Dr. Barbara Fiehn  
Phone: 270 745-745-5562  
Email: Barbara.fiehn@wku.edu  
Mailing Address: School of Teacher Education,  
WKU  
1906 College Heights #71030,  
Bowling Green, KY 42101-1030  
Office:  Gary Ransdell Hall, 1024  
Office Hours:  
In Person:  By appointment please  
By appointment:  Online, chat, Skype, or phone  
Email: any time and preferred

1. COURSE DESCRIPTION  
Materials available to meet the needs of children including outstanding authors, illustrators,  
thematic/topical issues, and the review of children's books

2. TEXTBOOKS  
Required  

*Protecting Intellectual Freedom and Privacy in Your School Library*, Helen Adams Libraries  
Unlimited ISBN 9781610691383  
Used in 501, 502, 518, and 527  
Ebook version is less expensive Kindle platform, [http://www.amazon.com/Protecting-Intellectual-Freedom-Privacy1Library/dp/1610691385/ref=sr_1_1?ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom](http://www.amazon.com/Protecting-Intellectual-Freedom-Privacy1Library/dp/1610691385/ref=sr_1_1?ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom)  
$44.00

ISBN1-4129-8708-3

*Standards for the 21st-Century Learner* (free)  
[http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm)

Optional but recommended for LME students as they will be needed in other courses.

*Standards for the 21st-Century Learner in Action* and *Empowering Learners: Guidelines for School Library Programs* available from ALA bookstore

- ebook [http://www.alastore.ala.org/detail.aspx?ID=10734](http://www.alastore.ala.org/detail.aspx?ID=10734) Scroll down to bottom of page for links for other books in the Standards series. The ebooks are less expensive than the print copies


Books for Online Discussions. Three titles will be selected for online discussion. These titles will be posted on Black Board before the semester begins. Please check the Textbook folder.

3. TECHNICAL SUPPORT FOR BLACKBOARD SYSTEM
For technical assistance, email cihelp@atech.wku.edu or call the WKU Course Info Helpline at (270) 745-7020. The helpline is staffed during regular business hours (8:00am to 4:30pm CT Monday-Friday). If you call after business hours, leave a message and they will contact you as quickly as they can.

4. COURSE ETHICS
Ethics:
By enrolling in LME classes, students commit themselves to ethical behavior in their academic work. They will adhere to the following principles stated in the student handbook as University policy:

Plagiarism - To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Academic Dishonesty/Cheating - No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Disposition of Offenses - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. Students who believe a faculty member has dealt unfairly with them in a situation involving alleged academic dishonesty may seek relief through the Student Complaint Procedure.

B. ADA Compliance Statement:
Disability Accommodations Statement: "Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the “Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 (in the Student Success Center). The OFSDS telephone number is (270)745-5004 V/TDD.” Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.”
C. Incompletes:
A grade of "incomplete" will be given only when a substantial amount of coursework has been completed and an emergency concerning the student or a member of the immediate family (spouse, child, parent) prevents the student from completing the course.

5. COURSE GOALS AND OBJECTIVES
A. KERA Objectives:
I.a. Includes objectives that describe student learning that is congruent with the Program of Studies for Kentucky Schools and Kentucky's Core Content.
II.b. Supports student diversity and addresses individual needs.
III.c. Implements instruction that addresses the abilities and cultural attributes of all students in class.
VI.a. Identifies situations when and where collaboration will enhance student learning.
VI.c. Engages in collaboration to improve student learning.

B. Objectives:
1. Identify the types and forms of materials for children.
2. Identify titles, authors, illustrators, and producers of children's materials.
3. Compare and contrast materials for children by applying evaluative criteria.
5. Demonstrate a commitment to promoting intellectual freedom.
6. Evaluate the types and forms of materials for children used to meet the goals and objectives of the school.
7. Use appropriate techniques for evaluating and selecting resources.
8. Apply systematic techniques to maintain curriculum related resources and other internal holdings appropriate to individual learner characteristics and relevant to developmental needs of students.
9. Identify curriculum related resources that reflect teaching styles and instructional strategies.
10. Recognize the characteristics unique to different materials and select items according to their specific contributions to learning objectives.
11. Identify strategies and creative uses of resources.
12. Demonstrate knowledge of means of motivating and guiding students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning.
13. Demonstrate knowledge of means of motivating and guiding students in the development of appreciation for literature.
14. Demonstrate knowledge of selection criteria and review procedures that ensure unrestricted access to information and ideas needed in a democratic society.
15. Demonstrate awareness of concepts presented in basic access documents.

