

**Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages**

**Undergraduate
Children's Literature ENGL 300-D1
Summer 2010**

1. LOCATOR INFORMATION

Instructor: Carole Weatherford

Course Number and Name: ENGL 300-D1 Children's Literature

Credit Hours: 3

Course Meeting Time: Online course

Location: Online course

e-mail: cweatherford@uncfsu.edu

Office Location: Butler 129

Office Hours: By appointment.

Telephone: Email is preferred. 910-672-2149 (office); 336-870-3503 (mobile)

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

An introduction of children's literature from a variety of ethnic origins and genres, including folklore, myths, epics, biographies, fiction, poetry, and informational books. Prerequisites: English 110 and English 120.

Online Course

This course utilizes Blackboard as the primary form of student/faculty interaction. We do not meet in a classroom but we have regular and frequent interaction via the computer. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. One of the discussion forums in this course is called "Q&A."

Throughout the course, this discussion board will be open for questions and answers about the class. You are expected to assist each other in discovering the answers to the questions that arise. Email is not our primary form of communication; it will be reserved for emergencies. Communication takes place in group forums. I will monitor all discussions and provide input where appropriate.

This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently and via online groups to accomplish a variety of tasks.

You are required to obtain your textbook, the journal articles for your papers, and other class supplies on your own. Some external links are provided to assist you.

Minimum Technological Prerequisites

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access.
- Complete MS Office software
 - All documents must be submitted in MS WORD
 - Some presentations utilize PowerPoint
- Adobe Acrobat Reader (Can be downloaded for free from the internet)
<http://get.adobe.com/reader/>

The MS Office software suite is available for remote (off-campus) use through the FSU Citrix portal. <https://fsuportal.uncfsu.edu/Citrix/AccessPlatform/auth/login.aspx>

3. **Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

4. TEXTBOOK

There is no formal textbook for this course. You will be assigned numerous online reading assignments, comprising a so-called "virtual textbook." In the syllabus, each unit includes several links as background reading. Unless the link is marked by an asterisk, I urge you to print the web page(s) and gather the printouts in a folder or notebook. You will also need to consult WorldCat—a searchable online database of library collections (www.worldcat.org). Charts and checklists are provided for your use in completing some assignments. Also, print the syllabus and the course FAQs at the end of the syllabus. These materials are on Blackboard. We will be accessing children's books online at the following web sites.

<http://en.childrenslibrary.org>

<http://www.storylineonline.net>

"Blackboard Help" (Review all sections)

<http://www.uncfsu.edu/bb/students/index.htm>

5. STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Utilize technology and library materials to identify examples of adolescent literature.
2. Select and evaluate children's literature for students in kindergarten through twelfth grade.
3. Demonstrate literature response strategies.
4. Identify and execute various methods of, and approaches to, presenting children's literature in the classroom.
5. Design classroom materials incorporating children's books.
6. Create multimedia projects OR write book reviews, articles or blogs to demonstrate an understanding of children's literature.

6. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high (90-100 points)
B	Hours attempted and earned	3 per credit hour	Good (80-89 points)
C	Hours attempted and earned	2 per credit hour	Satisfactory (70-79 points)
D	Hours attempted and earned	1 per credit hour	Marginally passing (60-69 points)
F	Hours attempted – Not earned	0 per credit hour	Failing (0-59 points)
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

AU	Hours attempted – Not earned	No impact on GPA	Auditing
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a. Attendance Requirements

Attend class regularly and be on time.

b. Policy on Late Work

I provide a no-penalty, no-excuses, seven-day grace period for submission of up to two late assignments (not including the last assignment, which must be turned in on time to meet the deadline for final grades). Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor's note or an obituary) must be provided.

c. Assessments

Work will be graded weekly, usually within a week of the due date.

Grading will be based on a total of 100 points:

Assessments	Percentage of grade
Written assignments (book evaluations and reading guides)	70%
Tests (3 at 10 points each)	30%

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

7. Academic Support Resources

Smartthinking

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish. Online tutors are available 24 hours a day, 7 days a week. Access Smartthinking through Blackboard's home page. Select "Smarthinking Student Site;" then select "Tools" from the menu on the left. Click on "Smarthinking" login. After logging in, click Smarthinking Student Handbook for tips on navigating the website and using the service.

