Books, Media, and Literacy for Children

LIBS 4150 AND LIBS 5150

3 Credit Hours

Class Web site: Use http://elearn.mtsu.edu and log in

Grades and email are available through D2L only; no other grade access will be given.

Instructor : Sandra G. Sanders
Office Location : This is an online class; I am not on campus.
Email : sgsander@mtsu.edu
Office Hours : Office Hours via email
The instructor logs in 3 times / day. Questions in the email will be answered at least once a day IF the email includes a subject line that starts with the course number LIBS 4150 OR LIBS 5150. I am teaching other courses and the subject line number will expedite answers.

Course Information

Course Description:
Materials suitable for elementary school children including a study of leisure time and curricular materials, criteria for evaluating materials, related aids in selection of materials, how to use in a classroom setting.

<table>
<thead>
<tr>
<th>Course Goals:</th>
<th>College of Education Conceptual Framework</th>
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<tbody>
<tr>
<td>1.1 Knowledge of learners and learning</td>
<td>Data Analysis -- Knowledge 1 aware of developmental progressions</td>
</tr>
<tr>
<td>Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.</td>
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<tr>
<td>1.4 Integration of twenty-first century skills and learning standards</td>
<td>Data Analysis -- Performances 2 evaluates how to meet needs of all learners 1 implements and analyzes variety of assessment techniques Problem Identification -- Knowledge 4 understands communication theory etc</td>
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<tr>
<td>Candidates employ strategies to integrate multiple literacies with content curriculum.</td>
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<tr>
<td>2.1 Literature</td>
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Candidates are familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

| Planning and Implementation -- Dispositions | 4 appreciates and values diversity |
| Data Analysis -- Knowledge | 1 aware of developmental progressions |
| Planning and Implementation -- Knowledge | 5 knows how to use wide variety of materials |

### 2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

| Planning and Implementation -- Performances | 2 identifies and designs appropriate instruction |
| 4 creates lessons for diverse learners |
| Planning and Implementation -- Knowledge | 5 brings multiple perspectives to discussion of subject matter |
| Problem Identification -- Knowledge | 4 understands communication theory etc |

### 2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

| Data Analysis -- Performances | 2 evaluates how to meet needs of all learners |
| Planning and Implementation -- Knowledge | 2 understands learning theory, subject matter, curriculum development, student development to meet curriculum goals |
| 4 understands diversity |
| Planning and Implementation -- Dispositions | 4 appreciates and values diversity |
| Problem Identification -- Dispositions | 3 values students as people |

### 5.1 Collections

5.1a Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators.

<p>| These are the College of Education dispositions that are evaluated in this course. Your grade will be affected by assessment of these dispositions. The evaluation rubric is on the D2L course website. |
| Professionalism |
| Maintains a satisfactory record of punctuality and attendance |
| is adequately prepared for class |
| Maintains accurate and up-to-date records |
| Completes assigned tasks on schedule |
| Follows applicable policies and procedures |
| Maintains confidentiality and fulfills legal responsibilities |
| Enthusiastic |
| Hard working |
| Effective communicator |
| Is aware of and participates in professional organizations |
| Is aware of and uses professional literature |</p>
<table>
<thead>
<tr>
<th>Participates in professional development opportunities</th>
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<tbody>
<tr>
<td>Maintains professional appearance appropriate to the situation responsive to feedback</td>
</tr>
<tr>
<td>Reflective</td>
</tr>
<tr>
<td>Evidences curiosity about topics/issues studied</td>
</tr>
<tr>
<td>Patient</td>
</tr>
<tr>
<td>Disciplined</td>
</tr>
<tr>
<td>Evaluates the effects of instruction</td>
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<tr>
<td>Frequently demonstrates flexibility and adapts processes to incorporate new information</td>
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<tr>
<td>Analyzes multiple sources of information for purposes of problem solving</td>
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<tr>
<th>Self directed</th>
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<tr>
<td>Accepts responsibility for actions</td>
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<tr>
<td>Seeks answers to problems independently</td>
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<tr>
<td>Outlines plan of action</td>
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<tr>
<td>Takes initiative in resolving problems</td>
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**Prerequisites:**
None

