Instructor: Dr. Melony Hanson
Contact Information:
  Phone: 228-990-1058 (cell) **If I do not answer please leave a voice mail message**
  E-mail: mhanson@wmcarey.edu
Office hours: I am available via my cell phone Monday through Friday between the hours of 9 a.m. and 3 p.m. If you need to contact me at a time other than this you must e-mail me and I will respond to your e-mail within one day. I do not take calls or answer e-mails on the weekend. Please BE SURE YOU PUT YOUR LAST NAME AND THE COURSE NUMBER IN THE SUBJECT LINE OF EACH EMAIL YOU SEND!!
Meeting times: Online/Must meet the first Monday of the term
Location: Caswell Springs United Methodist Church
Course prerequisite(s): None
Nature of course: 3 hours Required ____ Elective ____X____
Nature of student: Undergraduate ____ Graduate ____X____
Format of course: Online enhanced.

Course Description and Rationale:
This course is a survey of children’s literature and current techniques for using literature in all areas of the curriculum. This course is taught in an online enhanced format. Trends in Children’s Literature is designed to provide a survey of children’s literature with an emphasis on what is new and good to update the in-service teacher who typically has had an earlier introductory course as an undergraduate. There is a strong emphasis on how to choose books of recognized quality that are appropriate to children’s developmental stages and how to use them effectively throughout the elementary and middle school curriculum.

Catalog Description:
(Three hours) 602 Trends in Children’s literature. A survey of children’s literature and current techniques for using literature in all areas of the curriculum.

Required Textbook:
Course Goals:
The following major goals have been established for this course. The goals are to:
1. critically analyze the many types of literature for children;
2. select literature that is appropriate for different age levels;
3. read, critically evaluate, and develop research that investigates various areas in the field of children’s literature;
4. discuss and understand the issues related to children’s literature in the classroom;
5. plan and evaluate the language arts activities (listening, reading, speaking, writing, and viewing activities) related to children’s literature that will promote attitudes of diversity.

Learning Outcomes & Standards for Learning Outcomes:
Each student during the course of the trimester will meet the following specific learning outcomes. Students will:
1. recognize and describe the value of children’s books in the elementary curriculum (INTASC #1, 3, & 7)
   1.1 state the value of literature for all children
   1.2 select and identify award-winning books
   1.3 identify contributions of contemporary authors and illustrators of children’s literature
   1.4 select and evaluate children’s literature
   1.5 demonstrate the value of children’s literature by selecting appropriate books for a literature unit
2. recognize and discuss the historical aspects of children’s literature and how it relates to elementary instruction (INTASC #3, 7, & 9)
   2.1 discuss the contributions of authors and illustrators of children’s literature
   2.2 identify award-winning books
   2.3 describe the contributions of all cultural groups to children’s literature
   2.4 discuss censorship in children’s literature
   2.5 discuss current research concerning the use of children’s literature through an annotated bibliography
3. discuss and utilize the various genres of children’s literature (INTASC #1, 2, 4, & 5)
   3.1 identify and classify literature that is available for children
   3.2 identify award-winning books
   3.3 demonstrate the use of various genres to teach critical reading skills
   3.4 read and report on books from the various genres through book analyses
   3.5 identify characteristics defining the genres most applicable to the study of literature for children
4. construct projects which encourage children to read and enjoy (INTASC #6, 9, & 10)
   4.1 identify effective ways to foster an appreciation of good books
   4.2 demonstrate storytelling and read aloud techniques
   4.3 demonstrate ways to guide children in selecting literature
   4.4 develop and present to the class a project which will encourage children to read and enjoy books
   4.5 demonstrate the ability to make decisions employing a range of activities that extend children's understanding of literature

5. analyze and select appropriate multimedia to facilitate effective use of children's literature (INTASC #2, 5, 7, & 10)
   5.1 identify meaningful and creative activities to use with children
   5.2 demonstrate storytelling, read aloud, and other multimedia techniques
   5.3 demonstrate in class setting the appropriate use of multimedia techniques
   5.4 use technology (i.e. internet) to find appropriate classroom activities with books

6. integrate children's literature with content area instruction (INTASC # 6 & 10)
   6.1 describe ways to incorporate children's literature throughout the curriculum
   6.2 develop a webbing activity which will demonstrate the integration of children's literature across the curriculum through a literature unit
   6.3 demonstrate how the use of trade books can enhance the teacher's ability to help students meet current state benchmarks.

Statement on Academic Integrity:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the student handbook, The Redbook.

Plagiarism:
Plagiarism is scholarly theft and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is a serious offense. Any act of
plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student/college judicial system.

**ADA Statement:**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228-702-1802. Mr. Jerry Bracey is located in the Administration Building of William Carey University – Tradition Campus.

**William Carey University Mission Statement:**
The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake, William Carey. The mission of William Carey University is addressed in this course through the high-level of scholarship that is required and the emphasis on the communication, planning and management skills that are acquired in the college core.