The Writing Center

Individualized tutoring. 216-C Chick Building. 8 a.m.-8 p.m., Monday to Thursday; 8 a.m.-5 p.m. Friday. Hours are subject to change; call 672-1864. <http://www.uncfsu.edu/writingcenter>

8. COURSE OUTLINE (with Assignment Schedule)

Charts are provided for your use in completing some assignments. All charts are in a folder on Blackboard. Not all charts will be used. Refer to the syllabus for specific instructions/requirements.

Week 1: Introduction to Technology & Resources

Background Reading/Resources

Self-Paced Orientation to Online Learning

Visit "Blackboard @ FSU." Read "Getting Started" and visit the "Student Support Site."

<http://www.uncfsu.edu/bb/students/index.htm>

Course FAQs (at the end of the syllabus)

Read "Selected Children's and Adolescent Literature Resources in Chesnut Library" and "Selected Databases Available through the Chesnut Library Web Page" on Blackboard's "Course Information" page.

Assignment –Introductions (Do immediately! No points)

Introduce yourself on the Discussion Board. In your introduction, tell classmates your favorite children's book and children's book author.

Post questions about technology and/or assignments on Q&A forum on Discussion Board. Students and the instructor will try to provide answers.

UNIT 1: Definition of Children's Literature

For the purposes of this course, children's literature is high quality, imaginative works of literature written for, and read by, children and adolescents. Children's literature includes fiction, nonfiction, poetry, and drama in formats and styles ranging from picture books to young adult novels. The best children's literature has the ability to communicate between generations—to speak to both young people and adults.

Background Reading

Reading Aloud Develops the Brain

http://www.connectwithkids.com/tipsheet/2008/387_may28/thisweek/080528_brain.shtml

(More on this topic—"How Most Children Learn to Read"):

<http://www.ed.gov/pubs/RoadtoRead/part2.html>)

A Brief History of Children's Literature

<http://www.southernct.edu/~brownm/300hlit.html>

Slides Tracing the History of Children's Books

<http://www.iupui.edu/~engwft/>

What make a good book?" slide presentation

nieer.org/resources/hottopics/StricklandWhatMakesaGoodBook.ppt

Favorite Children's and Young Adult Authors (arranged by genre):

<http://www.uleth.ca/edu/currlab/handouts/genres.html>

Assignment 1 (10 points) – Due May 21

Annotated Bibliography of Children's Books

Compile an annotated bibliography of five (5) children's books that you enjoyed prior to ninth grade. Your annotation should indicate the book's genre and tell why you enjoyed the book and why young readers still enjoy it today. If you are a parent, you may include books that your child enjoys. Use the Modern Language Association (MLA) citation style shown below. Use this same bibliographic format (minus the annotation) for most other assignments.

Book with a single author or illustrator

Author's last name, Author's first name. Book title. City of publication: Publisher, year of publication.

Indent your annotation. It should be 3-5 sentences long

Example:

Weatherford, Carole. Remember the Bridge: Poems of a People. New York: Philomel Books, 2002.

A collection of twenty-nine poems spanning four hundred years of African-American history are paired with historic images. Etc. . . .

Book with an author and illustrator

Author's last name, Author's first name. Ill. by. Illustrator's first name Illustrator's last name.

Book title. City of publication: Publisher, year of publication.

Indent your annotation. It should be 3-5 sentences long.

Example:

Weatherford, Carole. Ill. by Floyd Cooper. Becoming Billie Holiday. Honesdale, PA: Wordsong, 2008.

Ninety-seven poems written in Billie Holiday's voice and titled after her songs trace her rise from poverty to jazz royalty. The poems chronicle her troubled Baltimore childhood and the launch of her singing career in Harlem. This fictional verse memoir concludes as the jazz icon records her signature song "Strange Fruit." Nostalgic sepia-toned paintings complete this sensitive portrait.

