
<td><strong>Organization</strong></td>
<td>The paper is clearly written and well organized.</td>
<td>The paper has one or two slight problems with clarity, wordiness, and/or organization.</td>
<td>The paper has substantial problems with clarity, wordiness, and/or organization.</td>
</tr>
<tr>
<td>(KTS 1, 7) (ALA 1, 2) (ILA 6)</td>
<td>(InTASC 5, 9, 10)</td>
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<tr>
<td><strong>Documentations</strong></td>
<td>The paper shows a superior understanding of the concepts of diversity and tolerance.</td>
<td>The paper shows a good understanding of the concepts of diversity and tolerance.</td>
<td>The paper shows a poor understanding of the concepts of diversity and tolerance.</td>
</tr>
<tr>
<td>(KTS 2, 4) (ALA 1, 2) (ILA 2, 3, 4, 5) (InTASC 7, 8)</td>
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<tr>
<td><strong>Writing Conventions</strong></td>
<td>The candidate has used correct punctuation, capitalization, usage, grammar, and spelling. There are no significant errors.</td>
<td>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.</td>
<td>There are frequent errors in punctuation, capitalization, usage, grammar, and spelling.</td>
</tr>
<tr>
<td>(KTS 8, 9) (ALA 3) (ILA 2, 3, 5) (InTASC 10)</td>
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Position Paper

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.

### Position Paper Criteria

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

The candidate has used correct punctuation, capitalization, usage, grammar, and spelling. There are no significant errors. The paper is in proper APA format

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. The paper is in correct APA format

There are frequent errors in punctuation, capitalization, usage, grammar, and spelling. APA format was completely ignored.

**Picture Book Critique**

**Students will choose ten picture books** children admire. Write a three-page analysis of the books in which they discuss what makes them successful. Be sure to mention the text, art, design/format, and any other literary and artistic elements that are especially important to the book. Evaluate the style and illustrations of the picture books’ illustrators. As they explore the wonder in children’s picture books, they will focus their attention with a few questions: 1) how children’s picture book helps us reflect on our ideas about children and childhood; 2) how it offers children ways of communicating with each other; and 3) how it raises and invites us to grapple with intersecting questions of identity, culture, and history.

**Students will use MLA style. Include a bibliography for all texts discussed in their paper, and include page numbers in the body of their writing for all quoted passages.**

**Picture Book Critique**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>The paper demonstrates an excellent understanding of course concepts from ALL assigned readings and PowerPoints, and uses and develops concepts and</td>
<td>The paper demonstrates a good understanding of course concepts from ALL assigned readings and PowerPoints, and uses and develops concepts and</td>
<td>The paper mentions concepts rather than developing them.</td>
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<tr>
<td>(KTS 7, 9) (ALA 2)</td>
<td>(ILA 6) (InTASC 4, 5, 6)</td>
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<td>Clarity</td>
<td>KTS 1) (ALA 1, 2, 4) (ILA 1) (InTASC 4)</td>
<td>vocabulary from the readings.</td>
<td>vocabulary from the readings.</td>
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<td>The paper is clearly and concisely written with simple, precise language.</td>
<td>1 or 2 small problems with word choice or clarity.</td>
<td>The paper is clearly and concisely written with simple, precise language.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>KTS 1) (ALA 1, 2, 4) (ILA 1) (InTASC 4)</td>
<td>The author offers his or her opinion on many of the book’s aspects. Writes a recommendation to readers.</td>
<td>The author offers his or her opinion on some of the book’s aspects. Writes a recommendation to readers.</td>
</tr>
<tr>
<td>Application</td>
<td>(KTS 1, 2) (ILA 1, 2, 3, 5) (InTASC 4, 5, 6, 7, 8) (ALA 1, 2)</td>
<td>The paper is logically organized, with an introduction, and paragraphs that focus on one point.</td>
<td>The paper is logically organized, with an introduction, and paragraphs that focus on one point.</td>
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<td></td>
<td>Clear evidence of having read the chapter. Much explanation of personal experiences and picture books.</td>
<td>The paper has a few problems with organization.</td>
<td>The paper has a few problems with organization.</td>
</tr>
<tr>
<td>Organization</td>
<td>(KTS 1, 7) (ALA 1, 2, 4) (ILA 1, 2, 6) (InTASC 4, 5, 9, 10)</td>
<td>The paper has no more than 2 errors in punctuation, grammar, spelling; the illustrations have been scanned, relate to the content of the paper, and are good quality.</td>
<td>The paper has 3-4 errors in punctuation, grammar, spelling; the illustrations have been scanned, relate to the content of the paper, and are good quality.</td>
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<td>The paper has 3-4 errors in punctuation, grammar, spelling; the illustrations have been scanned, relate to the content of the paper, and are good quality.</td>
<td>The paper has 3-4 errors in punctuation, grammar, spelling; the illustrations have been scanned, relate to the content of the paper, and are good quality.</td>
<td>The paper has 3-4 errors in punctuation, grammar, spelling; the illustrations have been scanned, relate to the content of the paper, and are good quality.</td>
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### VI. FIELD, CLINICAL & LABORATORY EXPERIENCES
None.
VII. TEXT & RESOURCES

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: Multicultural Paper.

1. Forums Discussion 40 points
2. Reflective Writing: Multicultural Paper 20 points
3. Position Paper 20 points
4. Picture Book Critique 20 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

Grading Criteria and Mastery Grading
All assignments will be evaluated holistically using a mastery grading system, the general rubric described below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner.</td>
<td>Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student provides cursory responses to assignment requirements.</td>
<td>Student provides superficial responses to assignment requirements.</td>
<td>Student provides superficial responses to assignment requirements and/or does not address all requirements.</td>
<td>Student work is so brief that any reasonably accurate assessment is impossible.</td>
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<tr>
<td>Student followed all format and component guidelines, as well as included additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified.</td>
<td>followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.</td>
<td>followed only some format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.</td>
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**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.
   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:

Policy Statement
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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).