**School of Education Mission Statement and Belief Statements:**
The mission of the School of Education at William Carey College is to prepare caring teachers within a Christian environment. Learners are encouraged to reach their highest potential as reflective decision makers nurtured through a strong liberal arts curriculum, through content instruction in specialty areas, through pedagogical studies, and through significant pre-service experiences that prepare effective teachers for an increasingly diverse and technological world.

**Belief Statements**
The philosophical rationale for teacher education at William Carey College is characterized by intellectual freedom anchored in a caring Christian environment. Faculty provides instruction to motivate, interest, and challenge diverse learners to become lifelong reflective decision makers within a changing global society. This rationale provides an approach to teacher education that has a strong general liberal arts base and an in-depth preparation in one’s chosen teaching field. Therefore, we believe:

- education is a lifelong process.
- equal educational opportunity should be provided for all persons to attain a higher status of education and fulfillment in life.
- students are unique individuals with differing needs and aspirations.
- teacher preparation changes to reflect the needs of a diverse, technological, and global society.
- teacher education emphasizes effective instruction based on best practice and current research.
- preservice teacher programs prepare educational leaders who facilitate change.
- teacher education faculty model ethical, professional practice.
- teacher education faculty seek involvement in scholarly activities.
- teacher education faculty systematically evaluate student growth, programs and graduates.
- teacher education consists of a broad liberal arts education, academic subject preparation, general and content-specific preparation in teaching methodology, and implementation of developmentally appropriate practices.
Disaster Plan Statement:
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student email address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

Participation/Tardiness:
Since class discussion is an integral part of the learning process, student participation in discussion is essential. Attendance via online discussions will account for a portion of the student's grade. There will be a cutoff date for each discussion at which time a student will be considered absent for that week if no discussion has been posted. On the third missed discussion the student will not receive credit for the course.

Preparedness:
Students are expected to be prepared for each class session by completing all outside readings and assignments. In class, students are expected to have all required assignments turned in on the assigned date.

Use of Technology:
Students are required to demonstrate the use of a technological application in this course. Examples of such applications include, but are not limited to, Excel, Microsoft Word, Power Point, EBSCO Host, ERIC, and Microsoft Publisher.

Course Requirements:
**Please Note** All assignments submitted must be 12 pt Arial and double spaced. Graduate students are expected to write in a scholarly manner. Points for mechanics, APA format, and grammar are incorporated into the grade for all assignments. I DO NOT GIVE ADDITIONAL TIME TO TURN IN ASSIGNMENTS UNLESS THE ABSENCE STEMMED FROM A DEATH IN THE IMMEDIATE FAMILY OR FOR A DOCUMENTED MEDICAL REASON. YOU MUST E-MAIL ME WITH THE DETAILS AND PROVIDE EVIDENCE VIA AN ATTACHMENT TO THE E-MAIL. PHONE CONVERSATIONS AND TEXTS ARE NOT AN ACCEPTABLE MEANS FOR VALIDATING AN ABSENCE OR MISSED ASSIGNMENT.

1. Attend and participate in each class session through a weekly discussion board post. Discussion board topics will be due by the end of each week and will cover topics from each chapter of the textbook. Any posts not submitted by the assigned due date will result in an absence for the week and the loss of attendance points. You must respond to two classmates’ responses each week. Failure to do so will result in a loss of 2 points per missed response. These responses must be more than “I agree” or “I like your response”. You MUST respond in a scholarly fashion. Three missed discussion
posts will result in failure to receive credit for the course. (12.5 points each/100 points total)
2. Read and critique 3 articles regarding current trends in children’s literature. (20 pts each/60 pts total)
3. Complete 8 weekly quizzes. (25 pts each/200 pts total)
4. Research Caldecott and Newberry winning books. From these books, create a required reading list that would be beneficial for the students at your grade level. (100 pts for reading list/100 points for narrative/200 points total)
5. Complete an annotated bibliography for 20 books you have not read. (200 pts)
6. Create a 5 day literature unit with the book of your choice. (200 pts)
*Please see attached formats, guidelines, and rubrics for each course requirement*

Please note that no late assignments will be accepted unless credible proof is given regarding the student’s inability to complete the assignment by the specified date. Students are expected to write in a scholarly manner; therefore, mechanics, APA format, and grammar are incorporated into all grades.

