

SAM HOUSTON STATE UNIVERSITY
Department of Library Science
LS 362 Fall 2007 (4-12 certification)
Literature and Related Materials for Young Adults

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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. This course is intended for those seeking secondary certification and covers materials appropriate for grades 4-12.

Required Reading

Bauer, Joan. *Hope was Here.*
Crutcher, Chris. *Ironman*
Curtis, Christopher Paul. *The Watsons Go To Birmingham, 1963.*
Dicamillo, Kate. *Because of Winn Dixie*
Johnson, Angela. *First Part Last*
Lowry, Lois. *The Giver*
Rowling, J. K. *Harry Potter* (any book in the series)
Ryan, Pam Munoz. *Esperanza Rising*
Soto, Gary. *Too Many Tamales*
Any biography written for children in grades 4-12. (Copyright no older than 1997.)
Poetry collection intended for children in grades 4-12. (Copyright no older than 1997;
not collections by Silverstein or Prelutsky; get instructor approval)

Required Text

Instructor Packet (\$20.00 at first class)

Recommended Text

Lesesne, Teri S. *Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12.* New York: Stenhouse, 2003.

Course Objectives

Knowledge:

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of school children from grades 4-12. (ACEI Standard 1, 3 c)
- Identify leading figures in the field of children’s and YA 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 children’s 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: <u>State Standards</u> <i>IRA Standards</i> Library State Standards
Provide sufficient rationale for using real books in the classroom.	Writing and responding	Analysis of postings to discussion board and written responses	<i>29,032, 33, 5.1, 5.2, 2.12</i> <u>3.43s, 2.12s</u> 239.55
Describe the reading needs and interests of elementary school children	Writing and responding	Analysis of postings to discussion board and written responses	<u>2.14s, 4.2s, 4.8s</u> 239.55 <i>1.2, 1.4, 3.4, 1.7, 3.1, 3.2, 4.4</i>
Identify and use book selection tools and reviewing sources	<ul style="list-style-type: none"> • Outside reading of 36 children’s books • Lecture and class presentations 	<ul style="list-style-type: none"> • Response bibliography • Analysis of postings to discussion board 	<u>2.12s</u> 239.55 <i>2.11, 8.1, 12.4, 13.1, 16.1</i>

Evaluate books using criteria for specific genres.	<ul style="list-style-type: none"> • Outside reading of 36 children’s books • Lecture and class presentations 	Response bibliography	<u>2.12s, 2.14s, 3.43s</u> 239.55 <i>5.2, 8.1, 12.4</i>
Identify various artistic styles, techniques, and media used in illustration	<ul style="list-style-type: none"> • Outside reading of 36 children’s books • Lecture and class presentations 	Response bibliography	<u>2.13s</u> 239.55 <i>12.4, 5.2</i>
Describe the role of the teacher in reading guidance and motivation.	<ul style="list-style-type: none"> • Online discussion • Booktalks 	<ul style="list-style-type: none"> • Posting to discussion board • Booktalk checklist 	<u>2.14s</u> 239.55 <i>5.3, 13.1, 16.1</i>
Respond to a variety of children’s books 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).	<p>Outside reading of 36 children’s books</p> <p>Class lectures and presentations</p>	<p>Response bibliography</p> <p>Online discussion postings analysis</p>	<u>2.14s, 4.2s, 4.8s</u> 239.55 <i>5.1, 5.4, 5.5, 12.4</i> 239.55 <u>3.43s, 2.12s, 2.13s</u>
Identify strategies and activities for matching children and books.	Class presentations and lectures	Postings analysis	<u>2.14, 4.2s, 4.8s</u> 239.55 <i>5.4, 5.5, 14.1, 14.3</i>
Understand the role of the 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)	Literature Circles/Group Read of Newbery title	Role sheets for circles	<u>I, III, VI</u> 239.55 <i>5.1, 5.3, 14.3</i>

Web address for IRA standards:

<http://www.reading.org/advocacy/standards/introduction.html>

Web address for state standards:

http://www.sbec.state.tx.us/stand_framework/stand_framework.htm

Course Requirements

1. Reading Autobiography (5 points)

This paper should document your life as a reader (or as a nonreader if that is more descriptive of you). Consider how you learned to read, your earliest memories of reading at home and at school, your reading interests and dislikes, your reading habits as a child, teen, adult, and your attitude about reading. This is a personal narrative. It should provide the Instructor with a clear picture of your development as a reader (or a nonreader as the case may be). Please mention specific events, titles, and authors as well as images and recollections from your childhood, adolescence, and adulthood. This will be completed in class.