**Course Topics:**

Order of topics:

1. Introduction—Discussion Board
2. History of kidlit – Reading and Quiz
3. Children’s literatures defined & Selection, Evaluation, & Awards from American Library Association—Quiz and assignments
4. The Literature Program in the School & Children’s reading skills and development—Discussion board: Group Reading Puzzle
5. Picture Books--Quiz / Illustrator Assignments
6. Realistic Fiction—Modern and Historical—Quizzes / Erase a Character assignment
7. Folklore—Quizzes / Mother Goose / Variants Assignments
8. Modern Fantasy—Quizzes / Frank Baum Assignment / Use Literature
9. Non-Fiction—Quiz / TEL / Math Assignments
10. Poetry—Quiz / Poets Assignments
11. Other assignments as needed to meet Course Goals
Specific Course Requirements:

The reading of numerous children's books is required. The lists are on the D2L website.

Textbooks and Supplementary Materials

Required Textbooks: (may be ordered online at Phillips Bookstore)

1. Charlotte Huck's Children's Literature in the Elementary School : A Brief Summary
2. Children’s Books on the reading list. You are expected to borrow or buy the materials on the list. A copy of most of these are on reserve at MTSU's Walker Library. Plan ahead since you must read these books in advance of the unit.
3. APA style manual 6th ed

Supplementary Materials:

LIBRARY SCIENCE STUDENTS ONLY:


Assessment and Grading

Testing Procedures:

• Tests are online delivery and are time limited. The test dates are on the calendar in D2L.
• When taking online exams: access D2L through http://elearn.mtsu.edu instead of through PipelineMT. Pipeline eventually times out causing students to lose valuable time while dealing with a popup window. If PipelineMT is used to access an exam, the Pipeline window may be closed (not the D2L window) preventing the timeout situation.
• Save each answer to online test questions as they answer each question in case a computer crashes or loses internet connectivity. Students may reboot their computers or wait for internet connectivity to access the test again, and D2L will allow students to continue taking the test using the time left and the question answers they have saved.

Grading Procedure:

THERE ARE THREE (3) FACETS TO THE GRADING IN THIS COURSE.
1. Grading in this course is based on quality of the work. Simple completion of an assignment does not guarantee 100% of the points available for an assignment. Student work that indicates extra effort and time needs to be recognized; if 100% is given just for completing an assignment, recognition for excellence cannot be provided! Based on the philosophy that extra effort should be recognized and rewarded, the assignments that are completed per the requirements obtain 88% of the points (a solid B).
Work that shows evidence of time, deep thinking, research, intellectual exploration, and learning will gain points to raise the grade above the 88% level. Citation showing that you read the required children’s books for the section is expected when appropriate. Use the books as examples for ideas that you present or as models for standards.

Do not expect to receive a 10/10 grade unless you have really delved into the assignment and shown it. Do not expect to receive 88% of the points if you have APA, spelling, or grammar errors.

All assignments must be submitted by the due date. Late work is not accepted. If you miss a due date, move on to the next assignment. Do not ask for an extension. This rule is fair to the other students who worked to submit on time assignments. I do not think that they would think it fair to allow late submission.

**Grading Scale:**

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
</tr>
<tr>
<td>A-</td>
<td>93-95%</td>
</tr>
<tr>
<td>B+</td>
<td>89-92%</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
</tr>
<tr>
<td>B-</td>
<td>83-85%</td>
</tr>
<tr>
<td>C+</td>
<td>79-82%</td>
</tr>
<tr>
<td>C</td>
<td>76-78%</td>
</tr>
<tr>
<td>C-</td>
<td>73-75%</td>
</tr>
<tr>
<td>D+</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>67-69%</td>
</tr>
<tr>
<td>D-</td>
<td>65-66%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64%</td>
</tr>
</tbody>
</table>

At course’s end, the points will be totaled and a percentage will be calculated. Grades are rounded up or down to a whole percent.

**Assignments and Participation**

**Assignments and Projects:**

There are several projects for this class. Quizzes on chapters in the text and the required children’s books are used. Assignments based on use of the children’s books are required.

