

**LS 560 LITERATURE FOR CHILDREN
SUMMER 2008**

Course Number is a required course for the Masters of Library Science and Library Science Certification.

**College of Education
Department of Library Science**

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Text/Readings:

CHILDREN'S LITERATURE BRIEFLY (REQUIRED) 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.

Required Reading (these books will be read by all class members; they are available from most school and public libraries and do not need to be purchased)

Appelt, Kathi. BUBBA AND BEAU. (any of the titles in this series)
Bartoletti, Susan. HITLER YOUTH.
Bauer, Joan. STICKS.
Cleary, Beverly. DEAR MR. HENSHAW.
Cobb, Vicki. I FACE THE WIND.
Curtis, Christopher Paul. THE WATSONS GO TO BIRMINGHAM, 1963.
dePaola, Tomie. THE LEGEND OF THE BLUEBONNET.
diCamillo, Kate. THE MIRACULOUS JOURNEY OF EDWARD TULANE.
Dorros, Arthur. ABUELA.
Falconer, Ian. OLIVIA.
Garza, Carmen Lomas. EN MI FAMILIA/IN MY FAMILY.
Giovanni, Niki. ROSA.
Harris, Robie. IT'S SO AMAZING.
Henkes, Kevin. OLIVE'S OCEAN.
Holm and Holm. BABYMOUSE. (any of the books in this series)
Lord, Cynthia. RULES.

Mourlevat, Jean-Claude. THE PULL OF THE OCEAN.
 Patron, Susan. THE HIGHER POWER OF LUCKY.
 Paulsen, Gary. HATCHET.
 Schmidt, Gary. LIZZIE BRIGHT AND THE BUCKMINSTER BOY.
 Sendak, Maurice. WHERE THE WILD THINGS ARE.
 Siegel and Siegel. TO DANCE.
 Soto, Gary. TOO MANY TAMALES.
 Wiesner, David. THE THREE PIGS.
 Willems, Mo. DON'T LET THE PIGEON DRIVE THE BUS.

Recommended Texts

Sutton (eds.). ADVENTURING WITH BOOKS. NCTE, 2004.
 Trelease, Jim. THE NEW READ ALOUD HANDBOOK. Penguin, 2003.
 Lukens, Rebecca (ed). A CRITICAL HANDBOOK OF CHILDREN'S LITERATURE. Scott-Foresman, 2005.
 Sebanek et al. SCHOOL TO WORK. Write Source, 2002.

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • TExES competencies • <u>State Standards</u> • <i>IRA Standards</i> • <i>AASL Standards</i>
Describe the reading needs and interests of elementary school children	Postings to wiki and blog about required readings	Analysis of postings to wiki and blog.	<i>Standards 1 and 2</i> <u>239b(6)</u> 4.1 001(h, j)
Model appropriate literate behaviors and demonstrate enthusiasm for books and reading.	Postings; textbook assignments	Analysis of postings; completion of text assignments according to specified criteria	<i>Standard 1</i> <u>239b(9)</u> 4.3 004(e)

Evaluate books using criteria for specific genres.	Postings to wiki and blog	Analysis of postings to wiki and blog	<i>Standard 1</i> <u>239d(1)</u> 2.2, 2.3 005 (b, h, i)
Identify various artistic styles, techniques, and media used in illustration	Postings to blog and wiki and text assignments on picture books	Analysis of postings; completion of text assignments according to specified criteria	<i>Standard 1</i> <u>239g(11)</u> 2.3
Understand the role of the library media /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) etc.	Data base assignment	Completion of data bases and dispersion to colleagues	<i>Standard 2</i> <u>239b(6), (9)</u> 4.3, 4.1 001 (h, j)
Demonstrate awareness of the importance of a diversity of materials for young adults, responding to needs of individual learners (learners with disabilities, gifted and talented learners, learners from various socioeconomic and ethnic background).	Postings to blog and wiki; textbook assignments on multicultural literature	Analysis of postings; completion of text assignments following specified criteria	<i>Standards 1 and 2</i> <u>239g(11), 239b(6, 11)</u> 4.1, 4.2 001 (g)

Web address for IRA standards:

<http://www.reading.org/downloads/resources/545standards2003/index.html>

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 AASL Standards:

http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf

Web address for Conceptual Framework

www.shsu.edu/~ncate/concept.html

Course Format:

This course is a hybrid that combines FTF meetings with online content. The one FTF meeting covers a great deal of territory including an introduction to the Blackboard site, a discussion of the assignments and expectations, and lecture materials not contained in the text.

