



Sam Houston State University

LSSL 5360, Literature for Children

Spring, 2018

LSSL 5360 is a required course for MLS and Library Media Specialist Certification.

College of Education, Department of LIBRARY SCIENCE

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Office hours: Tuesday 3pm – 5pm
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By appointment as needed

Class Format: The format includes lecture or narrative presentations online, writing, and individual presentations. Evaluation consists of professor assessments using rubrics for products, discussions, and presentations. Samples of completed assignments are provided.

Class day and time: ONLINE

Class location: ONLINE

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.

Textbooks: Lesesne, T.S. & Perry, K. Literature for Children (Etext).
<https://drive.google.com/folderview?id=0B6qHTqqfcEjeSkJiejlwYXZkRWs&usp=sharing>
The textbook is FREE.

Required Reading:

1. Alexander, K. (2014). *The crossover*. Houghton Mifflin Harcourt.
2. Applegate, K. A. (2015). *Crenshaw*. Feiwel and Friends.
3. Bell, C. (2014). *El Deafo*. Abrams.
4. Bragg, G. (2011). *How they croaked: The awful ends of the awfully famous*. NY: Walker
5. Cleary, B. (1983). *Dear Mr. Henshaw*. NY: Morrow.
6. Curtis, C. P. (1995). *The Watsons go to Birmingham, 1963*. NY: Delacorte.
7. De la Pena, M. (2015). *Last stop on market street*. NY: Penguin.
8. dePaola, T. (1983). *The legend of the bluebonnet*. NY: Putnam.
9. Draper, S. (2010). *Out of my mind*. NY: Atheneum.
10. Gaiman, N. (2008). *The graveyard book*. NY: HarperCollins. (may read GN version)
11. Gino, A. (2015). *George*. NY: Scholastic.
12. Giovanni, N. (2005). *Rosa*. NY: Holt.
13. Hale, S. (2008). *Rapunzel's revenge*. NY: Bloomsbury.
14. Harris, R. (1999). *It's so amazing*. Boston, MA: Candlewick Press.
15. Klassen, J. (2012). *This is not my hat*. Boston, MA: Candlewick.
16. Landry, D. (2007). *Skulduggery Pleasant*. NY: HarperCollins.
17. Lord, C. (2008). *Rules*. NY: Scholastic.
18. Nelson, K. (2008). *We are the ship*. NY: Hyperion
19. Oppel, K. (2015). *Nest*. NY: Simon & Schuster.
20. Paterson, K. (1972). *Bridge to Terabithia*. NY: Crown.
21. Schlitz, L. A. (2007). *Good masters, sweet ladies*. Boston, MA: Candlewick Press.
22. Selznick, B. (2001). *Wonderstruck*. NY: Scholastic.
23. Sendak, M. (1963). *Where the wild things are*. NY: HarperCollins.
24. Singer, M. (2010). *Mirror, Mirror*. NY: Dutton.
25. Smith, L. (2011). *It's a book*. NY: Roaring Brook
26. Sweet, M. (2011). *Balloons over Broadway: The true story of the puppeteer of Macy's parade*. NY: Houghton
27. Wiesner, D. (2001). *The three pigs*. NY: Clarion.
28. Woodson, J. (2014). *Brown girl dreaming*. NY: Penguin.

Select ONE book from each of the following authors that would be appropriate for PK-4th grade readers:

Nic Bishop
 Carmen Agra Deedy
 Sharon Creech
 Joan Bauer
 Mo Willems (one of his series books)
 Jennifer and Matthew Holm (BabyMouse or Squish series book)

*You may listen to any of these books in audio or read them in e-format.

Course Objectives: The following objectives will be met during this course:

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining a broader understanding and appreciation of intellectual/cultural activity

(literature). Gaining factual knowledge (terminology, classifications, methods, trends).

Important:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course/Instructor Requirements:

- a. Required Reading and Outside Reading Posts on Blog
- b. Textbook Assignment Posts on Blog
- c. Annotated Bibliographies from Outside Reading

Course Outline

Assignments

1. OUTSIDE READING ANNOTATED BIBLIOGRAPHY 100 points

In addition to the books required for whole class reading, students are expected to read an additional 50 books for children. The books must meet the requirements listed below. Students will create 5 separate annotated bibliographies which are to be prepared as if they are for distribution to children and parents at a Family Literacy Night. Please do not read more than one book by a single author for any of the lists.(THESE 5 LISTS WILL BE POSTED TO YOUR BLOG)

- 10 Caldecott or Caldecott Honor winning books (the books should cover at least a 50 year range)
- 10 books from the NYT Bestseller Lists for Children's Picture Books from January through August 2016
- 10 books from the Pura Belpre Award list (winners and honor books)
- 10 Coretta Scott King or CSK Honor winning books (the books should cover a 30 year range)
- 10 books from the Geisel Award or Honor winning books

2. BLOGGING REQUIRED AND OUTSIDE READING BOOKS 200 points

You will create a blog to use for the course. You will write a blog entry for EACH of the books on the required list (see pages 1 and 2 of syllabus for that list).