C. CONTENT OUTLINE
1. The qualities of universal literature
2. Significant developments in literature for children
   a. Publishing
   b. Illustrating
   c. Writing
   d. Digital media including ebooks, audio books, books on CD, Internet and its
applications.
3. Developmental needs and children's literature
4. KERA implications: children's service centers, un-graded primary programs, whole language
reading instruction, reading in the content areas, co-teaching
5. Realism and literary merit
6. Integration of trade material into the curriculum
   a. Trade series
      (1) Developing trends
      (2) Contemporary works
   b. Activities
      (1) Reading aloud
      (2) Individualized reading
      (3) Reading motivation
      (4) Real literature and the basal reader
      (5) Nonprint media
   c. Acquisition of values from children's perception
      (1) Diversity perspectives
      (2) Social implications of cultural perception
      (3) Global literature
7. Children’s magazines
   a. Literary publications
   b. Popular magazines
   c. Children’s versions of adult publications
   d. Popular media tie-ins (movies, TV shows)
8. Censorship/ Intellectual freedom
   a. The nature of censorship/ intellectual freedom
   b. Educators’ roles
   c. Handling censorship/ intellectual freedom controversies

D. CEBS Dispositions:
   1.1.a Demonstrates belief that all children can learn at high levels.
   1.1.b Demonstrates belief that all children have the right to a quality education.
   2.1.a Effectively manages a variety of tasks simultaneously.
   2.2.a Exudes enthusiasm for teaching and learning
   2.3.b Respects the feelings of others.
   3.1.a Demonstrates an understanding of student diversity as an enhanced opportunity
        for teaching and learning.
   3.2.c Demonstrates a willingness to adjust and revise instruction to maximize learning of
        all students.
   3.2.a Shows commitment to reflection and learning as an on-going professional
        development process.
   4.2.a Takes responsibility for developing and maintaining a positive learning environment

6. AASL School Library Media Standards

Standard 2: Literacy and Reading
Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of
major trends in children's and young adult literature and select reading materials in multiple formats
to support reading for information, reading for pleasure, and reading for lifelong learning.
Candidates use a variety of strategies to reinforce classroom reading instruction to address the
diverse needs and interests of all readers.

Elements

2.1 Literature
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.

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.

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.

2.4 Literacy strategies
Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

7. GRADING PROCEDURES AND COURSE GRADES

Encouraging Reading in a Digital World 50 points
Collaborative Unit (Critical Performance) 200 pts.
Book Review Wiki 150 pts.
Discussion Boards 10 @ 10 pts. each (100)
Whole Group Book Discussions 4 @ 20 pts each 80

____________________
TOTAL 580 pts.

90% = A
80% = B
70% = C
60% = D

8. GENERAL PROCEDURES & GUIDELINES FOR COURSE ASSIGNMENTS

A. General Format and Grammar Requirements for Assignments:
Class participation and quality of work commensurate with graduate level work is expected and required. Correct grammar and clearly expressed ideas are important.

1. Write formal reports in the third person. Active voice is preferred unless there is a reason not to do so. Do not shift voice in the same sentence. Avoid using "I", "you", or "yours."

2. Consistency in the use of verb tense is expected. Do not use past and then switch to present tense. This is especially true in the same paragraph as well as throughout the
3. Avoid using "It" or “There” to begin a report, much less a paragraph or even a sentence. An example of this is a paper or paragraph that starts with "It was once believed..." or "It is accepted...." The pronoun "it" is anticipatory. Simply rewording a sentence can usually avoid this grammatical horror. “It can be used where the noun that it represents has already been identified. In some cases, the anticipatory pronoun is unavoidable. Unfortunately, manuscripts published in journals are often replete with the anticipatory “it” because professors believe it sounds sophisticated.

Use of "you" or "your" in these documents is prohibited. Reports must be written in the third person except where first person is appropriate for describing one’s own personal beliefs or experiences, like the opinion paper for this course.

4. Written reports must be in APA style.

5. The name of the student or students must be on all the assignments submitted.

6. Title pages or cover sheets on written assignments do not count toward the minimum or maximum length specification.

7. The assignments are read, and graded with a score. Check rubrics for each assignment. Criteria for the evaluation of written work include grammar, readable style, spelling, currency of information, format, neatness, depth of insight, variety of sources, etc.

Assignments are rarely assigned the total points designated because doing so indicates perfection. This suggests that an assignment is publishable in a major journal or popular periodical of high literary reputation like The New Yorker or Atlantic Monthly.

All written work must be original for this class. Work recycled from other classes will receive a zero. PLAGIARISM CAN RESULT IN A BAD, A REALLY BAD GRADE FOR THE COURSE, AND POSSIBLE DISMISSAL FROM GRADUATE SCHOOL.

**Plagiarism** does apply to the following:
1. Use of annotations written by another person.
2. Use statements lifted directly from blurbs on book jackets.
3. Use of statements lifted directly from informal reviews on book sellers websites (Amazon.com, Barnes & Noble, etc.)