Method of Evaluation:
Students will be evaluated on accumulation of points as listed under course requirements, with 960 points being the total maximum points for the course. The following grade scale will be used for assignment of grades:

- A = 100-90  960-864 points
- B = 89-80  863-768 points
- C = 79-70  767-672 points

*PLEASE NOTE* An incomplete will only be given in an emergency situation. It may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The instructor will determine a work contract which can be completed within a term or it will be changed to an “F”. This must be done before the completion of the 7th class meeting.
## TENTATIVE Course Schedule: *Please note this schedule is subject to change at instructor’s discretion*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s) To Be Covered</th>
<th>Readings</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 1 05/28/12 | • Introduction  
• Course Overview | Chapters 1 & 2 in textbook. (Introduction to children's lit & elements of quality children’s literature) | Quiz 1 & Discussion 1 due in D2L by 11 p.m. on 06/03 |
| 2 06/04/12 | • Chapter 3- The Art of Illustration | Chapter 3 in textbook | Quiz 2, Discussion 2, & Article critique 1 due in D2L by 11 p.m. on 06/10 |
| 3 06/11/12 | • Chapters 4 & 5- Early Childhood Books/Traditional Literature | Chapters 4 & 5 in textbook | Quiz 3 & Discussion 3 due in D2L by 11 p.m. on 06/17 |
| 4 06/18/12 | • Chapters 6 & 7- Modern Fantasy/Animal Fantasy | Chapters 6 & 7 in textbook | Quiz 4, Discussion 4, & Article critique 2 due in D2L by 11 p.m. 06/24 |
| 5 06/25/12 | • Chapters 8 & 9 - Multicultural Literature/Contemporary Realistic Fiction | Chapters 8 & 9 in textbook | Quiz 5, Discussion 5, & Literature unit due in D2L by 11 p.m. 07/01 |
| 6 07/02/12 | • Chapters 10 & 11 Historical Fiction/Biography and Autobiography | Chapters 10 & 11 in textbook | Quiz 6, Discussion 6, & Article critique 3 due in D2L by 11 p.m. 07/08 |
| 7 07/09/12 | • Chapters 12 & 13- Informational Books/Poetry & Verse | Chapters 12 & 13 in textbook | Quiz 7, Discussion 7, & Required reading list to due in D2L by 11 p.m. 07/15 |
| 8 07/16/12 | | | Quiz 8, Discussion 8, & Bibliography due in D2L by 11 p.m. 07/23 |
Article Critique Format
All article critiques should be NO LESS than two pages and NO MORE than three pages. Critiques MUST be in the following format with the listed sections in bold.

Citation (APA)

Summary of Article:

Critique of Article: The following questions should be answered in this section:
1. Is the evidence presented in this article research-based—give an example?
2. Is the article supported by a sufficient number of references?
3. Does the author give a solid conclusion/discussion that supports the premise of the article?

Personal Reflection: How will this help you with reading instruction? What are your personal thoughts about the topic addressed in this article?
Format and Guidelines for Annotated Bibliography

For this course you will choose 20 books that you have not read before. These books should encompass the following genres (2 from each genre):

1. Wordless picture books
2. Fables
3. Tall Tales
4. Modern Fantasy
5. Historical Fiction
6. Fairy Tales
7. Legends
8. Animal Fantasy
9. Native American Literature
10. Asian American Literature

For each book you will create an annotated bibliography. The citation should be in correct APA format and the remainder of the entry should contain a short summary of the book, subjects the book could be used in, and your personal thoughts regarding the content of the book.

Sample Annotated Bibliography Entry
Taken from http://owl.english.purdue.edu


Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.
Guidelines and Format for Literature Unit

You must create a 5 day literature unit with the book of your choice. The following components must be present:

1. Teacher Name
2. Subject (You choose a subject other than reading)
3. Grade Level
4. State Competency
5. State Objective (including DOK)
6. Name of Book
7. Understandings/Goals
8. Essential Questions
9. 2 activities per day- one day must include vocabulary instruction
10. Assessment- if you use teacher observation, you must note how you will complete this assessment (i.e. anecdotal notes, conferences, etc…) you MAY NOT use worksheets as an assessment and you may use only ONE paper-pencil test.

Rubric
Each component listed above is worth 20 points.
Rubric/Guidelines for Required Reading List Assignment

Each student will compile a required reading list that could be used in their classroom. The list must be for the grade level you teach and must contain 10 books. If you teach more than one grade, pick only one of the grades you teach. Each list must have the name of the book, author, illustrator, year of publication, if the book was a Caldecott or Newberry winner and the year the book won, and subjects in which the book could be used for lessons. The list must be in the format of a table. Attached to the list will be your justification for why you chose each of the books on your list. This should be limited to a short paragraph for each book.

The following components must be found in the reading list:

1. Paper is headed with student name, course, date, and title of assignment
2. Paper is typed in 12 pt Times New Roman font - single space is fine for this
3. Table with five columns that have the appropriate headings listed below:
   1. Title of book
   2. Author/Illustrator
   3. Year of publication
   4. Title of award/Year awarded
   5. Cross-curricula use of book
4. List has the required number of books (10)
5. Justification for each book chosen is attached on a separate page
6. Correct spelling, grammar, and punctuation
7. Turned in on assigned due date

This assignment is worth a total of 200 points. Each component will be scored as follows:

Components 1, 2, 6, & 7 are worth 20 points each (80 points total)
Components 3, 4, & 5 are worth 40 points each (120 points total)
TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.
2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.
3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button. Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

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