

**LS 560, LITERATURE FOR CHILDREN
SAM HOUSTON STATE UNIVERSITY**

Department of Library Science

Summer II 2008

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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, 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.

Recommended Text

CHILDREN'S LITERATURE BRIEFLY by Tunnell and Jacobs (third or fourth editions ONLY). You can purchase this online new and used. Be certain the CD is included with any used copies.

Course Objectives

- Direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs [TEExES I.9]
- Understand and evaluate national, state and local reading initiatives. [TEExES I.10]
- Collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials [TEExES II.8]
- Promote awareness of and responsiveness to learning differences and other types of diversity in the learning community [TEExES V.1]
- Exhibit effective communication through oral, written, electronic, and nonverbal expression [TEExES V.2]
- Use knowledge of literature and information resources to help students select materials [TEExES VI.8]
- Understand and model the principles of intellectual freedom, information access, privacy, and proprietary rights [TEExES VI.9]

- Use varied reading materials, programs, and motivational strategies to guide development of independent readers [TEXES VI.11]

Knowledge:

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of elementary school children.
- 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.
- Identify sources for keeping current in the field.

Skills:

- Identify and use book selection tools and reviewing sources.
- Annotate and respond to a variety of children's books.
- Evaluate books using criteria for specific genres.
- Select books developmentally appropriate for various learners.

Dispositions:

- Recognize the benefits and importance of using multicultural literature in the classroom.
- Provide reading materials that reflect diversity.
- Distinguish between selection and self-censorship.
- Model appropriate literate behaviors.
- Demonstrate enthusiasm for books and reading.

Course Outline (tentative)

This hybrid course meets only twice in the traditional format. All other meetings and work will be done online for this course. Please refer to the Blackboard site for further information on dates and assignments and the like.

Course Requirements

Reading Records (66)	5 points apiece=	330 pts.
Read Aloud (1)		20 pts.
Oral discussion of Assigned books (3)	10 points apiece=	30 pts.
Poem Card Assignment		30 pts.
Jackdaw		30 pts.
Book Talk		30 pts.
Controversial book group presentation		50 pts.
Final Exam		100 pts.
 Total Points		 620 pts.

Grades: A= 558-620
B=496-557
C=434-495
D=372-433
F= below 372

Written Assignments:

All written assignments must be typed and double-spaced. Hand written papers will not be accepted. Proper grammar/mechanics/punctuation is expected. Points will be subtracted for poorly written papers.

Plagiarism is not accepted for any work in the class. Be sure to write using your own words and ideas. Do not copy from the back cover of books or from any reviews, other students, etc. You may be expelled from the class with a grade of F if you are caught plagiarizing.

Reading Records:

There is a rubric for completing the reading records at the end of this syllabus. We will discuss specific details in class.

Read Aloud:

You will choose 1 quality picture book which you will practice reading at home and then read to a small group in class. Students will critique each other with a rubric we design together as a class.

Poem Card Assignment:

Students will look through poetry books for children and choose a favorite poem. Using a piece of poster board or mat board, students will write, type, paint, etc. their chosen

poem onto the poster board and then decorate the poster to fit the poem. A grading rubric will be provided.

Jackdaw:

A jackdaw is a type of show-and-tell book report. Students will read a historical fiction chapter book and choose real objects to represent symbols, objects, characters, and other important components of the book to tell the story of the book. A written paper will be required.

Book Talk:

A book talk is an advertisement for books similar to a commercial or movie preview. Students will choose 1 chapter book to read and develop a short advertisement to entice people to want to read the book. You may spruce up your talk with props, posters, pictures, video presentation or anything else you can think of. We will talk about this assignment in class.

Controversial Book Group Presentation:

Students will work in small groups of 5 or 6 to present a report about a controversial or censored chapter book. Specific information will be provided in class.

Final Exam:

The final exam will be given in class. It will include matching, multiple-choice, fill-in-the-blank, short answer, and essay.

Reading Record Format Page

APA or other accepted bibliographic citation

Genre: *Picture book:* Is it a fairy tale, an I Can Read story, an award book, a biographical or informational book, etc.?

Chapter books: What type? Fantasy, Historical fiction, Realistic, etc.

Source: Where did you find the title?

For Picture Books and Chapter Books--Literary Element: Choose one literary element that was a strength and one that was a weakness in the book chosen. Explain your answer. (5-6 sentences)

For Chapter Books—What was your favorite scene in the book and why? (4-5 sentences)

Rate this book according to the quality/taste quadrant discussed in class. Explain which quadrant you would place the book in and why.

Course Schedule:

***denotes a due assignment**

First Class Meeting Course Overview
Birthday Cake Theory of Reading Development
Why is reading important? What is a Quality book?
Finding good children's books
Books for young children:
 --picture, participation, concept, wordless,
 predictable, beginning reader
Thinking about Reading books Aloud
Criteria for evaluating picture books
Mother Goose
Fairy Tales
Realistic Fiction & Censorship
Discussion of assignments due next week

Second Class Meeting The Caldecott Medal
Poetry
Historical Fiction
Discussion of jackdaws
Fantasy
Biographies and Informational Books/Nonfiction
Final Exam
*Poem Cards
*Bring a Caldecott winner or honor book to share
*Bring a Nonfiction book to share
*Bring a biography to share
*Booktalk
*Jackdaw
*Bring a picture book to read aloud
*Group presentation

Reading Records Due Dates:

*Each week on Sunday (July 13, 20, 27, and August 3rd), reading records will be due. Ten picture book records and 6 chapter book records will be due on July the 13th & 20th. On July 27th and August 3rd, 10 picture book records and 7 chapter book records will be due.