Due dates are set to keep the workload evenly distributed. **Getting behind is not acceptable, thus a zero is awarded for late work! No exceptions! Don’t even ask!**

About the final:

- This is an exam that will be drawn from items on the required reading list.
- Authors and titles, plots, main characters, appropriate use with students, and general era of publication will be included.
• It will be open book/open note and timed. You will not have time to look all answers up, so you must be prepared before the exam.

**Activities required of students in general:**

- Field experiences with children and books
- Reading in books and periodical literature
  - on children’s reading interests and motivations
  - on current research-based literacy practices
- Use and understanding of the basic selection tools and indexes to children’s materials
- Describing ways in which books and media can be used in classroom teaching to provide reading motivation provide growth in reading, writing, language skills
- Design learning experiences to guide children in the selection and use of materials based on standards are current literacy practices
- Discussions requiring extensive background reading through text reading, outside research, and reading of children’s materials.

Writing Style—weak writing on assignments will hurt the grade that you receive. If the reader cannot interpret your meaning or sees grammar/spelling errors, the entire piece is weak. You are seeking to join a profession that demands strong writing, reading, and communication skills. The Writing Center has online help appointments. The course does not teach writing.

**Class Participation:**

Student participation is required in all interactive aspects of the course. For example, students must:

- communicate with other students in the chat room;
- communicate with the instructor as a learning resource;
- check the course bulletin board frequently for announcements;
- actively participate in threaded discussion events.

**Web Based Coursework** Your success in an Internet based course depends upon your participation and self-discipline. I am here to help in any way possible. I set deadlines to help with the self-discipline aspect and make sure that the work is done at a steady pace. Your classmates can be consulted and used as resources also.

If you have a question about assignment criteria or requirements, ask!
Punctuality:
This short time frame course is a test of your abilities to stay on task. Look ahead at the calendar—you may have to work on 2 or 3 assignments at one time.

Course Ground Rules

**Style Guidelines for Submissions (Drop Box and Discussion Board):**

- Files are submitted through the Drop Box. The D2L drop box allows me to download all files in a ‘batch’. This means that each file must have a unique name. So here is the rule: name the file you are submitting with your **Last Name** as the first part of the file name. **5% deduction for failure**
  - Examples:
    - Boudreau-Henry Asst 1
    - Smith
    - Martin Chapter 3
- **Microsoft Office** (Word or Excel or PowerPoint) if you use another software, make sure that you SAVE AS a Word file or as an rtf file -- Word 2007 files can be opened once you download the free converter from Microsoft
- **12 pt** Times New Roman type
- **Double space** all submitted written work (essays and papers submitted thru the dropbox) with 1" margins except for material in a table or Excel format **SEE NOTE ABOUT DISCUSSION BELOW.**
- **Include a footer on all work in the Drop box (5% deduction if not correct or if no footer is included)**
  - A footer is at the page bottom, use the footer tool in Word
  - The footer includes YOUR LAST NAME
  - The footer includes the page numbering. Use page x of y numbering
    - x=the current page ; y=the total number of pages in the document
  - Example of a proper footer
    - Boudreau Page 1 of 4

**APA** is used to format citations and list of resources for Discussions and Dropbox papers. APA is the professional citation style for the discipline of EDUCATION. This is an EDUCATION course.

- Citations and list of references are required for any work that you submit.
  - **APA** requires a title page, abstract, running title. **THESE ARE NOT REQUIRED FOR THIS CLASS.**
  - The D2L content page has APA resources for you. This is not an English course or a research course—this course does not teach you how to use APA.
• APA SKILLS ARE GRADED. SUCCESSFUL USE OF APA IS ASSESSED FOR EACH ASSIGNMENT.
  • Discussions are formatted using the HTML editor that is built in to D2L.
    • Please choose the Advanced tab.
    • Line spacing is not reliable in this editor, so you do not have to spend time trying to format as double spaced.
    • Type size #3 is 12 pt type.
    • The list of references must conform to APA punctuation and grammar.
  • The calendar is used to communicate due dates. The calendar on D2L is the authority for due dates for assignments.