For more information about MLA-style annotations, visit:

http://www.lesley.edu/library/guides/citation/mla_annotated.html

UNIT 2: Picture Books

In picture books, the narrative unfolds not only through the text but also through the art. The pictures are crucial to the telling of the story. In fact, some picture books are wordless. Others are alphabet, counting, concept, and toy books. Graphic novels, longer stories with sequential art in comic book form, are usually for middle grades and teens rather than for the primary grades.

Background Reading

Picture books

<http://www.southernct.edu/~brownm/Gpic.html>

Features of Picture Books

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/16/upload.htm>

Evaluating Children's Picture Books

<http://ksuemail.kennesaw.edu/~pjohnso3/pbkeval.html>

100 Picture Books Everyone Should Know

<http://kids.nypl.org/reading/recommended2.cfm?ListID=61>

Reading is Fundamental: Picture Books Through Time

<http://www.rif.org/art/timeline.msp>

The Making of The Invention of Hugo Cabret (winner of the 2008 Caldecott Medal)

http://www.theinventionofhugocabret.com/slideshow_flash.htm

About Hugo Cabret

http://www.theinventionofhugocabret.com/about_hugo_intro.htm

Jerry Pallotta: The Alphabet Man

http://www.jerrypallotta.com/alphabetman_mybooks.html

Assignment 2 (10 points)-Due May 27

Picture Book Art Test

Use the background reading and resources to research answers to test questions. These web sites will also be helpful:

Children's Book Awards (<http://www.underdown.org/childrens-book-awards.htm>)

www.amazon.com and www.bn.com (Book reviews discussing illustrators' style and artistic media)

Database of Award-winning Children's Literature <http://www.dawcl.com/search.asp>

Under the "Awards to Search" category (lower left column), access listings for these awards and honors: American Indian, Caldecott, Coretta Scott King, Pura Belpre, Theodor Seuss Geisel, and Tomas Rivera.

UNIT 3: Traditional Literature

Every culture has stories, songs, and poems that came out of the oral tradition and were passed down for generations by word of mouth. Traditional literature includes nursery rhymes, playground rhymes, ballads, folktales, fairy tales, tall tales, fables, legends, myths, and epics. Although traditional literature (even so-called nursery rhymes) was originally intended for adults, children often enjoyed it, too. Fairy tales are folktales with magical elements. Folktales were compiled by writers—called collectors—who recorded the stories after hearing them aloud.

Folktales and fairy tales often feature patterns of three. The fact that there are three pigs, three bears, three stepsisters, and three guesses (Rumpelstiltskin) is no coincidence. Patterns of three built suspense without being too complex for listeners to follow. Can you cite patterns of three in familiar tales?

Background Reading

Nursery rhymes

<http://www.southernct.edu/~brownm/Gnur.html>

Folk literature

<http://www.southernct.edu/~brownm/Gfol.html>

Features of Traditional Literature:

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/6/upload.htm>

Fractured Fairy Tales

www.readwritethink.org/materials/fairytales/

Assignment 3 (10 points)-June 2 Comparing Cinderella Variants

Researchers have identified more than seven hundred versions of the Cinderella story from around the world. The tale was first recorded in China in the ninth century and in Europe in 1634. The version most familiar across Europe and America was collected by a Frenchman named Francois Perrault.

Using the Chart Comparing Cinderella Variants in the Charts Folder on the Course Information page, compare two fairy tale picture books: a traditional European version of the Cinderella story (not the Disney version) and a fractured version of the tale or a non-European version of the tale from Asia, Africa, the Caribbean, the South Pacific, or Latin America. Use the comparison chart provided. Also, describe the art in both versions. Provide complete bibliographic information in MLA style for each book.

MLA bibliographic style

Book with an illustrator

Author's last name, Author's first name. Ill. by. Illustrator's first name Illustrator's last name.

Book title. City of publication: Publisher, year of publication.

UNIT 4: Responding to Children's Literature

Having children respond to literature not only helps build reading comprehension but also deepens their understanding and appreciation for literature. Students may respond to books through talking, art, writing, drama, movement, music, or multimedia.