*The Jackdaw will be due on July 23rd when we meet in class.

Following are sources you need to use in finding your books to read. On August 3rd, please give me a list of the sources and the titles you read from each source along with the records due that day.

66 Required Books from the following lists:

8 Multi-cultural books (4 from Pura Belpre—www.ala.org—look under awards; 4 Coretta Scott King books—www.ala.org—look under EMIERT-Coretta Scott King)

12 Bluebonnet Nominees from any year (www.txla.org)

10 Caldecott winner or honor books from any year (www.ala.org)

10 Newbery or Honor books from any year (www.ala.org)

10 from the Notable Books for Children List (www.ala.org; under awards; current or past Notable Children's Book lists)

5 New York Times Bestseller for Children's List (www.nytimes.com; scroll down to children's books)

5 series books from different series (you must do 1 Junie B. Jones book and 1 Magic Tree House book, and 1 from the Twilight series by Stephanie Meyer any other series for children—you choose 2)

6 Challenged books—suitable for children (www.bookspot.com)

Class Policies

Expectations:

All of the departmental policies apply for this class. In addition, the policies noted below are in effect.

1. Late work is not accepted. It is the responsibility of the student to make sure work arrives at the Blackboard site by midnight on the assigned due dates. Hardware and/or software failure is not a reason for late work.
2. Attendance is MANDATORY for our two meetings. No exceptions will be granted. If you miss the class, you must drop the class or you fail the course.

3. Plagiarism is not tolerated. Please avoid using wording similar to that of reviews, Amazon.com summaries, book flaps, etc.
4. All assignments are to be submitted via BLACKBOARD. I will accept NO hard copies unless the assignment is done in class. Please ensure that you send assignments in time. Do not send assignments via email. All work is due by midnight on the assigned date.
5. Special notes about Blackboard:

I will not acknowledge receipt of assignments. Blackboard sends you a receipt when assignments are sent correctly.

I will post grades and comments on BlackBoard as I read assignments. Give me a few days after each batch of Reading Records are due to catch up on grading.

Important announcements will be posted at Blackboard and emailed through Blackboard. It is the responsibility of the student to check email routinely.

If students encounter difficulties, they need to contact Computer Services (936-294-1950) and not the instructor.

Disability Statement:

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. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Student Responsible for Dropping Class

You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not come to class. You need to withdraw officially from this class.

Bibliography:

Selective Reference List of Children's Literature Professional Resources

A to Zoo. H. W. Wilson. 5th edition.

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- Beers, Kylene. 2002. *When kids can't read, what teachers can do*. Heinemann.
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- Bodart, Joni Richards. 1980. *Booktalk!* H. W. Wilson.
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- Hit list: Frequently challenged books for children*. 2002. American Library Association.
- International Reading Association online www.reading.org.
- Janezko, Paul B. 1991. *Poetspeak: In their work, about their work*. Collier.
- Journal of adolescent and adult literacy*. Membership journal of IRA.

Journal of youth services in libraries (JOYS). Membership journal of YASLA and ALSC.

Kaleidoscope: A multicultural booklist. National Council of Teachers of English.

Kutzer, M. Daphne. 1996. *Writers of multicultural fiction for young adults: A bio-critical sourcebook*. Greenwood.

Language arts. Subscription journal of National Council of Teachers of English.

Lesesne, Teri S. and Rosemary Chance. *Hit list: Frequently challenged books for young adults*. 2002. American Library Association.

Lesesne, Teri S. 2003. *Making the match: The right book for the right reader at the right time*. Stenhouse.

Lesesne, Teri S. 2006. *Naked reading: Uncovering what tweens need to become lifelong readers*. Stenhouse.

Middle and junior high school library catalog. 1995. 7th ed. H.W. Wilson.

National Council of Teachers of English online at www.ncte.org.

Pierce, Katherine. *Adventuring with books: A booklist for Pre-K-6th grade*. National Council of Teachers of English.

Reading Teacher. Subscription journal of International Reading Association.

Rollins, Deborah and Dona Helmer. 1996. *Reference sources for children's and young adult literature*. ALA.

Schon, Isabel. 1993. *Books in Spanish for children and young adults, Series VI. An annotated guide*. Scarecrow.

School library journal. Review journal.

Spencer, Pam. 2001. *What do young adults read next? A reader's guide to fiction for young adults*. Gale.

Stoll, Donald R., ed. 1997. *Magazines for kids and teens*. International Reading Association.

Teacher librarian: The magazine for school library professionals. Contains review columns.

Vandergrift, Kay E., ed. 1996. *Mosaics of meaning: Enhancing the intellectual life of*

young adults through story. Scarecrow Press.

Voice of youth advocates (VOYA). Review journal for YA materials. Scarecrow Press.

Voices from the Middle (VM). Journal for middle level teachers from the National Council of Teachers of English.

Your reading: A booklist for junior high and middle school students. 1993. 9th ed. NCTE.