

**MEDT 7465****MATERIALS FOR CHILDREN AND YOUNG ADULTS**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

Distance Support: WebCT Vista Home Page

<http://webct.westga.edu>

Web CT Vista Help & Troubleshooting

<http://www.westga.edu/~distance/webct2/students/> ,

UWG Distance Learning phone: 678-839-6248

<http://www.westga.edu/~distance/webct/support.html> or  
[distance@westga.edu](mailto:distance@westga.edu) ,

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library/info/library.shtml>

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this and your WebCt email several times a week to keep up-to-date on important information.

**COURSE DESCRIPTION**

An overview of current materials is presented. Non-fiction and non-print materials are included. Students will specialize in materials appropriate to their situation.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

### **COURSE OBJECTIVES:**

Students will:

1. explore recent literary works, including contemporary authors and illustrators (Huck, Hepler, Hickman, 2004; Norton, 2000)  
(D 3 lifelong learners, D7 empathetic, D8, knowledgeable, D10 reflective AASL 1)
2. examine new forms of instructional media, including projected and recorded materials (Huck, Hepler, Hickman, 2004)  
(D3 lifelong learners, D4 adaptive, D8 knowledgeable, D10 reflective AASL 1, 4)
3. report on materials available in the various subject fields (Huck, Hepler, Hickman, 2004; Norton, 2000)  
(D6 culturally sensitive, D7 empathetic, D8 knowledgeable. AASL 2)
4. analyze instruction and select and organize materials for effective teaching (Huck, Hepler, Hickman, 2004; Norton, 2000)  
(D1 decision makers, D3 lifelong learners, D4 adaptive, D10 reflective AASL 4)
5. discuss trends in publishing of materials concerning special groups. (Mitchell, 2003; Norton, 2000; Vandergrift, 1990)  
(D3 lifelong learners, D6 culturally sensitive, D7 empathetic, D8 knowledgeable. AASL 2)

### **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

#### **Required Text:**

No textbook required, readings will be posted in WebCT Vista.

Microsoft Campus Agreement – Software available through Student Information Technology Services <http://www.westga.edu/~mcastu/>

### Required Tutorials for WebCT Vista:

<http://www.westga.edu/distance/webct2/students/>

### References:

- Huck, C. D., Kiefer, B. Z., Hepler, S., Hickman, J. (2004). *Children's literature in the elementary school* (7th ed.). New York, WI: Brown & Benchmark.
- Mitchell, D. (2003). *Children's literature: An invitation to the world*. Boston, MA: Allyn and Bacon.
- Norton, D. (2000). *Through the eyes of a child* (5th ed.) Columbus, OH: Prentice Hall.
- Rochman, H. (1993). *Against borders: Promoting books for a multicultural world*. Chicago: American Library Association.
- Rudman, M. K. (1995). *Children's literature: An issues approach*. White Plains, NY: Longman.
- Tomlinson, C. M., Lynch-Brown, C. (2002). *Essentials of Children's Literature* (4th ed.). Boston: Allyn and Bacon.
- Vandergrift, K. (1990). *Children's literature: Theory, research, and teaching*. Englewood, CO: Libraries Unlimited.

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework** The focus of this course is to provide an overview of current materials available to PreK-12 school library media centers. Non-fiction and non-print materials are included along with the traditional print materials. Through class activities and assignments students cover seven of the ten descriptors of the conceptual framework. As students complete assignments they demonstrate the ability to be *decision makers*: comparing reviews of materials; selecting materials to read and review; determining when materials should be mended or repaired (assignments 1, 2, 3, 6, 7); *lifelong learners*: reading and reviewing classic and new materials in a variety of formats (assignments 1, 2); *adaptive*: reading works translated from other languages; reviewing materials in nontraditional formats; selecting materials for a basic collection for all academic levels and abilities in PreK-12 school library media centers that will allow for curriculum adaptations needed to meet the needs of all students; reflecting on all assignments describing how the completion of course activities increases their ability to adapt to meet the needs of a diverse student population (assignments 1, 2, 3, 4, 5, 6); *cultural sensitivity*: participating in class discussions about issues relating to the cultural diversity of today's schools and the need for knowledge about and sensitivity to cultural differences; analyzing specific materials to determine their appropriateness for a particular group of students; developing a basic collection for all academic levels and cultural groups in PreK-12 school library media centers; reading works translated from other languages (assignments 1, 2, 3, 4, 5, 6); *knowledgeable*: participating in class discussions; examining reviews of materials; reading and reviewing materials in a variety of formats; developing a basic collection for all academic levels, ability