Multicultural and international literature

Multicultural and international literature spans all genres and is written from the point of view of an historically under-represented ethnic group, often people of color but also strong female characters and people with disabilities and other differences for which they have been discriminated. International literature is set overseas. and enriches the young reader's worldview. Multicultural and international literature expands children's worldview, enhances appreciation and respect for diversity and allows some children to see themselves in books.

Multicultural literature may be consciously interracial, show that people are people, focus on a distinct cultural experience, or expose racism and discrimination.

Background Reading

The Elements of Fiction (slide show)

<http://www.readwritethink.org/materials/lit-elements/overview/>

Elements of Fiction

<http://www.homeofbob.com/literature/genre/fiction/ficElmnts.html>

Why Multicultural Literature?

<http://www.edchange.org/multicultural/papers/literature.html>

Overview of Bias

<http://www.intime.uni.edu/multiculture/curriculum/children.htm>

Response Strategies

<http://www.literacymatters.org/adlit/response/intro.htm>

<http://www.literacymatters.org/adlit/response/writing.htm>

<http://www.literacymatters.org/adlit/response/drama.htm>

<http://www.literacymatters.org/adlit/response/discussion.htm>

<http://www.literacymatters.org/adlit/response/multimedia.htm>

<http://www.literacymatters.org/adlit/response/arts.htm>

Tips for Reading Aloud:

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/4/upload.htm>

Assignment 4 (10 points)-June 7

Multicultural Literature Test

Test questions focus on *To Be a Drum* by Evelyn Coleman, *Calling the Doves* by Juan Felipe Herrera, and a general knowledge of multicultural literature.

Read *To Be a Drum* at www.storylineonline.net.

Read *Calling the Doves* at en.childrenslibrary.org.

UNIT 5

Modern Fantasy and Science Fiction

Hans Christian Anderson, who collected fairy tales and wrote original tales, is known as the father of modern fantasy. Jules Verne and H. G. Wells are considered the fathers of science fiction. Modern fantasy includes actions or events that could not occur in real life and/or characters that are capable of feats not possible in real life. Writers of science fiction and modern fantasy conjure realities that invite readers to suspend disbelief. Science fiction involves events and technology that are not currently within the realm of possibility, but given modern advancements, might be possible in the future. Both genres may include folklore or spiritual elements.

Background Reading

Fantasy <http://www.southernct.edu/~brownm/Gfan.html>

Fantasy and Science Fiction <http://faculty.salisbury.edu/~elbond/sec5.html>

Follow links under "Types of Fantasy" and "Evaluating Modern Fantasy"

Assignment 5 (10 points)-June 11

Reading, Discussion and Activity Guide on *The Polar Express* by Chris Van Allsburg

Caldecott award winner Van Allsburg (<http://www.chrisvanallsburg.com/home.html>) conceives story ideas by asking himself, "What if...?"

- Read *The Polar Express* at www.storylineonline.net. Then, using the chart provided in the Charts Folder on the Course Information page, create a reading, discussion, and activity guide with these components:
- Bibliographic information in MLA style for the book (see WorldCat www.worldcat.org)
- A brief synopsis (one paragraph covering setting, point of view, characters, plot summary, theme and style)
- Three (3) open-ended discussion questions (not fact-based but requiring critical thinking)
- Three (3) vocabulary words (definitions not required)
- Detailed step-by-step instructions for two (2) grade-specific classroom activities linked to the K-5 science and mathematics curricula in the North Carolina Standard Course of Study

UNIT 6

Fiction Series for Young People and Movies Based on Children's Books

Long before Nancy Drew, the Hardy Boys, Sweet Valley High, the Babysitters' Club, or Magic Tree House, series books provided a source of enjoyable fiction for children. The first children's fiction series appeared in the United States in the 1830s, and by the 1860s the genre was well-established and earning both praise and censure.

Young readers devour series fiction for the books' consistency in characterization and story lines. These popular books can foster literacy among all students, including reluctant readers and non-native English speakers. Readers of series fiction often insist on reading books in the series in the sequence that they were published.