Some assignments or the calendar may be changed by the instructor during the semester as determined by class progress. Check the calendar weekly. Do not print the entire course out the first week! Calendar changes should appear when you open the calendar

**Rules and course expectations:**
  • participation is required,
  • follow style requirements as outlined on the course website,
  • complete assignments on time,
  • communicate with other students in team projects,
  • learn how to navigate in D2L,
  • keep abreast of course announcements,
  • use the student email address as opposed to a personal email address,
  • address technical problems immediately, and
  • observe course netiquette at all times.
• No footer, 5% loss of grade (same for filename)

Web based courses have elevated expectations since some face-to-face time is replaced by web communication (saving drive time). You are the responsible party for constructing your learning. **Communication Guidelines**

**Email:**
  • Always include a subject line that starts with the course number LIBS 4150 OR LIBS 5150
  • Per the Family Educational Rights and Privacy Act (FERPA), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account. After the term, please communicate via your MTSU assigned MTMAIL account.
  • Always include a subject line.
• Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your emails. Use of emoticons might be helpful in some cases.
• Use standard fonts.
• Do not send large attachments without permission.
• Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members

**Discussion Groups:**

• Review the discussion threads thoroughly before entering the discussion. Be a lurker first, then a discussant.
• Try to maintain threads by using the "Reply" button rather starting a new topic.
• Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
• Be patient and read the comments of other group members thoroughly before entering your remarks.
• Be cooperative with group leaders in completing assigned tasks.
• Be positive and constructive in group discussions.
• Respond in a thoughtful and timely manner.
• Do not post your response / essay as an attachment
• For discussion postings ONLY, the **format/style requirements are waived.** It is possible to format using the primitive html editor that D2L includes, but not required. APA punctuation is required.
• Discussions are intended to show evidence of having understood the reading materials; citation within the body of your posting is expected. A list of sources is required.

*Access D2L through MTSU eLearn instead of PipelineMT to prevent them from timing out during assignment postings to discussion board*

**Chat:**

• Introduce yourself to the other learners in the chat session.
• Be polite. Choose your words carefully. Do not use derogatory statements.
• Be concise in responding to others in the chat session.
• Be prepared to open the chat session at the scheduled time.
• Be constructive in your comments and suggestion

**Syllabus Changes**

• The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board
Student Resources

• The D2L course site has a list of MTSU resources. Those are part of the syllabus.

• Frequently Used Student Resources

• Technical Support [http://w1.mtsu.edu/universitycollege/distance/frequently_used_resources.php](http://w1.mtsu.edu/universitycollege/distance/frequently_used_resources.php)

Students who experience problems logging into their course, timing out of their course, using the course web site tools or experience other technical problems, should be encouraged to contact the Helpdesk at 615-898-5345 or help@mtsu.edu

• Students With Disabilities

Reasonable Accommodations for Students with Disabilities: "ADA accommodation requests (temporary or permanent) are determined only by the Office of Disabled Student Services (DSS). Students are responsible for contacting the Disabled Student Services Office at 615-898-2783 to obtain ADA accommodations and for providing the instructor with the Accommodation Letter from Disabled Student Services".

• Academic Misconduct

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.

Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

Individual Assignments: Shared Work Is Not Allowed!

It is perfectly permissible to discuss assignments with other students. However, there is a line that cannot be crossed. You may not create one document that is turned in by several students. If you cannot recognize the line, then you need to complete each assignment independently without consulting with other students.

For example, if you discuss how to use Excel to compute a statistic, that is okay. But if you then actually create the spreadsheet and insert the formula, you may not share that document. If submitted assignments are the same format with the same entries (figures, wording, formulae, etc.), all students who submit the duplicated papers will be considered to have violated the Honor Code.

Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.
Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility; if you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a maximum of five years from the date of initial enrollment, or until a bachelor degree is earned; students who first received the lottery scholarship in fall 2009 or later will additionally be limited to 120 TELS attempted hours. For additional Lottery rules, please refer to your Lottery Statement of Understanding form via RaiderNet, review lottery requirements on the web at http://w1.mtsu.edu/scholarships/telsiniteligibility_scholarships.php, or contact the Financial Aid Office at 898-2830.

The True Blue Pledge

I am True Blue.

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!