levels, and cultural groups in PreK-12 school library media centers; reflecting on all assignment describing how the completion of course activities increases their ability to meet the needs of all students (assignments 1, 2, 3, 4, 5, 6, 7); *reflective*: reflecting on all assignments describing how the completion of course activities increases their ability to meet the needs of all students (assignments 1, 2, 3, 4, 5, 6, 7).

### **Activities and Assessments:**

**1. Reading Listening Viewing Logs** – During the course students will be reading, listening to, and viewing a variety of materials for students Pre-K – 12. As students read, listen to and view these materials they will keep a log documenting at least 100 of the items. Entries should be made in the log as each piece of material is reviewed. Students must review materials in a variety of genre, format and levels. As students complete the other assignments for the course, they will complete the log for each of the materials consider (most students will have 100-200 pieces of material in their reading log by the end of the course). Students must use the log format provided. The log will be submitted “in progress” periodically throughout the semester. For each material documented, students must provide the following information: format, genre, summary, potential use, awards. Detailed instructions can be found in the “Assignments” backpack in WebCT Vista.

(Objectives 1,2,3, Reading log, checklist)

**2. Translated Novel** - Read a novel length book originally written in another language and translated into English. This must be novel length and not folklore. After reading the novel, students will locate review information regarding the translation of the novel. Complete the comparative form and participate in the appropriate bulletin board discussion. The Batchelder Award log that is posted in the “Assignments” backpack is a list of translated novels for young adults. Novels to select from will be available during the first face-to-face class session. Detailed instructions can be found in the “Assignments” backpack in WebCT Vista.

(Objective 1, 5; Checklist)

#### **AND**

**Read and View/Listen** - Arrange to read **and** view or listen to a young adult novel in a non-print format. Students may choose video/DVD or audio tape/CD. Complete the comparative form and participate in the appropriate bulletin board discussion. Just some suggestions of books appropriate for young adults that have been reproduced in movie format to start your thinking: Tuck Everlasting, Harry Potter, Gone With the Wind, The Wind in the Willows, Lord of the Rings, Murder on the Orient Express, The Andromeda Strain, All Creatures Great and Small, Holes, Little Women. Many more novels are available on audiotape, which are appropriate for young adults. Select a novel, that is appropriate for young adults and before you begin reading the novel locate a video/DVD or audio tape/CD of the novel. Detailed instructions can be found in the “Assignments” backpack in WebCT Vista.

For both components of this assignment students will interact with other students in the course through bulletin board discussions.

(Objective 2; Checklist)

- 3. Topic Investigations** – Students will respond to questions and scenarios related to the posted notes for each class session. Responses will be posted to specified bulletin boards within WebCT Vista. Students will also be asked to reflect on and provide feedback to other students. The assigned Topic Investigations will be posted each class session.

(Objective 1; Checklist)

- 4. Author/Illustrator/Award Module** – Students will sign up for authors, illustrators, or awards and prepare a module that would be appropriate for use with students or teachers. The modules prepared regarding authors and illustrators must cover the works and style of the author or illustrator as well as brief biographical information and factors that have influenced the work and style of the author or illustrator. Modules regarding awards must include historical information, influential individuals connected to the award, and the selection and award process. Microsoft Word should be used to prepare the module materials. A bibliography of supporting websites and materials must be included in the module. During the last on-campus session the modules will be shared in a “learning center” format. Detailed instructions can be found in the “Assignments” backpack in WebCT Vista.

