

**LS 560 – Literature for Children  
Sam Houston State University  
College of Education  
Department of Library Science**

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**Course Schedule:** Fall 2007  
LS 560.01 – Totally online  
LS 560.02 - Hybrid; Aldine cohort

**Catalog Description:**

Acquaints students with the selection, critical analysis, and historical development of literature for children. Emphasis will be placed on selecting recreational and informational materials for children reflecting our multicultural society, identifying techniques, activities, and strategies which motivate children to read and respond to literature; and developing critical abilities for evaluating literature for children. Required for certification and MLS.

**Required Textbook:**

Tomlinson, Carl M. and Carol Lynch-Brown. *Essentials of Children's Literature*. 5<sup>th</sup> ed. Boston: Allyn and Bacon, 2005.

**Required Professional Book:**

*Guys Write for Guys Read*, edited by Jon Scieszka. Viking 2005.

**Required Children's Books** (in order of quizzes and discussions):

*Love That Dog* by Sharon Creech.

*Mr. Putter and Tabby* series by Cynthia Rylant, ill. by Arthur Howard. (Read one book of your choice.)

*Kitten's First Full Moon* by Kevin Henkes.

*Harry Potter* series by J. K. Rowling. (Read one book of your choice.)

*A Wrinkle in Time* by Madeleine L'Engle.

*The Higher Power of Lucky* by Susan Patron.

*Lizzie Bright and the Buckminster Boy* by Gary Schmidt.

*When Marion Sang* by Pam Munoz Ryan, ill. by Bryan Selznik.

*The Voice That Challenged a Nation: Marion Anderson and the Struggle for Equal Rights* by Russell Freedman.

*Cesar* by Carmen T. Bernier-Grand, ill. by David Diaz (Available in English and Spanish – your choice).

*The Pull of the Ocean* by Jean-Claude Mourlevat.

*A Book of Coupons* by Susie Morgenstern.

*It's So Amazing! A Book about Eggs, Sperm, Birth, Babies, and Families* by Robie Harris, ill. by Michael Emberley.  
*How Angel Peterson Got His Name* by Gary Paulsen.

**Communication:**

Interaction will take place through the Blackboard course site. Communication will include group discussions, chats, discussion board forums, and email messaging. Course materials will be available through Blackboard Units, Syllabus Plus, and Assignments. (Aldine cohort meets face-to-face on two Saturdays.)

**Course Objectives and Standards:**

Students will be able to:	ALA/AASL	Conceptual Framework	TEXES	IDEA Objectives
1. Identify and understand children's interests and motivations.	Candidates identify and address student interests and motivations. 1.1b	Knowledge, skills, strategies, experiences, diversity	Domain I. Competency 001. The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.	
2. Understand major issues in children's literature.	Candidates are aware of major trends in reading materials for children and youth. 1.2a	Knowledge	Domain III. Competency 005. The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.	
3. Select and evaluate appropriate, high quality literature and other media for diverse readers	Candidates select materials in multiple formats to address the needs and interests of diverse young	Knowledge, skills, strategies, experiences, diversity	Domain I. Competency 001.	

and learners.	readers and learners. 1.2b			
4. Identify strategies and activities for encouraging reading.	Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading. 1.2c	Knowledge, strategies, experiences, diversity	Domain I. Competency 001. Domain III. Competency 005.	
5. Locate, apply and understand the principles of intellectual freedom, information access, privacy, and proprietary rights.	Candidates comply with and communicate the legal and ethical codes of the profession. 1.3d	Knowledge, skills, strategies, experiences, diversity	Domain III. Competency 005.	

**Units of Study:**

- Unit One: Learning about Children and Their Literature
- Unit Two: Learning about Books
- Unit Three: Poetry and Plays
- Unit Four: Picture Books
- Unit Five: Traditional Literature
- Unit Six: Modern Fantasy
- Unit Seven: Realistic Fiction
- Unit Eight: Historical Fiction
- Unit Nine: Nonfiction: Biography and Informational Books
- Unit Ten: Multicultural and International Literature
- Unit Eleven: Censorship
- Unit Twelve: Issues in Children’s Literature

**Course Assignments:**

Consult detailed assignment guidelines in Blackboard Assignments. Children’s books for assignments may be borrowed from libraries or purchased. Most are available in paperback editions.