Children's book series may be fictional or nonfiction. Nonfiction books about similar subjects may be marketed as a group by the publisher. Fictional books (usually by the same author) cast the same group of characters in different plots. There are book series for all ages. Our focus is fictional chapter books for children in grades 2-8.

Many children's books—even a few picture books—have been adapted as movies or television shows.

Background Reading

Series Books (online database)

<http://www.kidsreads.com/series/index.asp>

History of Series

<http://www.readseries.com/>

Books into Movies

<http://www.kidsreads.com/features/books2movies.asp>

Assignment 6 (10 points)-June 16

Fiction Series for Children and Movies Based on Children's Books

Use the background reading to complete this assignment.

- Compile a list of at least 5 fiction series that you just learned about.
- Compile a list of 5 children's books that have been adapted as movies.

UNIT 7

Historical Fiction, Biographies and Informational Books

Historical fiction blends a make-believe plot and characters with an historical setting and actual historical events. Historical figures may also be depicted. Historical fiction is set during a time period that preceded the author's lifetime or at least the author's age of awareness. **Although inspired by actual events, historical fiction recounts stories that are not true.**

Biographies, autobiographies and memoirs tell the true stories of individual lives. Collective biographies are books that contain the biographies of several individuals, who usually have something in common.

The informational/nonfiction genre accounts for most of the books published and in bookstores and libraries. Not to be confused with biographies, which tell stories of individual lives, **informational/**

nonfiction books are about places, processes, or things. The subject matter of informational books is almost endless. Children read informational/nonfiction books for reasons ranging from homework to hobbies. Informational/nonfiction books allow children to satisfy their curiosity, to pursue their interests, and to research school assignments.

Background Reading

Historical Fiction

<http://www.southernct.edu/~brownm/Ghis.html>

Biography

<http://www.southernct.edu/~brownm/Gbio.html>

Informational books

<http://www.southernct.edu/~brownm/Gref.html>

Why and How I Teach with Historical Fiction

www.scholastic.com (Search for “Why and How I Teach with Historical Fiction”)

Assignment 7 (10 points)-June 22

Reading, Discussion and Activity Guide on Historical Fiction

- Read a *White Socks Only* or *Knots on a Counting Rope*. Both books are available online at www.storylineonline.net. Then, using the chart provided in the Charts Folder on the Course Information page, create a reading, discussion, and activity guide with these components:
- Bibliographic information in MLA style for the book of historical fiction (see Worldcat www.worldcat.org)
- A brief synopsis (one paragraph covering setting, point of view, characters, plot summary, theme and style)
- Three (3) open-ended discussion questions (not fact-based but requiring critical thinking)
- Three (3) vocabulary words (definitions not required)
- Detailed step-by-step instructions for two (2) grade-specific classroom activities linked to the language arts and social studies curricula in the North Carolina Standard Course of Study

Assignment 8 (10 points)-June 29

Comparisons of Biographies and Informational Books

- Using the chart provided, compare two informational books about the same subject (a place or a thing, not a person). For both books, provide bibliographic information in MLA style. See WorldCat (www.worldcat.org).
- Using the chart provided, compare two biographies about the same person. For both books, provide bibliographic information in MLA style.

<http://www.ncpublicschools.org/curriculum/socialstudies/scos>

Also, see these websites:

English Language Arts Curriculum

<http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/>
Social Studies Curriculum

UNIT 8

Contemporary Realistic Fiction

Contemporary realistic fiction includes made-up stories in which everything that happens could occur in real life. The settings are modern, the characters are true to life, and the plots involve problems and issues that today's children face.