IDEA Objectives: ESSENTIAL only

23. Learning to apply course materials.
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
27. Gaining a broader understanding and appreciation of intellectual/cultural activity.

Important IDEA Objectives: 21, 22, 26, 28, 29

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 Content: This hybrid course meets only once 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.

Meeting #1

Course Overview

How Does an Online Class Work?

What Is Children's Literature?

Why Do We Share Literature with Children?

How Do Children Develop?

What Are the Major Awards for Children's Books?

What is the Nature of Response to Literature?

What Are the Major Genres in Children's Books?

How Can We Infuse Books in the Curricula?

Course Requirements:

1. OUTSIDE READING ASSIGNMENT

150 pts.

You are required to read an additional **75** books in addition to the ones listed on the front of the syllabus. Moreover, these **75** books must meet certain qualifications as follows. It is possible that ONE book might meet more than one qualification. If that is the case, you may count the book for each qualification. However, you will then need to read additional books so that the total number of books is **75**. Instructions for reporting on these books will be provided by the instructor.

- 20 multicultural books (at least 5 of these books should be from the Pura Belpre list; a minimum of 5 should be from the Coretta Scott King list; books must be for a wide range of readers and cultures)
- 5 books from the 2008-2009 Texas Bluebonnet Award Master List
 - This list may be found using the external links part of Bb
- 3 books from the Challenged Book Lists *suitable for children*
 - This list may be found using the external links part of Bb
- 5 books from the current (2008) Notable Books for Children List
 - This list may be found using the external links part of Bb
- 5 books from the NYT Bestseller for Children Lists from January through May of 2008 (hardcover AND paperback lists must be represented)
 - This list may be found using the external links part of Bb
- 10 Caldecott/Caldecott Honor winners
 - This list may be found using the external links part of Bb
- 5 Newbery/Newbery Honor winners
 - This list may be found using the external links part of Bb
- 1 biography for children (copyright after 2003) approved by Instructor
- 1 poetry collection for children approved by Instructor
- 5 series books (1 book from 5 different series; you **MUST** do a Lemony Snicket and a Magic Treehouse book)

- 5 books from the Sibert and/or Geisel lists
 - This list may be found using the external links part of Bb
- 2 books from the most current (2007-2008) Texas 2 x 2 reading list
 - This list may be found using the external links part of Bb
- 2 Schneider Family award or honor book winners
 - This list may be found using the external links part of Bb
- 1 audiobook for children
- 5 books of your own selection using any of the lists here (i.e., Newbery, etc.)

2. BLOGGING REQUIRED BOOKS 100 points

You will be blogging about some of the books that are not a part of other assignments for this course. These will be submitted under BLOG TOOLS in Blackboard. Visit my blog at www.livejournal.com/users/professornana/ for examples of what I am looking for in this assignment. Details will be provided by the Instructor.

3. DATABASE ASSIGNMENT 100 points

Using the CD that comes with the textbook, you are to develop 5 annotated booklists of 10 books each. The lists should be developed with the needs of your school population in mind. Hence, the lists should meet the following criteria:

- A list to give one of the social studies teachers in your building
- A list to give to one of the science teachers in your building
- A list to give to one of the elective teachers in your building
- A list to give to one of the math teachers in your building
- A list to give to one of the English or reading teachers in your building

Please note that you will have to learn how to export files and format them appropriately.

4. READINGS IN TEXT 100 points

Refer to the Assignments section of Blackboard to see what chapters you will read for class and what you will need to do to demonstrate that you have done the reading.

5. AUDIO BOOK EVALUATION 50 points

You will listen to an audiobook (get Instructor approval) recommended for grades PK-6. You will complete an audiobook assessment following the directions provided.

Evaluation:

OUTSIDE READING ASSIGNMENT	150 pts.
AUDIO BOOK EVALUATION	50 points
READINGS IN TEXT	100 points
DATABASE ASSIGNMENT	100 points
BLOGGING REQUIRED BOOKS	100 points

A=450+
B=400-449
F=below 300

Expectations:

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor.

A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

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.

