

SAM HOUSTON STATE UNIVERSITY
Department of Library Science
LS 361 W*
Literature and Related Materials for Children

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 is a writing enhanced course.

Required Reading

Appelt, Kathi. BUBBA AND BEAU.
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 TALE OF DESPERAUX.
Dorros, Arthur. ABUELA.
Harris, Robie. IT'S SO AMAZING.
Henkes, Kevin. OLIVE'S OCEAN.
Janeczko, Paul. A POKE IN THE I
Ringgold, Faith. TAR BEACH.
Sendak, Maurice. WHERE THE WILD THINGS ARE.
Soto, Gary. TOO MANY TAMALES.
Wiesner, David. THE THREE PIGS.
Willems, Mo. DON'T LET THE PIGEON DRIVE THE BUS.

Recommended Reading

Lesesne, Teri S. NAKED READING: UNCOVERING WHAT TWEENS NEED TO BECOME LIFELONG READERS, Stenhouse. 2006
Sutton (eds.). ADVENTURING WITH BOOKS. NCTE, 2001.
Trelease, Jim. THE NEW READ ALOUD HANDBOOK. Penguin, 2001.
Lukens, Rebecca (ed). A CRITICAL HANDBOOK OF CHILDREN'S LITERATURE. Scott-Foresman, 2002.
Sebanek et al. SCHOOL TO WORK. Write Source, 2002.

Course Objectives

Knowledge:

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of elementary school children. (ACEI Standard 1, 3 c)
- 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. (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.

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.

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.	Online writing and responding	Analysis of postings to discussion board and listserv	29,032, 33, 5.1, 5.2, 2.12 <u>3.43s, 2.12s</u> 239.55
Describe the	Online writing and responding	Analysis of postings to discussion board and	<u>2.14s, 4.2s, 4.8s</u>

reading needs and interests of elementary school children		listserv	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 75 children's books • Lecture and class presentations 	<ul style="list-style-type: none"> • Annotated bibliography • Analysis of postings to discussion board and listserv 	<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 75 children's books • Lecture and class presentations 	Annotated 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 75 children's books • Lecture and class presentations 	Annotated 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>
Annotate and 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 75 children's books</p> <p>Class lectures and presentations</p>	<p>Annotated 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	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>

and books.			
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.	Literature Circles	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 Outline (tentative)

Note that the books required for class are indicated in parentheses in the order in which they will be presented and discussed in class. You are responsible for reading these materials prior to that class meeting. Please bring these books to class with you on those days. Assignment due dates are indicated in bold face type within the brackets. These are tentative dates.

Meeting #1

Course Overview

What Is Children’s Literature?

Why Do We Share Literature with Children?

How Do Children Develop?

Meeting #2

What Are the Major Awards for Children’s Books?

What is the Nature of Response to Literature?

Art in Picture Books

(come prepared to DO art this meeting)

Picture Story Books

(Where The Wild Things Are,

The Legend of the Bluebonnet,

Bubba and Beau

Don’t Let the Pigeon Drive the Bus)

Traditional Literature
(The Three Pigs)

Biography

Literature Circles #1
Modern Realistic Fiction
**(Olive's Ocean,
Sticks, Dear Mr. Henshaw)**

Meeting #3

Literature Circles #2
Fantasy and Science Fiction
(Tale of Desperaux)

Poetry
(A Poke in the I)

Historical Fiction
(The Watsons go to Birmingham, 1963)

Informational Literature
(It's so Amazing, I Face the Wind)

Meeting #4

Multicultural Literature
**(Abuela, Too Many Tamales,
Tar Beach)**

Issues in Children's Literature
Keeping Current in the Field
CLASS PRESENTATIONS

Course Requirements

1. OUTSIDE READING ANNOTATED BIBLIOGRAPHY 150 pts.
For all of the books you read for this assignment, you will prepare an annotated bibliography. Follow the bibliographic format you have used for the other class assignments and include a brief annotation. An annotation is shorter than a summary and attempts to give readers a sense of why they may wish to read a particular book. See WHAT IS AN ANNOTATION at the Blackboard site for this course. Sample annotations may be found at the Bb site as well. Please follow the format indicated. Annotations should be no more than 150 words. The books you are to include on this bibliography should meet the following requirements. Should there be overlap on a

book (i.e., it meets more than one requirement), the student may then select another book on his or her own. Your annotations will be entered under assignments. **YOU MAY NOT USE ANY OF THE BOOKS REQUIRED FOR CLASS READING** (see front of syllabus) **FOR THIS ASSIGNMENT**. You must read all 30 books

- 3 Series books (must have one Lemony Snicket, one Harry Potter, one Magic Treehouse, and one other)
- 1 Comic book
- 1 Graphic novel
- 1 Magazine for children
- 5 Caldecott Award and/or Honor Books
- 5 Multicultural books for children (2 Belpre, 2 CS King, 1 other)
- www.ala.org
- 5 Books from the 2007-08 or 2008-09 Bluebonnet List (www.txla.com)
- 5 Books from the 2x2 2007 or 2008 list. (www.txla.com)
- 3 Newbery Award winners or Honor books 2007 or 2008
- 1 Poetry collection

2. LITERATURE CIRCLES

50 points

You are to come prepared to participate in your Literature Circle with your self-selected or group-selected reading from the novels on the required reading list. All work is to be turned in at the end of the meeting for each group. You are expected to participate enthusiastically and contribute to the discussion during the meeting. Each participant will be graded individually on the quality of his or her contributions by the instructor.

3. CLASS PARTICIPATION

100 points

Self-explanatory. You are expected to make regular contributions to the discussion of books and topics in class. I should be able to call upon you to answer questions, make observations, and draw parallels between class material and real life. **In addition**, you will be posting messages on the Blackboard site about issues and topics I pose as well as other topics brought up by classmates. You will join in the discussion of books you are reading both in and out of class. These postings will be made at the Blackboard forum for this class. Sometimes, I will post a specific question for all of the class to address. Sometimes, the discussion will be open. I DO expect to see regular postings about what you are reading and what you think of the books. I also expect that some of the postings are in response to what others have posted. Your posting should be reflective and thoughtful, not simply a plot recital of what you are reading. You should bring in material presented in the class lectures as well as examples and experiences. Ask questions; debate points; state your opinions. Let's really talk in between and after class meetings.

4. CLASS & POWERPOINT PRESENTATION

100 points

You are to prepare a PowerPoint presentation over 5 books you read for class. The books are to be of your selection. They may come from your annotations or from outside reading. They may not come from the required reading list. In your PowerPoint presentation, each slide is to contain 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. If you choose to do your theme around a particular author, you must include an additional slide with a picture of the author and a short biography of the author along with a Web Site that demonstrates the author’s work and point of view. Your power point should be submitted under assignments prior to class.

Course Evaluation/Grading Scale

A=360+

B=320-359

C=280-319

D=240-279

F=below 240

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. All assignments are to be word processed except those completed in class. Assignments are to be sent Assignments in Blackboard by deadlines No hard copy of work will be accepted. 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>.

Availability of Instructor

Lois Buckman
Before and After class
(281) 467-0821
lab008@shsu.edu
lbuckman@conroeisd.net

Please refer to the Blackboard (Bb) web site (you can link there from the SHSU home page) for examples of completed assignments, deadlines, and other important information for this class.