3. TEXTBOOK ASSIGNMENTS 100 points

You will complete 5 assignments involving the online textbook. You will be using two resources for these assignments. One of the resources is the e-textbook for the course. The other is a series of videos made by me and Karin Perry for our YouTube channel: Professors Providing Professional Development. For each of the FIVE assignments, you need to convey to me:

- WHAT YOU ALREADY KNOW ABOUT THE TOPICS (K)
- WHAT YOU LEARNED AFTER YOU COMPLETED EACH ASSIGNMENT (W)
- WHAT YOU STILL NEED TO LEARN (L)
- HOW YOU WILL SHARE THIS INFORMATION WITH OTHERS (S)

This might seem familiar to many of you who have used K-W-L with students in the past. You can complete each assignment using your own approach. For example, some might elect to use the traditional charts (and there are plenty examples of charts available online). Some might elect to write (a more formal approach, but one that still works well). You could use Prezi, Padlet, Smore, or some other web based app. The possibilities are limitless. However, you need to be able to upload these to your blog or at least provide a link there (and many of these might be artifacts for your MLS portfolio down the road).

TEXTBOOK ASSIGNMENT #1

Read the Introduction and chapters on Awards, Literary Elements, and Why we share literature with children.

TEXTBOOK ASSIGNMENT #2

Read chapters on Picture Books and Traditional Literature

TEXTBOOK ASSIGNMENT #3

Read chapters on Poetry, Realistic Fiction, and Science Fiction and Fantasy.

TEXTBOOK ASSIGNMENT #4

Read chapters on Nonfiction, Historical Fiction, and Graphic Novels.

TEXTBOOK ASSIGNMENT #5

View the following videos at the Professors Providing Professional Development site on YouTube: Building a Community of Readers, Evaluating Nonfiction, Genres and Formats, Evaluating Picture Books, and Why we share literature with kids.

Grades

Outside Reading Bibliographies	100pts
Blogging	200 pts
Textbook Reflections	100 pts (20 pts each)

Total 400 pts

A=360 +

B=320359

F=below 279

Schedule

DUE DATES:

Introduction Jan 26

Textbook Assignment #1 Feb. 2

Textbook Assignment #2 Feb. 9

Textbook Assignment #3 Feb. 16

Annotated Bibliography #1 March 2

Annotated Bibliography #2 March 9

Textbook Assignment #4 March 30

Annotated Bibliography #3 April 6

Textbook Assignment #5 April 13

Annotated Bibliography #4 April 20

Annotated Bibliography #5 April 27

Blog May 4

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)

- [Students with Disabilities #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

- **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.

Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

This is an online class. While you aren't physically in a classroom during this course, you still need to maintain a regular and active presence in the online class environment.

Course Expectations

- **TECHNOLOGY REQUIREMENTS** – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This NOT a place to begin learning technology skills.
- **LIB_SCI** – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY DAY.
- **STYLE SHEET** – It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style.
- **ASSIGNMENT COMPLETION** – All assignments must be completed in order to pass this course. Since Tk20 is an essential component of the assignments for the course, students are expected to complete each and every assignment.
- **CLASS ATTENDANCE** – Since this course is ONLINE, there will be no traditional FTF meetings required. Optional online synchronous meetings may be scheduled at the discretion of the Instructor.
- **BLACKBOARD**-----All assignments are to be submitted via Blackboard. I will accept NO hard copies. Please ensure that you send assignments in time. Do not send assignments via email. All work is due by midnight on the assigned date. There are NO exceptions for this policy. No extra credit work is available.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will

occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

- Course Objectives stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - State Standards/Competencies for certification if applicable
 - Conceptual Framework Alignment
 - NCATE Alignment by indicator
- Dispositions/Diversity Proficiencies

Topic(s)/Objective(s)	Activities/Assignments (including fieldbased activities)	Measurement (including performancebased)	Standards Alignment TS—Texas Educator Standards/ Competencies CFConceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator D/DPDispositions/Diversity Proficiencies
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<p>2.1</p> <p>Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</p>	<p>Assigned readings of trade book</p> <p>Readings in textbook</p> <p>Annotated Bibliographies</p>	<p>Textbook Discussions</p> <p>Annotated Bibliographies</p> <p>Blog posts</p>	<p>TSI.001</p> <p>CF1, 2</p> <p>NStandard 2</p> <p>D/DP2,3,5,12</p>
<p>2.2 Reading promotion</p> <p>Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.</p>	<p>Annotated bibliographies</p> <p>Textbook discussions</p>	<p>Textbook Discussion</p>	<p>TSIII.005</p> <p>CF5, 2</p> <p>NStandard 2</p> <p>D/DP1, 5, 6, 7, 12</p>
<p>2.3 Respect for diversity</p> <p>Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and</p>	<p>Annotated Bibliographies, especially Belore and CS King</p> <p>Textbook readings and discussions</p>	<p>Textbook Discussions</p> <p>Annotated bibliographies</p> <p>Blog postings</p>	<p>TSI.001</p> <p>CF1, 3, 4</p> <p>NStandard 2</p> <p>D/DP1, 3, 5, 6, 9, 12</p>

linguistic needs of			
P12 students and their communities.			
2.4 Literacy strategies Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P12 students are able to create meaning from text.	Blog posting	Textbook Discussion Annotated bibliographies Blog posts	TSI.001, III.005 CF3 NStandard 2 D/DP2, 3, 4, 6, 10, 11, 13
Locate, apply and understand the principles of intellectual freedom, information access, privacy, and proprietary rights.	Blog postings Textbook Discussion	Textbook Discussion Blog posts	TSIII.005 CF1 NStandard 2 D/DP1, 2, 4, 5, 12, 13