(Objectives 1, 4; Rubric)

- 5. Annotated Bibliographies and Questions** – Students will select 3 different grade levels and 3 different subject areas for which they will develop questions and annotated bibliographies of materials in a variety of formats. Detailed instructions can be found in the “Assignments” backpack in WebCT Vista. Students will also write a reflection describing how completing this assignment helped them gain a better understanding of the AASL Standards and the College of Education Conceptual Framework. (Assignment will be placed in Foliotek)

(Objectives 3, 4; Checklist)

- 6. Participation in face-to face and on-line class activities** – Students must participate in all assigned WebCT Vista activities and attend the three on campus class sessions. Assignments must be submitted by the due date and time and must be submitted to the appropriate place (bulletin board, WebCT Vista mail, etc). Students must check WebCT Vista daily for messages and new posted materials.

#### **Face-to-face class requirements**

Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.

Absence from on campus sessions may result in a lower cumulative point total. Failure to submit assignments on time will result in a loss of points. (Objectives # 1,2,3,4; disposition; teacher observation)

#### **On-line class requirements**

Students will complete the assigned online activities by the specified timelines. Students must check WebCT Vista at least 3 times per week. Students can expect responses from the instructor within 48 hours. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page

one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use.

Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the WebCT Vista page. Do not wait to ask for help with WebCT Vista. Seek assistance immediately. Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission.

(Objectives # 1,2,3,4; disposition; teacher observation)

**7. Policies and Procedures Handbook Section – Mending and Repairing of Materials –**

Students will review a variety of existing policies and procedures for the mending and repairing of materials. Students will then write their own policy and create step by step procedures for repairing and mending materials. Detailed instructions can be found in the “Assignments” backpack in WebCT Vista.

(Objective 4; Rubric)

**8. Course Reflection -** As a final reflection for the course and for posting in Foliotek, write a one page reflection describing how completing the assignments for this course, particularly the Log, Novel assignments, Author/Illustrator/Award Module, and Topic Investigation assignments helped you gain the knowledge, skills, and dispositions indicated in the standards that correlate with this course. Detailed instructions will be provided in WebCT Vista.

(Objectives 1, 2, 3, 4; knowledge, disposition; checklist)

**9. Field Experience Assignment MEDT 7465 Materials for Children and Young Adults**

**I. Description of field assignment**

Examine a media center collection regarding the variety of genre and formats represented. Genre to be explored (picture books and young adult novels in each genre): contemporary realistic fiction, historical fiction, fantasy, science fiction, biography, nonfiction, poetry, periodicals for students and teachers, professional materials. Formats to be explored: print, video/DVD, audio, models, kits. Interview school library media specialists and students about reading/viewing/listening preferences. Review mending and repair policies and procedures for at least one school library media center.

**II. Procedures and time allocation – 5 hours**

- Locate a school library media center where you can examine the collection.
- Consult a SLMS or media coordinator and students through interviews, surveys, or questionnaires about their genre and format preferences. Gather information from students at all three levels: elementary, middle school, high school.
- Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS address a variety of genre and formats within their collections.

- Repair materials

### III. Check list of additional activities to be completed in the field – 10 hours

- 1 – Examine the LMC collection in-depth / Shelf reading
- 2 – Plan/collaborate with teachers
- 3 – Teach information literacy skills (Dewey, orientation, etc.)
- 4 – Assist students with research needs
- 5 – Assist students in locating materials
- 6 – Assist students with multimedia productions
- 7 – Shelve books
- 8 – Check books in and out
- 9 – Collect fines and issue overdue notices
- 10 – Catalog / Process

### IV. Suggestions of how to prepare for activities:

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interviewing.
- Become familiar with course assignments so you can work on final products while you are in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

### V. Required assignment documentation to be submitted for course

Brief description of what was done in narrative form OR an annotated outline (check sheet and other artifacts should be attached). Include the job titles of the person(s) involved in the activity such as SLMS, media coordinator, teacher, etc.