2. Respond to Literature (25 points)

- For all of the books you read for this assignment, you will prepare a bibliography and response. 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** with the exception of the poetry and the biography. This assignment must have 20 books.
 - 2 Coretta Scott King Award or Honor books, author or illustrator award.
(www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.htm)
 - 3 Texas Bluebonnet books – 1 from any of the annual lists, 2 must come from the 06-07 or the 07-08 list. (www.txla.org/groups/tba/index.html)
 - 2 Texas Lone Star book –1 must come from the 06-07 or 07-08 list.
(<http://www.txla.org/groups/yart/lonestarlists.html>)
 - 1 Texas Tayshas book <http://www.txla.org/groups/yart/tayshaslists.html>)
 - 2 fiction “numbered” series books (copyright no older than 1997), each from a different series—not sagas or serials like Harry Potter (*A clear series name, such as new Goosebumps, Lurlene McDaniel, Drift X, Diary of a Crush, On the Run etc. must be included in the citation*)
 - 1 Quick Picks for Reluctant Readers (no older than 2004 copyright)
<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm>, choose “Quick Picks”)
 - 1 Graphic Novel or Graphic Nonfiction for YA’s,
<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm>, choose “Great Graphic Novels....”
 - 1 Printz Award
(http://www.ala.org/ala/yalsa/booklistsawards/printzaward/Printz_Michael_L_Award.htm)
 - 3 informational books about the same subject (i.e. horses, WWII, friendship, holidays; copyright no older than 1997). You may use these titles for your “Book-talk” Assignment.
 - 1 “how-to” nonfiction book (copyright no older than 1997). You may use this title for your “How-to” Assignment.
 - 1 Any biography written for children in grades 4-12. (Copyright no older than 1997.) You **MAY** use your **REQUIRED READING** title for this assignment.
 - 1 Poetry collection intended for children or YA’s in grades 4-12. (Copyright no older than 1997; not collections by Silverstein or Prelutsky.) You **MAY** use your **REQUIRED READING** title for this assignment.
 - 1 Newbery Book. Please use your Newbery Group title (see below).

- Prepare an additional simple list arranged by category and list the titles chosen for those categories. **Attach this list to the end of your assignment.**

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:

<ol style="list-style-type: none"> 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 <u>nonfiction</u> include: <ol style="list-style-type: none"> a. the general subject area b. a few of the main points given c. note if the format is encyclopedic or narrative
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- For a fiction picture book include:

<ol style="list-style-type: none"> a. character/s b. basic plot, setting, etc. c. note about illustrations/photos 	For <u>nonfiction picture book</u> include <ol style="list-style-type: none"> a. same as above b. note about illustrations/photos
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- * 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.

- 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 20** children’s books you select on **TWO** levels, Personal and Literary (see below). For 10 of your 20 responses you will add a class activity.

➤ **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.

3. Newbery Group Assignment (20 points)

You will read ONE of the following titles for a group project; your group to be assigned alphabetically—see below. For example, if your last name begins with the letter “A” through “Con” you will read *Bud, Not Buddy*.

Group 1: Last name A-Con:

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

Group 2: Last name Com-J:

Dicamillo, Kate. *Tale of Despereaux*. (Newbery Winner 2004)

Group 3: Last name K-Mah:

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

Group 4: Last name Mai-Sch:

Sachar, Louis. *Holes*. (Newbery Winner, 1999)

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

Week 1: * Introduce yourselves

* Decide how many pages you will read by our next class meeting.

Week 2. Everyone will have read ___ number of pages and be prepared to discuss the book cover, redesign, etc. A journal entry will be made, as a group, at this time.

Week 3 and 4: Further directions will be given in class using the Peck Questions.

Week 5: Give “Book in a Bag” Presentation of your book.

4. Book Talk Power Point OR Book Talk Class Presentation/Handout (20 points)

- Prepare a PowerPoint presentation over 5 books that are themed. The books are to be of your selection. **They may not come from the Required Reading list, but they MAY come from your Respond to Literature Assignment list.** Choose a subject of interest to children or YA's and prepare a bibliography to give to all students.
- For example, you could choose “holidays” as your theme and include the 3 nonfiction books, the “how-to” book and two fiction titles that related to holidays.
- Use a minimum of 3 informational (nonfiction) books, published 1997 – 2007.
- at least 2 fiction picture books and/or fiction novel/chapter-book titles on the subject.
- Part of your grade is based on the appeal to children and/or YA's. Choose a topic of interest to, i.e. friendship, chocolate, sports, 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

- Prepare a Book Talk that will be presented in class. Choose 5 themed books **They may not come from the Required Reading list, but they MAY come from your Respond to Literature Assignment list.** Choose a subject of interest to children or YA's and prepare an attractive handout for their use to include a bibliography of the titles.

- Your books and handout should include:
 - A. a minimum of 3 informational (nonfiction) books, published 1997 – 2007.
 - B. at least 2 fiction novel/chapter-book titles on the subject. Include the bibliographic information.
- Write a descriptive attention-grabbing sentence for each entry. These are not to be professional annotations. They are to pique the children’s interest.
- 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 a child’s attention.
- Part of your grade is based on the child appeal. Choose a topic of interest to children or YA’s, i.e. friendship, chocolate, sports, etc.
- Provide copies 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.

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

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. Bring your book to 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. Prepare a bibliography for class members, as well as two copies for the instructor. Be sure to include your name.

6. 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.

7. Quiz (10 points)

Course Evaluation/Grading Scale:

1. Reading Autobiography	.....05	
2. Respond to Literature.	..... 25	A=90-100
3. Newbery Group	..... 20	B=80-89
4. Booktalk	..... 20	C=70-79
5. “How-to”	..... 10	D=60-69
6. Class participation	.....05	F=below 60
7. Quiz	..... <u>15</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, unless otherwise directed. 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>.