Background Reading

Realistic fiction

<http://www.southernct.edu/~brownm/Grea.html>

Knowing the Good Stuff: Evaluating Children's Fiction (article)
statelibrary.dcr.state.nc.us/ld/youth/finding_good_stuff.pdf

Steps for Writing a Good Book Review

<http://leo.stcloudstate.edu/acadwrite/bookrev.html>

How to Write a Book Review

<http://www.lavc.cc.ca.us/Library/bookreview.htm>

Assignment 9 (10 points)-July 8

Article Project

Read the autobiographical *Thank You, Mr. Falker* or *When Sophie Gets Angry*, a work of contemporary realistic fiction published for young people. Then, write an article about the book and the issue that it addresses. Both books are found online at the web site below.

en.childrenslibrary.org

Your article should be written in third person (no I's or you's) and must include the following.

- Bibliographic information for the book in MLA style
- An introduction, explaining the relevance of the theme/issue to today's youth.
- A review that you have written of the book. (2 paragraphs covering the literary elements and your opinion of the book)
- Links to at least two activities or online resources for children based on the book or relevant to the focal issue or theme.
- Step-by-step instructions for two lesson ideas that you have conceived based on the book. Specify the grade level for which the activity is suitable and the curriculum to which it is linked.

UNIT 9

Poetry

Remember when poetry was music to your ears. When you were young, poetry tickled your tongue, trained your ears to listen, and got you ready to read. Before literacy was widespread, poetry was an oral art form, performed in the streets. Poetry is still enjoyed aloud, but is also appreciated on the printed page. Several elements distinguish poetry from prose: intense feeling, evocative words and sounds, use of imagery, rhythm and/or rhyme, and musicality.

Background Reading

Features of Poetry

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/2/upload.htm>

What Makes a Good Poem?

<http://www.marilynsinger.net/Goodpoem.htm>

Poetry

<http://www.southernct.edu/~brownm/Gpoe.html>

International Children's Digital Library
en.childrenslibrary.org
Read these poetry books:
Harlem by Walter Dean Myers
Laughing Tomatoes by Francisco Alarcon

Optional Reading and Listening (You may need to download a plug-in for the podcasts.)
<http://www.janetwong.com/poems/index.cfm>
www.jackprelutsky.com
<http://www.nikkigrimes.com/readings/readings.html>
http://www.kristinegeorge.com/poetry_aloud.html
<http://www.bobbikatz.com/> (follow links in right column for book titles)

Assignment 10 (10 points)—July 14

Poetry Test

Use the background reading above and the web sites below to complete the matching portion of the test. You will need to do additional research to find some answers.

Extra Credit

Book Recommendations (up to 3 at 2 pts. each)

The recommended book should be children's literature, meaning quality literature written especially for children. For each recommendation, provide complete bibliographic information in MLA style (author, illustrator, title, city of publication, publisher, and year of publication), and **write a one-page review**, discussing the literary elements of setting, character, point of view, plot, theme, and style/artistry. Due one week before the final project's deadline.

Cultural Arts (2 points each)

Attend and **write a one-page review** of approved events that the instructor announces on Blackboard and via email. The review is due no later than two weeks after the event. **Students may not choose events on their own.** During some terms, relevant cultural events may not arise.

9. TEACHING STRATEGIES

Teaching strategies include the use of structured overview, demonstration, individual projects, Internet research, online discussion board, and reading.

10. BIBLIOGRAPHY (Suggested Readings, Internet and/or Multimedia Resources)

American Library Association
<http://www.booklistonline.com/>

The Book Report
<http://www.thebookreport.com>

Bulletin of the Center for Children's Books
<http://bccb.lis.illinois.edu/>

School Library Journal

<http://www.schoollibraryjournal.com/>

ChildrensLit.com

<http://www.childrenslit.com>

Online Learning: Frequently Asked Questions

When and where does the class meet?

This course is totally online. We do not meet in a classroom but interact via the computer, using Blackboard. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently, to collaborate online to accomplish a variety of tasks, and to pace yourself to meet deadlines.

How can I communicate with classmates?

Throughout the course, the discussion board will be open for questions and answers about the class. You may also contact classmates using Blackboard's email tool (under the Communications menu).

One of the Discussion Board forums is called "Q&A." Students should use this forum to help each other find answers to questions about assignments or Blackboard.

What are the minimum technological requirements for this course?