ADDITIONAL POLICIES FOR THIS CLASS AND INSTRUCTOR

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

- 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.
- Attendance is MANDATORY for our first meeting. No exceptions will be granted. If you miss the class, you must drop the class or you fail the course.
- Plagiarism is not tolerated. Please avoid using wording similar to that of reviews, Amazon.com summaries, book flaps, etc.
- 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.
- Special notes about Blackboard:
- I will not acknowledge receipt of assignments. Blackboard sends you a receipt when assignments are sent correctly.
- I will send out emails when I grade work. It is then the responsibility of the student to check grades at Blackboard and communicate any concerns to the instructor **immediately**.
- 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.

Bibliography:

Selective Reference List of Children's Literature Professional Resources

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Allen, Janet. 2000. *There's room for me here*. Stenhouse.

Allen, Janet. 2002. *Yellow brick roads*. Stenhouse.

Allen, Janet. 2006. *Content Area Reading Strategies*. Stenhouse.

Beers, Kylene and Barbara Samuels, eds. 1998. *In focus: Understanding and creating middle school readers*. Christopher-Gordon.

Beers, Kylene et al (eds.). 2007. *Adolescent Literacy: Turning Promise into Practice*. Heinemann.

Beers, Kylene. 2002. *When kids can't read, what teachers can do*. Heinemann.

Best videos for children and young adults: A core collection for libraries. 1990. ABC-CLIO.

Bodart, Joni Richards. 1980. *Booktalk!* H. W. Wilson. (and subsequent volumes).

.Booklist. Review journal from the American Library Association.

Bulletin of the Center for Children's Books. Review journal.

Carter, Betty and Richard F. Abrahamson. 1990. *Nonfiction for young adults: From delight to wisdom*. Oryx.

Early, Margaret. 1960. Stages of growth in literary appreciation. *English journal*. 49 (March): 161-7.

Edwards, Margaret A. 1994. *The fair garden and the swarm of beasts*. Reprint. American Library Association.

English journal. Journal for secondary English teachers from National Council of Teachers of English.

Gallo, Donald R., ed. 1990. *Speaking for ourselves: Autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

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Hipple, Ted. 1997. *Writers for young adults*. 3 vols. Scribners.

Hit list: Frequently challenged books for children. 2002. American Library Association. (and updates).

International Reading Association online www.reading.org.

Janeczko, 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.

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

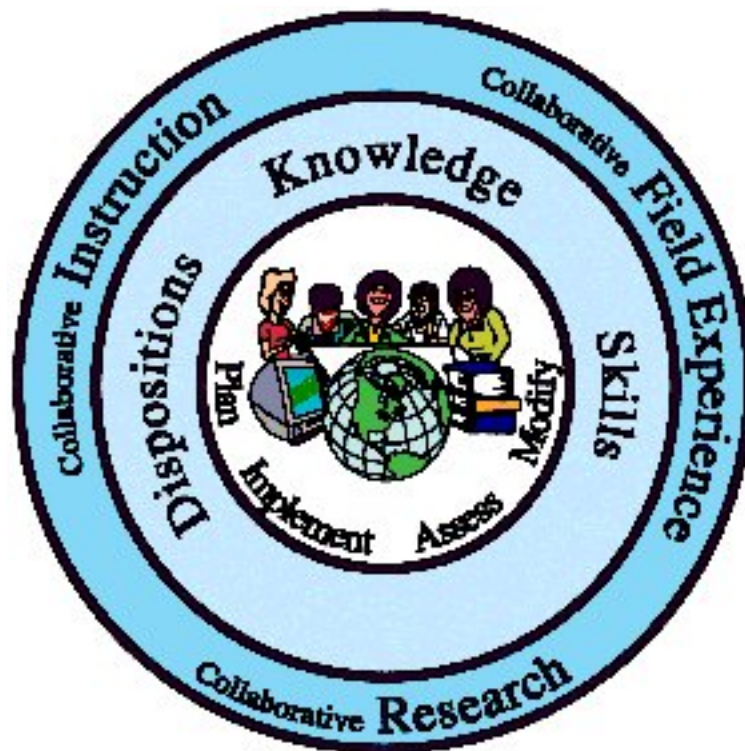
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Van Horn, Leigh (ed.). 2008. *Reading on the Edge*. Christopher-Gordon.

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



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