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

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

Web address for ***specialty organization standards***:

http://www.ala.org/aasleducation/schoollibraryed/ala--aasl_slms2003.pdf

Web link on *Educator Preparation Services* site for ***Conceptual Framework***:

http://www.shsu.edu/~edu_edprep/

Bibliography

A to Zoo. H. W. Wilson. 5th edition.

Allen, Janet. 2000. *There's room for me here*. Stenhouse. Allen,

Janet. 2002. *Yellow brick roads*. Stenhouse.

Allen, Janet. 2006. *Content Area Reading Strategies*. Stenhouse.

Beers, Kylene and Barbara Samuels, eds. 1998. *In focus: Understanding and creating middle school readers*. Christopher Gordon.

Beers, Kylene et al (eds.). 2007. *Adolescent Literacy: Turning Promise into Practice*. Heinemann.

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

Best videos for children and young adults: A core collection for libraries. 1990. ABCCLIO.

Bodart, Joni Richards. 1980. *Booktalk!* H. W. Wilson. (and subsequent volumes).

Booklist. Review journal from the American Library Association.

Bulletin of the Center for Children's Books. Review journal.

Carter, Betty and Richard F. Abrahamson. 1990. *Nonfiction for young adults: From delight to wisdom*. Oryx.

Chance, Rosemary. (2009). *Young Adult Literature in action: A librarian's guide*. Libraries Unlimited.

Early, Margaret. 1960. Stages of growth in literary appreciation. *English journal*. 49 (March):1617.

Edwards, Margaret A. 1994. *The fair garden and the swarm of beasts*. Reprint. American Library Association.

English journal. Journal for secondary English teachers from National Council of Teachers of English.

Gallo, Donald R., ed. 1990. *Speaking for ourselves: Autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

—. 1993. *Speaking for ourselves, too: More autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

- Havighurst, Robert James. 1948. *Development tasks and education*. Chicago: University of Chicago Press.
- Hipple, Ted. 1997. *Writers for young adults*. 3 vols. Scribners.
- Hit list: Frequently challenged books for children*. 2002. American Library Association. (and updates).
- International Reading Association online www.reading.org.
- Janeczko, Paul B. 1991. *Poetspeak: In their work, about their work*. Collier.
- Journal of adolescent and adult literacy*. Membership journal of IRA.
- Journal of youth services in libraries (JOYS)*. Membership journal of YASLA and ALSC.
- Kaleidoscope: A multicultural booklist*. National Council of Teachers of English.
- Kutzer, M. Daphne. 1996. *Writers of multicultural fiction for young adults: A biocritical 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.
- Lesesne, Teri S. 2003. *Making the match: The right book for the right reader at the right time*. Stenhouse.
- Lesesne, Teri S. 2006. *Naked reading: Uncovering what tweens need to become lifelong readers*. Stenhouse.
- Lesesne, Teri S. 2010. *Reading ladders: Leading students from where they are to where we'd like them to be*. Heinemann.
- Middle and junior high school library catalog*. 1995. 7th ed. H.W. Wilson.
- National Council of Teachers of English online at www.ncte.org.
- Pierce, Katherine. *Adventuring with books: A booklist for PreK6th grade*. National Council of Teachers of English.
- Reading Teacher*. Subscription journal of International Reading Association.
- Rollins, Deborah and Dona Helmer. 1996. *Reference sources for children's and young adult*

literature. ALA.

Schon, Isabel. 1993. *Books in Spanish for children and young adults, Series VI. An annotated guide*. Scarecrow.

School library journal. Review journal.

Spencer, Pam. 2001. *What do young adults read next? A reader's guide to fiction for young adults*. Gale.

Stoll, Donald R., ed. 1997. *Magazines for kids and teens*. International Reading Association.

Teacher librarian: The magazine for school library professionals. Contains review columns.

Vandergrift, Kay E., ed. 1996. *Mosaics of meaning: Enhancing the intellectual life of young adults through story*. Scarecrow Press.

Van Horn, Leigh (ed.). 2008. *Reading on the Edge*. Christopher Gordon.

Vardell, Sylvia. (2008). *Children's Literature in Action: A Librarian's Guide*. Libraries Unlimited.

Voice of youth advocates (VOYA). Review journal for YA materials. Scarecrow Press.

Voices from the Middle (VM). Journal for middle level teachers from the National Council of Teachers of English.

Your reading: A booklist for junior high and middle school students. 1993. 9th ed. NCTE.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each

student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.