

SAM HOUSTON STATE UNIVERSITY
Department of Library Science
LS 361 Fall 2007 (K-4 certification)
Literature and Related Materials for Children

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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/diversity element will also be a part of this course.

Required Reading (You may NOT use these titles for other assignments unless noted!)

Appelt, Kathi. *Bubba and Beau...* (any title). (Read prior to 1st class if possible.)
Cole, Joanna. *The Magic School Bus...* (any title—not from TV show)
Curtis, Christopher Paul. *The Watsons Go To Birmingham, 1963*
dePaola, Tomie. *The Legend of the Bluebonnet*
Dorros, Arthur. *Abuela*
Horowitz, Anthony. *Stormbreaker* (not the graphic novel).
Lowry, Lois. *The Giver*
Patterson, Katherine. *Bridge to Terabithia*
Ringgold, Faith. *Tar Beach*
Rowling, J.K. *Harry Potter* (any title in the series)
Sendak, Maurice. *Where The Wild Things Are* (Read prior to 1st class if possible.)
Soto, Gary. *Too Many Tamales*
Willems, Mo. *Don't Let The Pigeon Drive The Bus* (Read prior to 1st class if possible.)
Any biography written for children. (Copyright no older than 1997.)
A poetry collection intended for children (Copyright no older than 1997; not collections by Silverstein or Prelutsky)

Required Text

Instructor Packet (\$20.00 at first class)

Recommended Text

Lesesne, Teri S. *Naked Reading: Uncovering What Tweens Need To Become Lifelong Readers*. New York: Stenhouse, 2006

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.
 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 annotations	<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 annotations	<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 40 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 40 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 40 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"> • Class discussion • Booktalks 	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 40 children’s books</p> <p>Class lectures and presentations</p>	<p>Response bibliography</p> <p>Class discussion 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 ASSIGNMENTS & REQUIREMENTS

1. Respond to Literature (25 points)

- **For all of the books you read for this assignment, you will prepare a bibliography and with “responses” as noted below.** 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.
 - 1 Newbery Award book (**GROUP ASSIGNMENT**)
 - 2 Coretta Scott King Award or Honor books (may be Illus or Author Award)
(<http://www.ala.org/ala/emiert/corettascottkingbookaward/corettascott.htm#winner>)
 - 3 Texas Bluebonnet books – 1 from any of the annual lists, 2 must come from the 06-07 or 07-08 list. (www.txla.org/groups/tba/index.html)
 - 2 Texas Lone Star books—at least 1 must come from the 07-08 list.)
(<http://www.txla.org/groups/yart/lonestarlists.html>)
 - 3 fiction series books (copyright no older than 1990), each from a different series—not sagas or serials like Harry Potter (*A clear series name, such as Junie B. Jones, Treehouse Mysteries, Hank the cowdog, Time Warp Trio, etc. must be included in the citation*)
 - 1 poetry collection (copyright no older than 1997). (from **REQUIRED READING LIST**)
 - 1 biography for children (copyright no older than 1997). (from **REQUIRED READING LIST**)
 - 3 Texas 2x2 books, from any lists (<http://www.txla.org/groups/crt/2x2intro.htm>)
 - 1 “How-to” book. You MAY use the same title for your “How-to” Assignment.
 - 3 Nonfiction/Informational books. You MAY use the same titles for your Book Talk Assignment. (copyright no older than 1997.)
- **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 bibliography is an alphabetical list of the titles you read. A bibliographic citation includes the following elements:
Author, Title (series if appropriate), Illustrator (if given) City (not country; state not necessary unless City is not internationally known) of Publication: Publisher, Copyright date.
- 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.
- For a fiction novel include:
 - 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 a nonfiction include:
 - a. the general subject area
 - b. a few of the main points given
 - c. note if the format is encyclopedic or narrative
- For a fiction picture book include:
 - a. character/s
 - b. basic plot, setting, etc.
 - c. note about illustrations/photos
- For a nonfiction picture book include:
 - a. same as above
 - b. note about illustrations/photos

Responding to Literature YOU WILL SEE AN EXAMPLE OF THIS IN CLASS.

***** 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.

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 could critique them intelligently according to color, design, media used, etc.

***** 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."

***** CLASSROOM ACTIVITY:**

For **five** of your Respond to Literature Assignment titles, 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.

2. 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-C:

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

Group 2: Last name D-K:

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

Group 3: Last name L-P:

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

Group 4: Last name S-W:

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

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

3. Booktalk with Power Point OR Booktalk with Books Presentation (20 points)

IF YOU CHOOSE TO PRESENT A POWER POINT:

- Prepare a PowerPoint presentation 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 and 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 child appeal. Choose a topic of interest to children, 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 sentence or two 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

IF YOU CHOOSE TO PRESENT A BOOKTALK WITHOUT POWER POINT:

- 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 and prepare an attractive handout for students to use.
- Your books and handout should include:
 - A. Use a minimum of 3 informational (nonfiction) books, published 1997 – 2007.
 - B. at least 2 fiction picture books and/or fiction novel/chapter-book titles on the subject.
- For your HANDOUT, 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. Handout should include the bibliographic information for each title.
- Part of your grade is based on the child appeal. Choose a topic of interest to children, i.e. friendship, chocolate, sports, animals, 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.

4. Picture Book Assignment (10 points)

Read 10 Caldecott Award or Honor books, (www.ala.org/alsc/caldecott.html) and prepare a simple **bibliography**—NOT annotated. Be prepared in class to answer written questions regarding 2 of these 10 books.

5. Traditional Literature Assignment (5 points)

Choose 3 Traditional Literature titles about the same story. This will be an in-class assignment. Prepare a **bibliography of your 3 titles**, and bring your 3 books to class. You **MUST** have your books to receive credit.

6. “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 handout for each person in class and 2 for the instructor with the **bibliographic** information and note the item you made from the book.

7. Quiz (10 points)

Course Evaluation/Grading Scale:

1. Respond to Literature	..... 25	A=90-100
2. Newbery Group	..... 20	B=80-89
3. Booktalk	..... 20	C=70-79
4. Picture Book	..... 10	D=60-69
5. Traditional Literature	.....05	F=below 60
6. “How-to”	..... 10	
7. Quiz	..... <u>10</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 of at least one letter grade. 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. Hardware and software failure is NOT an excuse for late work. It is also acceptable to turn in a print copy of assignments, rather than submitting to Blackboard.
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>.