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access
- Complete MS Office software
- All documents must be submitted in Microsoft Word.
- Some presentations utilize PowerPoint.
- Adobe Acrobat Reader (Download for free from the internet)
<http://www.adobe.com/products/acrobat/readstep2.html>

The FSU Citrix portal gives FSU students access to the Microsoft Office software suite free of charge (even off-campus!). <https://fsuportal.uncfsu.edu/Citrix/MetaFrame/default/default.aspx>

When does the course begin and end?

This class follows the academic calendar for semester-long courses. During the summer, the course follows the academic calendar for the eight-week term.

When are mid-term and final exams scheduled?

There will be no exams in this course. However, there are periodic tests.

How do I succeed in this course?

To successfully meet course requirements, get busy from the first day of class. Do the background reading for each unit; then complete all parts of the corresponding written assignment(s). Budget your time and meet deadlines. Although, this course is largely self-paced, you must work steadily to avoid falling behind.

How does a new student get an account for Blackboard and email?

Follow these instructions from on the ITTS web site.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2796&projectID=100>

How do I request Tech Support from ITTS?

Contact the Helpdesk at 910-672-2085. Press 1 for Blackboard and 2 for ITTS tech support. The ITTS Tech Support staff answers calls Monday-Friday, 8:00 am - 5:00 pm. Blackboard support is available twenty-four hours a day, seven days a week.

You may also get help via email (help@uncfsu.edu) or through the web site below.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2795&projectID=100>

Where do I submit assignments?

Use the appropriate folders on Blackboard's Assignments page. Here are some tips for preparing and posting your work.

1. Use word processing software to write your assignments. Use the software's spell-checker and grammar checker to correct errors. Proofread your writing. Respond fully to the question at hand and complete all required tasks or parts of the assignment.
2. You will submit your work as an attachment. If you use a word processor other than MS Word and MS Works, please save as in rich text format (rtf), an option in the pull-down menu in the "save" or "save as" window.

How can I resolve compatibility issues between different versions of Microsoft Word and Works?

Download the Works 6.0 Converter from the ITTS site to convert word processor documents created in Microsoft Works 6.0 to Microsoft Word and other versions of Works. The converter works with Works 2000, 4.5, and 4.x, and Word 2002, 2000, and 97 on machines running Microsoft Windows 98, 2000 Professional, Millennium Edition, and XP.

<http://office.microsoft.com/downloads/2002/wp6rtf.aspx>

May I submit my work in the Digital Dropbox, on the Discussion Board, or via email?

No. It is confusing for the instructor to have to check multiple locations for student work. Thus, the Assignments Folder is the central repository for student assignments. If you have difficulty uploading work, notify me and contact the Help Desk for technical support. If, after repeated tries and Tech Support, the problem persists, you may email your work to cweatherford@uncfsu.edu. In your email's subject line, indicate the course number and assignment number; for example: ENGL 300-D1, Assignment 1.

If I experience technical difficulties, such as a computer crash or loss of internet access, how can I submit work?

Mail it to this address: Carole Weatherford, 3313 Sparrowhawk Drive, High Point, NC 27265. During the fall and spring semester, you may drop off work in my mailbox in Butler 123. During summer sessions, do not leave work for me on campus. I am not on campus in the summer.

May I submit late work?

I provide a no-penalty, no-excuses, seven-day grace period for submission of up to two late assignments (not including the last assignment, which must be turned in on time to meet the deadline for final grades). Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor's note or an obituary) must be provided.

Where can I get help with written assignments?

As a first line of defense, use your word processing software's spelling and grammar checkers. Do not depend on these tools, though, because they are not foolproof. For online help, consult Smartthinking, a 24/7 tutorial service, accessible from Blackboard's Tools page. You may also get help in-person at the FSU Writing Center, 216-C Chick Building, Mondays through Fridays. Call for hours: 910-672-1864.

<http://www.uncfsu.edu/writingcenter>

May I redo assignments for which I earn a low grade?

Redo requests for other assignments that are submitted on time will be considered on an individual basis. If your work was late (even the two no-penalty, no-excuses late assignments), do not request to re-do the assignment.