**Assignment 1: Webliography.**

Compile a critically annotated list of the 10 best web sites you can locate on individual authors and/or illustrators. (10 points)

#### Assignment 2: Book Genres Pathways

Examine twenty-one books chosen from a selected list of mostly picture books representative of folktales, poetry, fantasy, contemporary realistic fiction, historical fiction, and nonfiction. Report briefly (100 words per book) on specific characteristics of each genre or type of literature. (20 points)

#### Assignment 3: Children's Media Log

Select and respond to twenty award-winning books and two nonprint media of your choice. (20 points)

#### Assignment 4: Guys Read Project

Read *Guys Write for Guys Read*. Select ten books and two articles for a collection development project geared to encourage boys to read. (10 points)

#### Assignment 5: Quizzes and Discussions

Answer questions, read articles, and contribute substantive comments on topics related to textbook chapters and required children's books through a combination of weekly quizzes and discussions. (40 points)

#### **Course Evaluation:**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

#### **Student Syllabus Guidelines:**

For detailed information about academic dishonesty, classroom rules of conduct, student absences on religious holy days, students with disabilities policy, and visitors in the classroom, go to the following university link: <http://www.shsu.edu/syllabus/>

#### **Academic Dishonesty:**

Plagiarism is serious. In this class copying another student's work and allowing another student to copy your work will result in a failing grade on the assignment and a possibly a failing grade in the course.

#### **Late Assignments:**

I accept late work with an appropriate penalty depending upon tardiness. Emergency situations affecting due dates will be considered on an individual basis. If you are ill and have a doctor's note, fax a copy to me to avoid late penalties.

## Library Science Student Dispositions:

The College of Education and the National Council for Accreditation for Teacher Education (NCATE) require a review of student dispositions. A disposition is a behavioral characteristic, either positive or negative, reflecting a student's potential ability to succeed as a master's student and ultimately as a school library media specialist. The Department of Library Science has chosen the following dispositions to review during the certification and Master of Library Science programs:

### 1. Exhibits ethical behavior.

Low                      Needs Improvement                      High

Examples:

Supports intellectual freedom and privacy of users.

Adheres to and communicates legal and ethical policies as well as codes of the profession.

Models, shares, and promotes ethical and legal principles of education and librarianship.

### 2. Exhibits effective communication skills.

Low                      Needs Improvement                      High

Examples:

Contributes appropriately to class discussions.

Writes with clarity and competence.

Able to articulate ideas and information appropriately to all school personnel.

Understands the importance of gathering and communicating data to support planning and decision-making.

### 3. Respects diverse ideas and values.

Low                      Needs Improvement                      High

Examples:

Demonstrates the importance of meeting diverse user needs.

Demonstrates that all students can learn regardless of diverse abilities, needs, and learning styles.

### 4. Collaborates with others.

Low                      Needs Improvement                      High

Examples:

Works collaboratively with the school community to develop and improve the library media program.

Works successfully with others.

Models and promotes collaborative planning with classroom teachers and other education professionals.

### 5. Exhibits leadership.

Low                      Needs Improvement                      High

Examples:

Has ability to plan and organize.

Advocates for, supports and facilitates flexible and open access to resources, services, and information in all formats as well as the library media center and its services.

Models personal responsibility and willingness to undertake a leadership role.

Understands the importance of being involved in school and district committees and staff development.

Advocates for the role of the library media center as an important component in the overall school program.

Understands the importance of professional publications and involvement with professional associations.

### 6. Exhibits graduate level/professional behaviors.

Low                      Needs Improvement                      High

Examples:

Attends all required class meetings on time.  
Completes assignments by due dates.  
Shows respect for professors by listening and responding appropriately.  
Shows respect for classmates as colleagues by listening and responding appropriately.  
Accepts constructive criticism of course work.  
Is technologically competent and current on technological developments.  
Advocates for instruction in information skills as an integral part of the curriculum.  
Pursues self-learning strategies to keep current with developments in the field.  
Enjoys reading.