

**LS 560 LITERATURE FOR CHILDREN  
SPRING 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:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b><u>State Standards</u></b></li> <li>• <b><i>IRA Standards</i></b></li> <li>• <b><i>AASL Standards</i></b></li> </ul>
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> <b>4.1</b>
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> <b>4.3</b>
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>

			<b>2.2, 2.3</b>
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> <b>2.3</b>
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> <b>4.3, 4.1</b>
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> <b>4.1, 4.2</b>

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

### Course Format:

In a paragraph following your description of the course format, list the IDEA objectives (“essential” and “important”) that are central to your course objectives.

**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.

For all of the **75** books you read for this assignment, you will use the WIKI TOOL at Blackboard. Instructions for this assignment will be located at the WIKI TOOL site on Blackboard. The books you are to read for this assignment should meet the following requirements. Books may be used to meet only ONE of the requirements (no double dipping). **YOU MAY NOT USE ANY OF THE BOOKS REQUIRED FOR CLASS READING** (see front of syllabus) **FOR THIS ASSIGNMENT**. The final list must have 75 books.

- 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 2007-2008/ 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 October 2007-February 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 current Sibert and/or Geisel lists
  - This list may be found using the external links part of Bb
- 2 books from the 2 x 2 reading list
  - This list may be found using the external links part of Bb
- 2 Schneider Family award winners
  - This list may be found using the external links part of Bb

## 2. BLOGGING REQUIRED BOOKS

100 points

You will be blogging about the required books (from the front of the syllabus) 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/](http://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.

*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:**

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

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

*Middle and junior high school library catalog*. 1995. 7<sup>th</sup> ed. H.W. Wilson.

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

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