

**COURSE SYLLABUS**  
**LS361\***  
**Literature and Related Materials for Children**

Course/Title:           LS361W  
Literature and Related Materials for Children

College:                Education and Applied Science  
Sam Houston State University

Department:           Library Science

Instructor:             Mrs. Robin Krig  
Sam Houston State University           Home Phone: (281)693-0781  
PO Box 2236                               Office Hours: By Appointment  
Huntsville, TX 77341-2236  
  
Email:robinkrig@houston.rr.  
com  
lis\_rok@shsu.edu

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.

Required Text:

Instructor Packet for 361(\$20.00), available from Instructor

Supplemental Texts:

Sutton (ed.) Adventuring With Books, NCTE, 1997.  
Tomlinson, Carl M. and Carol Lynch-Brown. Essentials of Children's Literature. Allyn and Bacon, 1996.  
Trelease, Jim. The New Read Aloud Handbook, 1995.  
Harvey, Stephanie. Strategies That Work, 2000.  
Miller, Debbie. Reading with Meaning 2002

### Genre Reading:

1. Defelice, Cynthia. Because of Winn Dixie
2. Polacco, Patricia. Pink and Say
3. Rowling, J.K. Harry Potter and the Sorcerer's Stone.
7. Sendak, Maurice. Where the Wild Things Are.
8. Poetry Anthology
9. Biography for Children

Note: This is the basic list for the class. Each student will be assigned additional reading once the class is underway. You will also need to purchase an Instructor Packet for the class. It will be available the first day of class.

### Course Objectives:

By the end of the semester, you should be able to:

1. Provide sufficient rationale for using real books in the classroom.
2. Describe the reading needs and interests of elementary school children.
3. Identify and use book selection tools and reviewing sources.
4. Evaluate books using criteria for specific genres.
5. Identify leading figures in the field of children's literature.
6. Identify various artistic styles, techniques, and media used in illustration.
7. Understand the role of the teacher in reading guidance and motivation.
8. Identify strategies and activities for matching children and books.
9. Identify sources for keeping current in the field.
10. Annotate and respond to a variety of children's books.

### Class Policies:

1. **LATE WORK IS NOT ACCEPTED.**
2. Attendance is strongly encouraged and roll will be taken. Points will be deducted for missing class.  
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 typed or word-processed except those completed in classes.
4. Plagiarism is not tolerated.

**COURSE REQUIREMENTS AND ASSIGNMENT DIRECTIONS**  
(KRIG, LS 361W, SPRING 2007)

In addition to those books assigned for the course, you are expected to read an additional number of books. These books must meet the following requirements. These books will be used for the assignments described here. NOTE: NONE OF THE BOOKS LISTED ON THE FRONT OF THE SYLLABUS AS GENRE READING MAY BE USED AGAIN FOR THESE ADDITIONAL BOOKS.

1. **5** books that have won the Caldecott Award for Illustration and **1** book by one of the award winning illustrators to practice visual scanning
2. **2 different** series books (in any order):  
Examples:
  - 1 Baby-sitter's Club by Ann Martin
  - 1 Hank the Cowdog by John Erikson
3. **1** books from the current Texas Bluebonnet or the Bluebonnet winners list
4. **1** Newbery book chosen by group
5. **1** original/variant versions of traditional literature stories
6. **1** how-to book for children

Assignment Instructions  
LS 361  
Robin Krig – Instructor

Note: This is a writing enhanced course. More than 50% of your grade will be determined by successful completion of a variety of writing assignments. Grammar, spelling, and appropriate content will be graded. Some of the assignments will be completed in class. Some assignments are more formal and include those listed below.

**1. FIGURATIVE LANGUAGE ASSIGNMENT** (2 sheets in large packet)

You will find **3** examples of the five types of figurative language discussed in class (**onomatopoeia, simile, alliteration, hyperbole, and personification**) in the picture/chapter books you read for this class. **You may not use poetry books for this assignment. Metaphors are extra credit.**

**2. SERIES BOOK ASSIGNMENT (# 2)**

You will complete the series book evaluation worksheets (**2**) in your Instructor packet for each of the series books you read. These are to be turned in as a set once you have finished reading both of the 2 books required for the assignment. This will be discussed in class.

