

SAM HOUSTON STATE UNIVERSITY
Department of Library Science
LS 363 (K-8 certification)
Literature and Related Materials for Children

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Course Description

This course is designed to acquaint students with the selection, critical analysis, and historical development of literature for children. In this course, the emphasis will be placed on selecting materials which meet the needs and interests of children and young adults, identifying techniques and strategies which will motivate ALL children to read and respond to literature, and developing critical abilities for evaluating literature and related materials for children. A strong multicultural element will also be a part of this course.

Required Reading

Appelt, Kathi. *Bubba and Beau...* (any title).
Bauer, Joan. *Hope was Here*.
Cole, Joanna. *The Magic School Bus...* (any title—not from TV show)
Curtis, Christopher Paul. *The Watsons Go To Birmingham*
dePaola, Tomie. *The Legend of the Bluebonnet*
Dorros, Arthur. *Abuela*
Johnson, Angela. *First Part Last*
Lowry, Lois. *The Giver*
Ringgold, Faith. *Tar Beach*
Ryan, Pam Munoz. *Esperanza Rising*
Sendak, Maurice. *Where the Wild Things Are*
Soto, Gary. *Too Many Tamales*
Tolan, Stephanie. *Surviving the Applewhites*
Willems, Mo. *Don't Let the Pigeon Drive the Bus*
Any biography written for children. (Copyright no older than 1998.)
A poetry collection intended for children (Copyright no older than 1998)

Required Text

Instructor Packet (\$20.00 at first class)

Recommended Text

Lesesne, Teri S. *Naked Reading: Uncovering What Tweens Need To Become Lifelong Readers*. New York: Stenhouse, 2006

Course Objectives

Knowledge:

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of elementary school children, grades K-8. (ACEI Standard 1, 3 c)
- Identify leading figures in the field of children’s literature.
- Identify various artistic styles, techniques, and media used in illustration.
- Describe the role of the teacher in reading guidance and motivation.
- Identify strategies and activities for matching children and books. (ACEI Standard 2 a, b, 3 a, b)
- Identify sources for keeping current in the field. (ACEI Standard 5 a, b)

Skills:

Identify and use book selection tools and reviewing sources.

Annotate and respond to a variety of books.

Evaluate books using criteria for specific genres.

Select books developmentally appropriate for various learners.

Distinguish between selection and self-censorship.

Recognize the benefits and importance of using multicultural literature in the classroom.

Provide reading materials that reflect diversity.

Dispositions:

Model ethical behaviors befitting a pre-teacher.

Model appropriate literate behaviors.

Demonstrate enthusiasm for books and reading.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • State Standards • IRA Standards • AASL Standards
Describe the reading needs and interests of elementary school children	Writing and responding	Analysis of postings to discussion board and written responses, literary and personal.	<i>Standards 1 and 2</i> <u>239b(6)</u> 4.1
Evaluate books using criteria for specific genres.	<ul style="list-style-type: none"> • Outside reading of children’s books • Lecture and class presentations 	Response bibliography	<i>Standard 1</i> <u>239b(6), (9)</u> 2.2, 2.3
Identify various artistic styles, techniques, and media used in illustration	<ul style="list-style-type: none"> • Outside reading of children’s books • Lecture and class presentations 	Response bibliography	<i>Standard 1</i> <u>239g(11)</u> 2.3
Understand the role of the	Literature Circles/Group Read of Newbery title	Role sheets for circles	<i>Standard 2</i> <u>239b (6), (9)</u>

librarian /reading specialist in reading guidance and motivation, such as through author visits, booktalks, book discussions, book related “chat rooms,” interaction with parents (suggested reading lists, relevant articles)			4.3, 4.1
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Web address for state standards:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55)

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web address for AASL Standards: http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf

COURSE ASSIGNMENTS & REQUIREMENTS

1. Respond to Literature (20 points)

- For all of the books you read for this assignment, you will prepare a bibliography with responses. **The bibliography is to be in alphabetical order by main entry (usually author). Each one will be followed by the 3 responses.** Examples of the format for this bibliography will be given in class. The books you are to include on this bibliography should meet the requirements below. **YOU MAY NOT USE THE REQUIRED BOOKS** (see front of syllabus) **FOR THIS ASSIGNMENT.** This assignment must have 15 books.
 - 1 Newbery Award or Honor books, copyright no older than 1998.
(www.ala.org/alsc/newbery.html) **(GROUP ASSIGNMENT)**
 - 2 Coretta Scott King Award or Honor books, one from Author List & one from Illustrator List.
(<http://www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.htm#winner>)
 - 2 Texas 2X2 books—any on the annual lists (www.txla.org/groups/crt/2x2intro.htm)
 - 4 Texas Bluebonnet books – 2 from any of the annual lists, 2 must come from the 07-08 or 08-09 list. (www.txla.org/groups/tba/index.html)
 - 2 Texas Lone Star book –1 must come from the 07-08 or 08-09 list.
(<http://www.txla.org/groups/yart/lonestarlists.html>)
 - 2 Fiction series books (copyright no older than 1990), each from a different series—not sagas or serials like Harry Potter (A clear series name, such as Goosebumps, Hank the cowdog, Junie B. Jones, Magic Tree House, Time Warp Trio, Lurlene McDaniel, Drift X, Diary of a Crush, On the Run etc. must be included in the citation)
 - 2 YA books of your choice with approval of Instructor (copyright no older than 2006).
- In addition to the bibliography with responses, prepare an additional, separate, simple list arranged by category and list the titles chosen for those categories. **Attach this list to the end of your assignment.**
- A citation includes the following elements:
Author, Title, Illustrator (if given). City (not country; state not necessary unless City is not internationally known) of Publication: Publisher, Copyright date.