Brief description of two or three most significant learnings with statements of future applicability of what has been learned (reflection).

Reflective critique that addresses specific media center collection issues:

- Based on readings, surveying of listservs and on-line catalogs, and interacting with SLMS and students, describe the range of reading/viewing/listening preferences the shared with you.
- Potential positive results of collaboration between teachers and SLMS.
- Value of well developed in-service materials

### VI. Required documentation to be submitted at the end of course

Field Experience Time Log (Foliotek)

Field Experience Reflection Form (Foliotek)

### Evaluation Procedures:

The student will be assessed in the following areas:

Assignment	Points	Form of Assessment
Reading Listening Viewing Log	250	Checklist
Translated Novel and Read and View/Listen	100	Checklist
Chapter Investigations	100	Checklist
Author/Illustrator/Award Module	200	Rubric
Annotated Bibliographies and Questions	150	Checklist
Policies and Procedures Section-Mending and Repairing	75	Rubric
Field Experience Assignments	50	Required Forms

Participation	50	Checklist
Course Reflection	25	Checklist
<b>Total Points</b>	<b>1000</b>	

### Grading Policy:

Students will be evaluated according to the following standards:

A = 100-90%; B = 89-80%; C = 79-70%; and F = below 70%.

### ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *Connection and Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Disciplinary procedures described in the latest *Connection and Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

#### General Statements

Extra credit is not available for assignments in this course

All student work submitted during the course is required to be original.

Work created in another course will not be excepted unless approved by the instructor.

All assignments must follow APA format unless otherwise specified.

### DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

<http://www.westga.edu/~dserve/> . Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### TENTATIVE CLASS OUTLINE

The following is a tentative schedule for topics to be covered during the course. Information is also provided regarding assignment due dates.

The required readings were selected for a variety of reasons. It is impossible to find one text book that covers all levels – Pre-K – 12. The readings selected present an approach to materials for children and young adults from a more reflective perspective than any one resource could provide. All of the topics presented can be easily applied to all levels and formats – print and non-print – of the various types of materials to be considered in this course. As you read the posted readings please keep in mind that the information applies to materials of all levels and formats.

Date	Topics/Activities	Assignments Due
Monday June 4 WebCT Vista	<ul style="list-style-type: none"> <li>* Read syllabus</li> <li>* Read notes posted for this date</li> <li>* Begin reading, viewing, listening to any materials for children and young adults you have available that are Newbery, Caldecott, and Coretta Scott King award winning materials (home, school media center, public library, Ingram Library, Teaching Materials Center) (see Log instructions in the “Assignments” backpack)</li> </ul>	<ul style="list-style-type: none"> <li>* Complete <b>Topic Investigation 1</b></li> <li>* Read posted notes</li> <li>- <i>Concepts of Childhood and a Brief History</i></li> <li>* Begin to think about your choices for the Novel assignment</li> </ul>
Wednesday June 6 WebCT Vista	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> </ul>	<ul style="list-style-type: none"> <li>* Complete <b>Topic Investigation 2</b></li> <li>* Read posted notes</li> <li>- <i>Genre and Theme</i></li> </ul>
Monday June 11 Required On Campus	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Read novel for assignment</li> <li>* Select Author/Illustrator/Award for Module assignment</li> </ul>	<ul style="list-style-type: none"> <li>* Complete <b>Topic Investigation 3</b></li> <li>* Read posted notes</li> <li>- <i>Traditional Literature and Fantasy</i></li> <li>- <i>Poetry for all Students</i></li> <li>- <i>Make-Believe: Traditional Literature and Modern Fantasy</i></li> <li>* Come to campus prepared to work on assignments</li> </ul>
Wednesday June 13 WebCT Vista	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Work on Author/Illustrator/Award Module</li> <li>* Read novels for assignment</li> <li>* Work on Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Read posted notes</li> <li>- <i>Pictorial Forms</i></li> <li>- <i>Introduction to Literature</i></li> <li>- <i>Understanding Literature</i></li> <li>- <i>Literature for the Youngest</i></li> <li>- <i>Picture Books</i></li> <li>* Submit <b>Log in progress</b></li> </ul>
<b>Wednesday June 13</b>	<b>Required Electronic Portfolio Workshop for M.Ed., Certification, and Ed.S. students completing their programs this</b>	<b>MIT faculty will work with Ed. S. students at 5:30 and M.Ed. and Certification students at 6:30</b>

