Murray State University  
Dept. of Early Childhood and Elementary Education  
Course Syllabus  
RESEARCH IN CHILDREN’S LITERATURE

I. CATALOG DESCRIPTION  An in-depth study of chosen areas of children’s literature with emphasis on books and articles about children’s books.

II. PURPOSE The purposes of this course are to provide students with opportunities for extensive readings in the various genres of children’s literature; readings and discussion of research informing the reading and teaching of children’s literature; and thorough and extensive research into a chosen area of children’s literature.

III. COURSE OBJECTIVES  
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content.

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 collaborative unit. The COE emphasis on constructivism is emphasized when discussing criteria for the evaluation of children’s literature. The COE dispositions are informally assessed during class activities.

The Theme of Diversity is explored in the course through the examination of multicultural literature. The Theme of Literacy/Reading is stressed throughout every course activity as students discuss evaluation criteria. The Theme of Leadership appears in the assignment to write a professional paper suitable for submission to a professional journal on a topic related to children’s literature.

Technology is a central issue that is integrated throughout the course. The Code of Ethics is discussed in connection with the issue of the censorship and book challenges.

Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS) and the NCATE/ALA Program Standards (ALA) addressed by that objective.

Upon successful completion of this class, students will:

A. Be able to evaluate selections of children’s literature in accordance with a set of established criteria. (KTS 1) (ALA 1, 4) (COE 1, 2, 5)
B. Understand the benefits of children’s literature and develop their own criteria for evaluating children’s literature. (KTS 1) (ALA 1, 2, 4) (COE 1, 2, 4, 5)
C. Have an in-depth understanding of a particular issue in children’s literature. (KTS 1) (ALA 1, 2, 4) (COE 1-6)
D. Have an in-depth knowledge of a particular genre or other subdivision of children’s literature. (KTS 1) (ALA 1, 2, 4) (COE 1-6)
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) (COE 2, 5)
F. Understand the elements of literature. (KTS 1) (ALA 1, 4)

G. Be familiar with the different genres in children’s literature and criteria for evaluating books in each genre. (KTS 1) (COE 1-5)

H. Identify strategies for using literature in the classroom. (KTS 1, 2) (ALA 1, 2) (COE 1-6)

I. Be familiar with a variety of reading strategies. (KTS 2, 4) (ALA 1, 2) (COE 1-6)

J. Be able to use technology in the study or teaching of children’s literature. (KTS 2, 6) (ALA 1, 4)

K. Be able to work collaboratively, display team membership skills, and analyze their collaborative experiences to improve future collaborations. (KTS 8, 9) (ALA 3) (COE 1-6)

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) (COE 2, 5)
## IV. CONTENT OUTLINE

### Class Discussion Topics

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 20-31</td>
<td>Welcome and Introductions</td>
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<tr>
<td>Sept 1</td>
<td>Labor Day</td>
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<tr>
<td>Sept 2-14</td>
<td>Defining and Valuing Children’s Literature</td>
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<td>Sept 15-21</td>
<td>Traditional and Folk Literature</td>
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<td>Sept 22-28</td>
<td>Multicultural and International Literature</td>
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<td>Sept 29-Oct. 5</td>
<td>Picture Books</td>
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<td>Oct 3</td>
<td>MSU Break</td>
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<td>Oct 6-12</td>
<td>Graphic Novels</td>
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<td>Oct 13-19</td>
<td>Fantasy and Science Fiction</td>
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<td>Oct 20-26</td>
<td>Poetry and Drama</td>
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<td>Oct 27-Nov. 2</td>
<td>Realistic Fiction</td>
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<td>Nov 3-9</td>
<td>Historical Fiction</td>
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<td>Nov 10-16</td>
<td>Nonfiction: Informational Books and Biography</td>
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<tr>
<td>Nov. 17-25</td>
<td>Choosing Children’s Literature</td>
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<tr>
<td>Dec. 1-5</td>
<td>Teaching Children’s Literature</td>
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**Happy Halloween!**

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**Happy Thanksgiving**

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**Feliz Navidad**

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**JOYEUX NOËL**
V. **INSTRUCTIONAL ACTIVITIES**
Because active involvement through speaking, writing, and interaction with ideas brings about in-depth learning, students will be expected to participate in diverse activities.

A. Students will actively participate in class and Blackboard 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.
E. Students will develop literature units to use in their classrooms.

VI. **FIELD AND CLINICAL EXPERIENCES**
None.

VII. **RESOURCES**
A. Waterfield Library (MSU): children’s books, journals, books on children’s literature
B. Local Public Libraries: children’s books, some 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.
D. See Resources for Research in Children’s Literature website for additional resources. Online at http://coekate.murraystate.edu/professors/koren/ELE616/ChildLitResources.htm

VIII. **GRADING PROCEDURES**
A. **Course Assignments**

<table>
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<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Forums Discussion</td>
<td>20</td>
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<tr>
<td>Evaluation Criteria Debate</td>
<td>20</td>
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<tr>
<td>Professional Paper</td>
<td>35</td>
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<tr>
<td>Reflection Blog</td>
<td>25</td>
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Total: 100 points

B. **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% = F

IX. **ATTENDANCE POLICY**
Class attendance is required. Completion of Blackboard assignments within one week of their posting will constitute attendance for virtual class sessions. Because participating in class discussions and other activities is such an important part of the learning experience in this class and cannot be made up, more than one absence may result in the lowering of the final grade.

X. **ACADEMIC HONESTY POLICY**
This course adheres to the policy published in the current Murray State University *Graduate Bulletin*. 
XI. TEXT AND REFERENCES

Companion website: http://www.ablongman.com/lynchbrown6e

XII. PREREQUISITE

None

XIII. NON-DISCRIMINATION 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).