Writing Tips

- A citation includes the following elements:
Author, Title, Illustrator (if given) City (not country; state not necessary unless City is not internationally known) of Publication: Publisher, Copyright date.
 - For a fiction novel include:
 - a. character and age (if available)
 - b. basic plot, setting, and climactic event
 - c. unique format if present, such as diary style writing, flashback or alternating voices
 - For a fiction picture book include:
 - a. character/s
 - b. basic plot, setting, etc.
 - c. note about illustrations/photos
 - For a nonfiction include:
 - a. the general subject area
 - b. a few of the main points given
 - c. note if the format is encyclopedic or narrative
 - For a nonfiction picture book include:
 - a. same as above
 - b. note about illustrations/photos
- * Do not use second person (you). Write in complete sentences. Write about the books in the present tense. For example: *Shiloh* **is** about a dog, not **was** about a dog.
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- Responding to Literature

“Responding to literature is a complex process involving readers, texts, and contexts. Responding to literature has to do with what we make of a text as we read how it becomes alive and personal for us, the pleasure and satisfaction we feel and the way in which we display these feelings. Our responses to the books we read are influenced by many factors and come in many forms.” (from Galda, Lee. “Readers, Texts and Contexts: A Response-Based View of Literature in the Classroom.” *The New Advocate* (Spring 1988): 92.

You are asked to respond to **each of the 15** books you select on **THREE** levels: Personal, Literary and Classroom Activity. The **TOTAL** word count of all 3 together should be about 100-150 words.

➤ **PERSONAL RESPONSE:**

This response has two levels: 1) Liking or not liking the book. Did you like the book? Why or why not? 2) Identifying personally with a character, setting, or situation. Relate your response to something personal in your life. Examples: “I felt like the main character when I was her age because...” Or, “Since I lived in New Mexico as a child, the setting was especially meaningful to me.”

➤ **LITERARY RESPONSE:** (Most important response for this class):

Write a literary response (literary elements, strengths and weaknesses of particular genres) to the book. For example, if the book you choose is historical fiction then review the criteria and comment on writing style or illustrations or another aspect. You may compare your chosen book to a required book or to another book you have read that is similar in a logical way. Clearly state how the two books are similar or different. If the book is illustrated, comment on the illustrations. Since you have a word limit, confine your literary response to one literary element or to one strength or weakness of the genre.

➤ **CLASSROOM ACTIVITY:**

Describe one specific activity appropriate for the classroom using the book. Reading aloud, booktalking, and storytelling are legitimate activities. Be sure to vary your suggestions. You may have experiences to share or ideas you have heard about that you would like to try. “Use during storytime” is too general. Provide a few details about the activity.

NOTE:

DO NOT SUMMARIZE books! A literary response is closer to a review or critique than to a retelling of the story. Provide **ONE OR TWO** examples for each book, such as well-developed characters, integral setting, appealing writing style, fast-paced plot, worthwhile literary theme, etc. Then provide a

specific example from the book. Don't try to include every element; instead, focus clearly on one or two of the most important ones. If there are illustrations, you MUST critique them intelligently according to color, design, media used, etc.

2. Newbery Group Assignment (15 points)

You will read one of the following titles for a group project; your group will be assigned in class:

Group 1: Curtis, Christopher Paul. *Bud, Not Buddy*. (Newbery Winner 2000)

Group 2: Dicamillo, Kate. *Higher Power of Lucky*. (Newbery Winner 2007)

Group 3: Lowry, Lois. *Number the Stars*. (Newbery Winner 1990.)

Group 4: Sachar, Louis. *Holes*. (Newbery Winner, 1999)

Each class meeting your group will be given time to work on various assignments.

Week 1: Introduce yourselves and make a list of your names to give to Instructor.

Week 2. Everyone will have read at least half of the book and be prepared to discuss the book cover, redesign, etc. In-class assignment

Week 3. Everyone will have finished the book. In-class assignment.

Week 4: Give "Book in a Bag" Presentation of your book.