	<b>summer</b>	
Monday June 18 WebCT	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Work on Annotated Bibliographies assignment</li> <li>* Work on Author/Illustrator/Award Module</li> <li>* Read novels for assignment</li> <li>* Work on Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Complete <b>Topic Investigation 4</b></li> <li>* Read posted notes</li> <li>- <i>Culturally Conscious Literature</i></li> <li>- <i>People Then: Historical Fiction</i></li> <li>- <i>People Now: Contemporary Realistic Fiction</i></li> </ul>
Wednesday June 20 Optional On Campus	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Work on Author/Illustrator/Award Module</li> <li>* Read novels for assignment</li> <li>* Work on Annotated Bibliographies</li> <li>* Work on Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>* Complete <b>Topic Investigation 5</b></li> <li>* Read posted notes</li> <li>- <i>Literary Concepts and Social Constructs</i></li> <li>- <i>Truth is Strange than Fiction: Biography and Informational Literature</i></li> <li>- <i>Oral and Silent Literature</i></li> <li>* First <b>posting for novel assignment</b></li> <li>* Come to campus prepared to work on assignments</li> <li>* Complete In Class Activities regarding Fine Arts and Literature; Information Literacy Standards</li> </ul>
Friday June 22	Stuffing bags for the NECC conference – hours count toward FE	
Monday June 25 WebCT Vista	<ul style="list-style-type: none"> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Work on Annotated Bibliographies</li> <li>* Work on Author/Illustrator/Award Module</li> <li>* Read novels for assignment</li> <li>* Complete and submit Policies and Procedures Handbook Section on Mending and Repairing of Materials</li> </ul>	<ul style="list-style-type: none"> <li>* Submit <b>Log in progress</b></li> <li>* Submit <b>Policies and Procedures Handbook Section – Mending and Repairing of Materials</b></li> </ul>
Wednesday June 27 WebCT Vista	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Work on Author/Illustrator/Award Module</li> <li>* Read novels for assignment</li> <li>* Work on Annotated</li> </ul>	<ul style="list-style-type: none"> <li>* Complete <b>Topic Investigation 6</b></li> <li>* Read posted notes</li> <li>- <i>Readers Select Authors Produce</i></li> </ul>