**B. Instructions for Submitting Assignments:**

*NOTE: Assignments are due by midnight of last date in week in which assignment is listed on the class calendar or otherwise indicated.*

1. Written reports and bibliographical citations must be in APA form.

2. All assignments must in a 12 point font and Times-New Roman type.

3. Margins must not be larger than 1".

4. Assignment files are submitted as attachments using the appropriate forum on the Discussion
5. Assignment files must be .doc or .docx. To do this, a student must Go to Save As, then look for a box "Save File as Type:"-- then use the scroll button to find the correct format.

6. Students must save their assignments to their computer, putting their last names first then the first initial or the first name followed by an abbreviation for the assignment.
7. All assignments must be as directed in each assignment. All students are expected to read all submissions to discussions, wikis, and discussion board assignment post locations.

8. All submissions must include your name. If submitting a word file, put your last name in the file name as well as on the document itself.

9. A separate cover/title page does not count toward the minimum length required for an assignment.

FAILURE TO FOLLOW INSTRUCTIONS MAY RESULT IN NO POINTS BEING CREDITED FOR AN ASSIGNMENT.

9. COURSE ASSIGNMENTS
A. Discussion Board Prompts:
   Discussion Board Prompts will be posted for student comments and responses related the question, scenario, or statement.
   Read directions in Black Board Assignments for discussion board prompts

B. Official Reading List for Class: Use your textbook and ALA award and best books lists.

C. Reading Wiki:
   Please carefully read the requirements for the reading wiki.
   Please respect the due dates. Late posts make others extra work. Due dates are in the course calendar. Everyone is expected to read all posts to the wiki.

Reading Wiki Requirements
Fifteen (15) books must be read and reported in the reading journal. Check the full assignment in Black Board Assignments. Not less than one reading must be done in each category unless otherwise noted. Make sure you have read in a minimum of seven (7) genres or subgenres and various grade levels.

1. Caldecott Award/ Caldecott Honor books - Please choose books winning the award since 2004
2. Newbery Award/ Newbery Honor books - Pick carefully for reading/maturity level
3. Corretta Scott King Award book - Pick carefully for reading/maturity level
4. Orbis Pictus Award Please choose books winning the award since 2000, Pick carefully for reading/maturity level
5. KY Bluegrass Award (k-5) current year’s list
6. International Books. Use lists from the textbook or from the Internet Digital Library
http://en.childrenslibrary.org/
7. Not less than two different ebook sources. E-books - use the Internet Digital Library http://en.childrenslibrary.org/, children's ebooks from your personal collection or your public library or your school collection. The WKU ERC provides a collection of ebooks, which you are encouraged to use. Ebook readers can be downloaded to your computer, see assignments for directions.

Guidelines for Entries in the Reading Wiki

Write as is you were selling this book to your teachers or a group of educators in a conference presentation.

Include:

- APA citation including the ISBN at the end of the citation
- a brief summary and indicate what you liked or disliked about it
- indicate the audience/age/grade
- genre
- curriculum connection including grade level and KY Common Core Curriculum
- classroom activity using Promoting Literacy Development: 50 Research Strategies
- Promotion activity if possible

Post your reviews to the Wiki Book Review Page

You are expected to read each other's reviews. Since they are in a wiki format, you may make corrections and additions to each other's reviews. I can see who make posts or changes to posts. This is a collaborative environment.

Entries for the reading wiki are written in COMPLETE SENTENCES! USE CORRECT GRAMMAR AND SPELLING! Reviews will be evaluated on criteria for good writing.

D. Reading in a digital world 50 points

Develop a digital reinforcement for reading or promotion of reading as a model for your student to construct similar digital projects

Formats
- Interactive power point
- Digital storytelling
- Wikibooks
- Podcasting
- Book trailers or other creation

Directions for creating these types of projects can be found on Black Board. In all cases remember to follow copyright law.
E. (200 Pts)-- CRITICAL PERFORMANCE FOR CLASS

LME 518 Critical Performance Advanced Children’s Literature

Kentucky Teacher Standard(s) Assessed: Standard 4 – Implements/Manages Instruction, Standard 5 – Assesses/Communicates Learning Results, Standard 8 – Collaborates with Colleagues/Parents/Others, Standard 9 – Evaluates Teaching & Implements Professional Development, Standard 10 – Provides Leadership within School/Community/Profession

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 4, 5, 8, 9, and 10 and AASL Standards 2010: Standard 2, Elements 1-4.

Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for LME 518.

Graded Product: Collaborative Unit – content area and literature

Task: Describe a collaborative unit integrating content area curriculum, reading strategies, and literature, use charts, diagrams, and other graphics as appropriate. Use collaboration form provided by instructor. Use a narrative as needed for clarity.

Objective: Demonstrate the ability to select appropriate materials to complement a classroom unit of study, provide for diversity, support reading across the curriculum, and promote reading.

Assignment components:

Collaboration: This requires a minimum of five (5) documented field experience hours planning the unit with a content area teacher(s) and possibly a school media specialist. Review your completed unit with your collaborative classroom teacher(s).

With your collaborative classroom teacher(s) identify the specific unit by name/course, grade level, number of students involved, length of time for the unit, and content objectives. List instructional responsibilities of classroom teacher, you as media specialist, and learning/product responsibilities of students using the collaboration form provided by instructor.

Literature: Material selected must be in more than one format, is a combination of material currently in the collection, and selected for purchase. Provide a bibliography of materials selected from the existing collection include call numbers. Each item selected for purchase must be listed with author, title, publisher, copyright date, ISBN, price, and a minimum of two selection sources and one full review. You may not expend more than $500 for new materials.

Diversity: In developing the collection of materials for the unit, identify the diverse developmental, cultural, social, and linguistic needs of students in the classroom. Explain what the diversity is and how you have accommodated the diversity within the collection of materials you have identified.

Literacy strategies: Identify, with classroom teacher(s), reading instructional strategies to ensure students are able to create meaning from the materials identified for the unit. List the strategies and tell how they fit within the unit.

Reading promotion: Develop one or more promotional activities to encourage students to continue exploring resources beyond the extent of the unit.
**Evaluation:** How will student learning be assessed for content objectives, effectiveness of materials from media center, literacy strategies, and reading promotion?

**Reflection:** Reflect on how this critical performance unit might increase student learning in relationship to your collaboration.

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>1 Novice (Not met)</th>
<th>2 Apprentice (Partially Met)</th>
<th>3 Proficient (Standard Met)</th>
<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience documentation</td>
<td>Less than 5 hours</td>
<td>5 hours but no documentation</td>
<td>5 documented hours</td>
<td>More than 5 hours well documented</td>
</tr>
<tr>
<td>Classroom unit description</td>
<td>Many required elements missing</td>
<td>1-2 elements missing, presentation is weak.</td>
<td>No elements missing, presentation could be improved</td>
<td>No missing elements, presentation is clear, concise, easy to read.</td>
</tr>
<tr>
<td>Selected Literature</td>
<td>Requirements missing or incomplete</td>
<td>1-2 elements missing, presentation is weak.</td>
<td>No missing elements, presentation could be improved</td>
<td>No missing elements, presentation is clear, concise, easy to read.</td>
</tr>
<tr>
<td>Diversity considered</td>
<td>No discussion of student diversity</td>
<td>Some mention of student diversity but presentation could be improved</td>
<td>Student diversity is identified, more specific description is needed</td>
<td>Student diversity is identified and accommodations for that diversity are well described.</td>
</tr>
<tr>
<td>Literacy strategies</td>
<td>Reading strategies selected are inadequate and description of how they fit within the unit is missing or needs major corrections.</td>
<td>Description of selected reading strategies and description of how they fit within the unit needs lacks alignment or writing is poor.</td>
<td>Description of selected reading strategies and description of how they fit within the unit needs some improvement. Alignment is good</td>
<td>Reading strategies selected ensure students are able to create meaning from the materials for the unit. Good description of how they fit within the unit.</td>
</tr>
<tr>
<td>Reading Promotion</td>
<td>Lacks description of promotional activities and questionable appropriateness to encourage student exploration of resources.</td>
<td>Description of promotional activities is incomplete, may be appropriate to encourage students exploration of resources beyond the unit</td>
<td>Description of promotional activities needs more elaboration, appropriate to encourage students exploration of resources beyond the unit</td>
<td>Description of promotional activities is complete and appropriate to encourage students to continue exploration of resources beyond the unit</td>
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<td>---</td>
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</tr>
<tr>
<td>Evaluation</td>
<td>Student learning assessment is incomplete</td>
<td>Student learning assessment is missing some elements, what is present is well written.</td>
<td>Student learning assessment is missing 1 item or writing is not clear.</td>
<td>All require assessment is present, presentation is well written.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection is missing or poorly written</td>
<td>Reflection does not make good connection between student learning and the unit</td>
<td>Reflection writing includes some errors, makes weak connections between student learning and media specialist collaboration in the unit.</td>
<td>Reflection is well written, make specific connections between student learning and media specialist collaboration in the unit.</td>
</tr>
<tr>
<td>Writing mechanics</td>
<td>Many errors in spelling, grammar, punctuation, sentence structure</td>
<td>3-5 errors in spelling, grammar, punctuation, sentence structure</td>
<td>1-2 errors in spelling, grammar, punctuation, sentence structure</td>
<td>No errors in spelling, grammar, punctuation, sentence structure</td>
</tr>
<tr>
<td>APA</td>
<td>Many errors in APA format</td>
<td>3-5 errors in APA format</td>
<td>1-2 errors in APA format</td>
<td>No errors in APA format</td>
</tr>
</tbody>
</table>