3. BookTalk Power Point OR BookTalk Class Presentation/Handout (20 points)

Books needed: 5 books on the same subject or idea—holidays, or WWII, or horses, etc. 3 must be nonfiction; 2 must be fiction.

- Decide on a grade level range, i.e. 6-8 or 3-5, etc.
- Prepare a PowerPoint presentation over 5 books that are on the same topic. The books are to be of your selection. **They may not come from the Required Reading list.**
- Include a minimum of 3 informational (nonfiction) books, published 1998– 2008.
- Include 2 fiction novel/chapter-book titles (could include a fiction picture book) on the subject.
- Part of your grade is based on the appeal to children or YA's. Choose a topic of interest, i.e. friendship, chocolate, sports, romance, etc.
- In your Power Point presentation, include the cover of the book, a brief "hook" that can include a short summary to entice someone to read the book, and, of course, the title and the author.
- Your Power Point should be submitted to Assignments in Blackboard before you come to class on the day of the class presentations. Each presentation may not exceed 5 minutes.
- Prepare a bibliography for class members, as well as **two copies for the instructor.** Be sure to include your name.

OR

- Decide on a grade level range, i.e. 6-8 or 3-5 , etc.
- Prepare a Book Talk presentation over 5 books that are on the same topic. The books are to be of your selection. **They may not come from the Required Reading list.**
- Include a minimum of 3 informational (nonfiction) books, published 1998– 2008.
- Include 2 fiction novel/chapter-book titles (could include a fiction picture book) on the subject.
- Part of your grade is based on the appeal to children or YA's. Choose a topic of interest to, i.e. friendship, chocolate, sports, romance, etc.
- Prepare a handout for class members:
 - 1) Write a descriptive attention-grabbing sentence for each entry. These are not to be professional annotations. They are to pique the readers' interest.
 - 2) The handout may be an 8 x 11 page (you may use both sides). You may also use bookmarks or other types of attention getting physical formats. Be creative. Use graphics, shapes, colored paper, etc. to attract attention.
 - 3) Include full bibliographic information for each title.

- Provide copies of your handout for class members, as well as **two copies to the instructor**. Be sure to include your name.
- Prepare a presentation for the class, not to exceed 5 minutes.
- You **must** have your books for the presentation.

4. Caldecott Picture Book Assignment (10 points)

Read 10 Caldecott Award or Honor books, copyright no older than 1998. (www.ala.org/alsc/caldecott.html) and prepare a bibliography—NOT annotated. Be prepared in class to answer written questions regarding 2 of these 10 books.

5. Traditional Literature Assignment (5 points)

This will be an in-class assignment. Read 3 Traditional Literature on the same story, i.e. 3 Cinderella stories, or 3 Little Red Riding Hood, etc. Prepare a bibliography of your 3 titles. Bring your 3 books to class. You **MUST** have your books to receive credit.

6. “How-to” book Presentation (10 points)

- * Choose a “how-to” nonfiction book (copyright no older than 1998).
- * For your “how-to” book, prepare something from the book to show to the class. For example, if you choose a book on making greeting cards, have several examples to show the class. If you choose a cookbook, prepare one of the recipes. If you choose a book on how to make candles, show the class what you have made. The items will NOT be MADE in class, but rather shown to the class.
- * NO drawing books.
- * You MUST bring your book to class.
- * Prepare a bibliography for class members, as well as two copies for the instructor. In one or two sentences tell us about the book. Be sure to include your name.

7. Class Participation (5 points)

You will be expected to discuss topics in class, to respond to questions and to raise questions and concerns. Some participation will be in the form of writing in class, literature circles and on-line discussion. If needed, participation “cards” will be provided.

8. Quiz (10 points)

Course Evaluation/Grading Scale:

1. Respond to Literature	..... 20	A=90-100
2. Newbery Group	..... 20	B=80-89
3. Booktalk	..... 20	C=70-79
4. Caldecott Picture Book	..... 10	D=60-69
5. Traditional Literature	.....05	F=below 60
6. “How-to”	..... 10	
7. Class participation	.....05	
8. Quiz	..... <u>10</u>	
TOTAL:	100 points	

Class Policies

1. Late work is not accepted.
2. Attendance is strongly encouraged and roll will be taken. Absences exceeding three hours will result in serious grade reduction. Absences are NOT excused unless the student is participating in a university-sponsored program and has provided information to the instructor in advance for approval. Being tardy to class or asking to leave early on a regular basis will also result in grade reduction.
3. Assignments are to be sent to the Assignment area of Blackboard by stated deadlines. Hardware and software failure is NOT an excuse for late work.
4. Plagiarism is not tolerated.
5. Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.
6. Students need to be aware of the drop dates for the semester. It is the student's responsibility to either withdraw from the university (drop all classes) or drop this course by deadlines published in the catalog and on-line at <www.shsu.edu>.