	Bibliographies	
Monday July 2 WebCT Vista	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Work on Author/Illustrator/Award assignment</li> <li>* Read novels for assignment</li> <li>* Work on Annotated Bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>* Read posted notes</li> <li>- <i>Multiethnic Literature</i></li> <li>* Complete <b>Topic Investigation 7</b></li> <li>* Second <b>posting for novel assignment</b></li> <li>* Submit <b>Annotated Bibliography and Questions #1</b></li> </ul>
July 4	Happy 4 <sup>th</sup> of July	
July 5 - 25	Advanced Registration for Fall Tuition payment due August 1	Register early in order to get the courses you need to take
Monday July 9 WebCT Vista	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Work on Annotated Bibliographies</li> <li>* Read novels for assignment</li> <li>* Work on Author/Illustrator/Award Module</li> </ul>	<ul style="list-style-type: none"> <li>* Read posted notes</li> <li>- <i>Making Meaning</i></li> <li>* Complete <b>Topic Investigation 8</b></li> <li>* Submit <b>Translated Novel and Reading/Viewing/Listening Assignment</b></li> </ul>
Wednesday July 11 WebCT Vista	<ul style="list-style-type: none"> <li>* Read notes posted for this date</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Read novels for assignment</li> <li>* Work on Annotated Bibliographies</li> <li>* Work on Author/Illustrator/Award Module</li> </ul>	<ul style="list-style-type: none"> <li>* Read posted notes</li> <li>- <i>Students Learning Through Literature</i></li> <li>- <i>Connecting Students/Literature</i></li> <li>- <i>Encouraging Response to Literature</i></li> <li>- <i>Unit Studies: Literature, Response, Learning</i></li> <li>* Complete <b>Topic Investigation 9</b></li> <li>* Submit <b>Log in Progress</b></li> <li>* Submit <b>Annotated Bibliography and Questions #2</b></li> </ul>
Monday July 16 Required On Campus	<ul style="list-style-type: none"> <li>* Complete and submit novel assignment</li> <li>* Continue to read, view, and listen to materials for children and young adults</li> <li>* Author/Illustrator/Award Module Presentation Viewing in Groups</li> <li>* Class Activity</li> </ul>	<ul style="list-style-type: none"> <li>* Read posted notes</li> <li>- <i>Literature in the Middle School Curriculum</i></li> <li>* Complete <b>Topic Investigation 10</b></li> <li>* <b>Complete class activity</b></li> <li>* <b>Module</b> Viewing in Groups</li> <li>* Complete Course Evaluations</li> <li>* Work on Course Reflection</li> </ul>
Wednesday July 18 WebCT Vista	<ul style="list-style-type: none"> <li>* Complete Read/View/Listen Log</li> <li>* Complete Field Experience Log</li> <li>* Complete Field Experience Reflection</li> <li>* Complete Novel Assignment</li> </ul>	<ul style="list-style-type: none"> <li>* Submit <b>Annotated Bibliography and Questions #3</b></li> <li>* Submit <b>Field Experience Time Log</b></li> <li>* Submit <b>Field Experience Reflections</b></li> <li>* Submit completed <b>Log</b></li> <li>* Post Modules to Share</li> <li>* Post work in Foliotek</li> <li>* Submit Course Reflection</li> </ul>

### Assignment Due Dates

**(Assignments may be submitted prior to the due date – assignments may also be submitted in draft form and feedback will be provided to make sure you are on the right track)**

Assignment	Due Date
<b>Topic Investigations</b>	
Topic Investigation 1	June 4
Topic Investigation 2	June 6
Topic Investigation 3	June 11
Topic Investigation 4	June 18
Topic Investigation 5	June 20
Topic Investigation 6	June 27
Topic Investigation 7	July 2
Topic Investigation 8	July 9
Topic Investigation 9	July 11
Topic Investigation 10	July 16
<b>Reading/Listening/Viewing Log</b>	
Log in Progress	June 13
Log in Progress	June 25
Log in Progress	July 11
Submit Completed Log	July 18
<b>Novel Assignments</b>	
First Novel Posting	June 20
Second Novel Posting	July 2
Completed Novel Assignments	July 9
<b>Author/Illustrator/Award Module</b>	
Module Sharing in Class	July 16
Post Modules to Share	July 18
<b>Annotated Bibliography and Questions</b>	
Submit Annotated Bibliography and Questions #1	July 2
Submit Annotated Bibliography and Questions #2	July 11
Submit Annotated Bibliography and Questions #3	July 18
<b>Policies and Procedures Handbook Section</b>	
Mending and Repairing Section	June 25
<b>Field Experience Assignment</b>	
Submit Field Experience Time Log	July 18
Submit Field Experience Reflection Form	July 18
<b>Course Reflection</b>	
Submit Course Reflection	July 18

**Items to be Posted in Foliotek at the end of the semester:**

- Read/Listen/View Log
- Novel Assignments
- Author/Illustrator/Award Module
- Annotated Bibliographies and Questions
- Policies and Procedures Handbook Section
- Field Experience Log and Reflection Form
- Course Reflection