**3. TEXAS BLUEBONNET/RESPONSE ASSIGNMENT (# 3)**

You will work in a group on this assignment. Members of each group will read (1) book chosen from the Texas Bluebonnet Nomination list or from the winners list found in your Instructor packet. Each group will have a specific assignment, done in class during class 4.

**4. CALDECOTT AWARD (# 1)**

Read **5** books, which have won either the Caldecott Medal Award for Illustration (packet) **Prepare a one-page bibliography** following this example:

Bunting, Eve. Smoky Night. Illus. By David Diaz. San Diego: Hartcourt Brace Pub., 1994. Unpaged.

**Prepare a second page** using the **1 book** of your chosen illustrator.

You will be asked to answer one question about one of the books, chosen by the instructor, from your Caldecott bibliography. You will also answer another question about the illustrator you have chosen using the **1 book** you bring to class. You might be asked to analyze the artist's use of line, color, shape, or texture. You might be asked to compare the style and media used in all the books. To prepare you will want to look up you illustrator online and read about their style and media techniques. You may bring that information to class to use in answering assigned questions.

#### **5. NEWBERY BOOK ASSIGNMENT (# 4)**

You will be asked to choose **1** book. You will also meet in a literature circle with your group the first 15 minutes of each class period. You will rotate different roles and responsibilities. You will be given a group assignment using Bloom's Taxonomy with the book that your group chooses to read on the final class date. The last class you will do an assignment together and present it orally to the class.

#### **6. VARIANTS OF TRADITIONAL LITERATURE (# 5)**

For this assignment, you will need to read **1** picture book version of a traditional folk/fairy tale (i.e., Cinderella, Snow White, Three Little Pigs, Little Red Riding Hood). **DO NOT** use large anthologies. You will complete a chart for each title of: **PLOT, CHARACTERS, SETTING, THEME, or MOTIFS**. You will also write or find a reader's theatre using a version that you would like a class to perform when you are teaching.

#### **7. POETRY ASSIGNMENT (# 9)**

You will find at least 15 poems and make Xerox copies of each. Find three poems with the following types of figurative language: onomatopoeia, simile, personification, alliteration, and hyperbole. **Highlight the figurative language in each poem** and write the poetry book the poem came from. Some poems may have more than one type of figurative language, **but you may use each poem only once for one kind of figurative language**. Finding poems with metaphors may earn you extra credit.

#### **8. AUTHOR / ILLUSTRATOR PRESENTATION**

Authors/illustrators must be chosen from anywhere in the course packet or approved by the instructor.

Visit the author's website and read about the author.

Poster or folder and books by that author must enhance presentation.

You will give a two-minute presentation telling the most interesting things you learned.

#### **9. HOW-TO BOOK ASSIGNMENT (# 6)**

You will randomly select a topic drawn during class. Next you will choose a how-to book. This could be a book telling how to make candles, greeting cards, cookies, or some other craft-type item, but **NO** drawing books. You will give a 2-3 minute presentation, **showing your book** and your product. You may demonstrate how to make the item or you may involve the class by teaching how to make the item. You may merely bring the item to show what you have already made. **Turn in a typed bibliography of the book you used, what materials were used, and how you made it**. You should turn in a sample if appropriate. A copy must be provided for each class member.

## **10 BIOGRAPHY FOR CHILDREN (# 8)**

Read 1 biography specifically written for children. A list of great biographies for students is in your large packet. More detailed information will be given in class. **You must bring the book to class** to complete the assignment.

## **12. EXTRA CREDIT**

Textless/wordless Picture Book

Read a textless (wordless) book and write a summary of the story plot (no longer than 1 typed page). Provide bibliographic information.