

Fall 2007

SAM HOUSTON STATE UNIVERSITY
Department of Library Science
LS 363 W*
Survey of Juvenile Literature

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Dates: Fall 2007, University Center
9/8, 9/29, 10/20, 11/10, 12/8.

Course Description

This course is designed students **to gain factual knowledge** with the classifications, selection, critical analysis and historical development of literature for young adults. In this course, the emphasis will be placed on **gaining a broader understanding and appreciation of intellectual/cultural activity**, and in selecting materials that meet the needs and interest of children, identifying techniques and strategies that 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 Texts

Lesesne, Teri S. MAKING THE MATCH: THE RIGHT BOOK FOR THE RIGHT READER AT THE RIGHT TIME, Grades 4-12. Stenhouse, 2003
Instructor Packet available from the Instructor

Required Reading

Cleary, Beverly. DEAR MR. HENSHAW, Harper Collins. (MRF)
Curtis, Christopher Paul. THE WATSONS GO TO BIRMINGHAM, 1963, Bantam. (HF)
DiCamillo, Kate. BECAUSE OF WINN-DIXIE, Candlewick. (MRF)
Harris, Robie. IT'S PERFECTLY NORMAL or IT'S SO AMAZING, Candlewick Press
(Challenged, NF)
Lowry, Lois. THE GIVER, Houghton Mifflin. (SF)
Paterson, Katherine. BRIDGE TO TERABITHIA, Harper Collins. (COA)
Paulsen, Gary. HATCHET, Simon & Schuster. (Adventure)
Rennison, Louise. ANGUS, THONGS, AND FULL FRONTAL SNOGGING, Harper
Tempest (Series, Humor, COA)
Rowling, J. K. HARRY POTTER AND THE SORCERER'S STONE. Scholastic, 1998.
(Fantasy)
Sones, Sonia. WHAT MY MOTHER DOESN'T KNOW, Simon & Schuster, 2001.
(Verse, COA)

Recommended Texts

- Beers, K. & Lesesne, T. BOOKS FOR YOU. Urbana, IL: NCTE, 2001.
Brown & Stephens. YOUR READING. Urbana, IL: NCTE, 2003.
Lukens, Rebecca (ed.) A CRITICAL HANDBOOK OF CHILDREN'S LITERATURE.
Scott-Foresman, 2002.
Sebanek et al. SCHOOL TO WORK. Write Source, 2002.
Sutton (eds.) ADVENTURING WITH BOOKS. NCTE, 2001.
Trelease, Jim. THE NEW READ ALOUD HANDBOOK. Penguin, 2001.

Course Objectives

Knowledge:

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interest of elementary, middle and high school students. (ACEI Standard 1, 3 c)
- Identify leading figures in the field of Children's and YA literature.
- Describe the role of the teacher in reading guidance and motivation.
- Identify strategies and activities for matching children and YAs with 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 and YA 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.

Web address for IRA Standards:

<http://www.reading.org/advocacy/standards/introduction.html>

Web address for State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

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 reading needs and interests of middle and high school children	Online writing and responding	Analysis of postings to discussion board and listserv	<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	Outside reading of 40 juvenile literature books Lecture and class presentations	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.	Outside reading of 40 juvenile literature 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>
Describe the role of the teacher in reading guidance and motivation.	Online discussion Book talks	Posting to discussion board Book talk checklist	<u>2.14s</u> 239.55 <i>5.3, 13.1, 16.1</i>
Annotate and respond to a variety of YA books Demonstrate awareness of the importance of a diversity of materials for young adults,	Outside reading of 40 juvenile literature books	Annotated bibliography Online discussion postings analysis	<u>2.14s, 4.2s, 4.8s</u> 239.55

responding to needs of individual learners (learners with disabilities, gifted and talented learners, learners from various socioeconomic and ethnic backgrounds).	Class lectures and presentations		<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 YAs 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 library media /reading specialist in reading guidance and motivation, such as through author visits, book talks, 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>

Course Requirements

1. OUTSIDE READING ANNOTATED BIBLIOGRAPHY 150 points
 In addition to the required reading books on the syllabus, you are to read an additional 40 books. These books must meet the following requirements. You are to write an annotation for each book following the instructions and examples in the Instructor Packet and at the Blackboard site for this course. The annotations should be about 100 words each. If there is overlap in the requirements (for example, one book is on two lists, such as BBYA and Lone Star), then you may count it twice. However, you should then select another book of your own choice to add to the final bibliography. You may NOT use REQUIRED READING BOOKS for this assignment. All lists must have 40 books annotated.

Outside Reading Annotated Bibliography List

- 1 Poetry collection or story in verse (Examples: Worlds Afire, Out of the Dust, Make Lemonade, etc.)
- 4 Series books (one book from four different series)
- 1 Comic book
- 1 Magazine for children or young adults
- 5 Caldecott Award and/or Honor Books
- 3 Books from the Challenged Book List suitable for YA readers

- 5 Books from the list of books for anyone working with YAs
- 5 Books from the 2004-2005 Lone Star and/or Tayshas Lists
- 5 Books from the 2004 BBYA List
- 5 Multicultural books for children or young adults
- 5 Books from the 2004-2005 Bluebonnet List

Total: 40

2. **POETRY SLAM** 50 points
Collect 10 poems that you would want to share with young adults. Place them in a manila folder and bring the folder, along with one pre-selected poem you want to share with the class as a read aloud on the designated class meeting. The poem you share may be original or have some significance to you.

3. **PRESENTATIONS** 100 points
You will present a brief book talk (5-10 minutes) over five of the books you have read for your annotated bibliography. To go along with your book talk, you will create a bookmark to share with the class that contains the titles of your selected books, the authors, and a “hook” to encourage interest in the books.

4. **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 class meetings.

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

Course Evaluation: A=360+
 B=320-359
 C=280-319
 D=240-279
 F=below 240

Class Policies

1. Late work is not accepted unless the student has a compelling reason and the instructor is notified in advance. This will be determined at the instructor's discretion. No late work will be accepted the final three weeks of class.
2. Attendance is strongly encouraged and roll will be taken. Absences exceeding three hours will result in a serious grade reduction. The only excused absence occurs when students are involved in university sponsored activities and obtain approval from the Instructor. Consistently being late for class or asking to leave early is akin to being absent.
3. All assignments are to be submitted via the Blackboard DIGITAL DROP BOX. I will NOT accept work via my email accounts or hard copies of assignments. Failure of your hardware or software is not sufficient reason for late work. It is your responsibility to ensure that work arrives on time. Please retain a copy of all material submitted in the form of an email so that you can resend and prove promptness, if necessary.
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 online at www.shsu.edu .

YOUR NOTES: