

INLS 732 – Children’s Literature and Related Materials (Spring 2016)

COURSE SCHEDULE

To help you select your children’s books to read, please use the reference books in the SILS library (or any others you find) and the booklist web links included in this schedule. Please try to read new books each week that you’ve never read before, as the class is supposed to broaden your perspective, not have you rehash things you read as a child.

These reference books are general overview sources:

Children’s catalog (and supplements) (SILS Ref Z1037 .W76)

Best books for children (SILS Ref Z1037 .G48)

Children’s book review index (SILS Ref Z1037 .A1 C475)

Something about the author (SILS Ref PN 451 .S6 but shelved by front door)

There are many specific reference sources for genres, but many of them are out of date and no updates in sight. Please browse the reference shelves in the Z1037’s to see what’s available, but I don’t list them in the syllabus, as many of the books you will select will not be in these sources.

The following general booklist sites may also be useful:

<http://mcpl.info/childrens/staff-picks> - Monroe County Public Library booklists

<http://www.carolhurst.com/subjects/subjects.html> - Carol Hurst’s Children’s Literature Site

<http://www.hclib.org/browse/books/books-children> - Hennepin County Library

<http://library.loganutah.org/books/children/> - Logan Library booklists

<http://www.nypl.org/browse/recommendations/staff-picks/annual/childrens?hspace=328064> - New York Public Library

<http://www.slcppl.lib.ut.us/libLists/> - Salt Lake City Public Library (scroll down to “Kids”)

<http://www.thechildrensbookreview.com/> - The Children’s Book Review (see their “categories” in the left column)

See also the free, web-based, searchable children’s literature databases at:

<http://www3.cde.ca.gov/reclitlist/search.aspx> - California Department of Education’s multi-capability search interface

<http://www.dawcl.com/search.asp> - Database of award-winning children’s literature

Perhaps the best resource to know is the proprietary [Children’s Literature Comprehensive Database](#), available via Davis Library Electronic Resources.

Tuesday, January 12th

In Class: Introduction to the class and each other. My teaching philosophy. Assignments and grading. What’s on Sakai (download to read

comments)? What is children's literature, and of what value is it? Why do children like certain books (appeal)? Booktalking, Reference Books and Review Sources, SILS library tour.

Children's Book Reading: None

SECTION 1: BOOKS TO ESTABLISH PRE-READING HABITS (Guiding question: Are these books effective for exciting pre-reading children?)

Tuesday, January 19th

In Class: Board Books (3), and Pop-ups (1)

Professional Reading: Tare 2010 article (Sakai); [Stages of Reading Development](#);

How children [learn to read](#); watch the seven-part Youtube [interview](#) with Robert Sabuda and Matthew Reinhart (Paris Interview 1-7), and explore these websites on pop-ups:

<http://www.library.unt.edu/rarebooks/exhibits/popup/main.htm>

<http://www.library.unt.edu/rarebooks/exhibits/popup2/default.htm> - short history of pop-ups

<http://www.libraries.rutgers.edu/rul/libs/scua/montanar/p-ex.htm>

Children's Book Reading: Read and bring to class three (3) board books and one Pop-up book as well as a strong (positive or negative) quote from a review of one of them.

Help finding a book for today:

For Board Books:

[http://iii.ocls.info/search/X\(board%20books\)&searchscope=1&Da=&Db=&SORT=D/X\(board%20books\)&searchscope=1&Da=&Db=&SORT=D/1%2C74%2C74%2CB/browse](http://iii.ocls.info/search/X(board%20books)&searchscope=1&Da=&Db=&SORT=D/X(board%20books)&searchscope=1&Da=&Db=&SORT=D/1%2C74%2C74%2CB/browse); or do a Keyword search in the Chapel Hill Public Library [Catalog](#) on "board books" (include quotes); or browse the SILS picture book shelves for books made of cardboard.

For pop-ups, try: <http://www.amazon.com/Pop-up-books/lm/R1W7081O98AB0I>;

http://www.nytimes.com/2013/11/20/books/bugs-by-george-mcgavin-and-more.html?_r=0; and search the [UNC Catalog](#) SILS library collection for the keyword "pop-up" (SILS keeps its collection in the library workroom, and it's an "in-library use only" collection, so you'll need to ask for help to see these; I'll bring several of them to class from this collection, so if you want one of these to show in class, please let me know).

Pertinent Reference Books: *Subject guide to children's books in print* (SILS Z1037 .A1 C4822)

Tuesday, January 26th

In Class: Picture Book Format and Design

Professional Reading: Smith 2013 article, Nikolajeva & Scott 2000 article (Sakai)

Children's Book Reading: Read and bring to class three (3) picture books of your choice

Help finding books for today: Browse the shelves as children do until you find three books you like that are appropriate for these YOUNG children. Think about the reading level, the content, the illustrations, and the format: are all of these appropriate for young kids? DON'T use reference or search tools to find your books this time.

Pertinent Reference Books: *A to Zoo: Subject access to children's picture books* (SILS Ref: Z1037.L715, 9th edition, 2014); Martin, William P. *Wonderfully wordless: the 500 most recommended graphic novels and picture books*. Lanham: Rowman & Littlefield, 2015. (SILS Ref: Z1033.P52 M36)

Tuesday, February 2nd

In Class: Thematic Picture Books

Children's Book Reading: Read and bring to class at least three (3) picture books that are all on the same theme (Caldecott award winners, dogs, parties, etc.)

Professional Reading: Find an article (search [ERIC](#), [PsychInfo](#), [Lib. Lit. and Info. Science](#) databases, etc.- these links should work from UNC computers) that addresses your chosen theme in children's literature, and be ready to give a short overview of this article along with your books.

Help finding books for today: Look in *A to Zoo* on the SILS library reference shelves (Z1037 .L715 2006 and the 2008 supplement). It's a marvelous index of picture books that you need to know as a professional resource.

ASSIGNMENT DUE: Critical Review #1 (board book, pop-up, or picture book)
(have a look at the Webber article on Sakai to help in writing your review)

SECTION 2: BOOKS FOR DEVELOPING READERS (Guiding question: How do these books help children learn to read independently?)

Tuesday, February 9th

In Class: Beginning Readers and Transitional Readers

Professional Reading: [Pierce](#) master's paper; Stanley & Sturm article, Gately article, and Szymusiak & Sibberson article (Sakai)

Children's Book Reading: Read and bring to class four books:

Two beginning reader books (limited vocabulary, large print, large line spacing, such as the I Can Read books) AND

Two transitional readers (early chapter books, such as the *Secrets of Droon*, *Magic Treehouse*, *Cam Jansen*, *Junie B. Jones*, etc.).

Help finding books for today:

Beginning Readers: TITLE search of the [Chapel Hill Public Library](#) catalog for: I can read book

Transitional Readers: <http://library.loganutah.org/books/children/Grades2-3.cfm>;
<http://www.us.penguinroup.com/static/pages/youngreaders/levels/level3.html>

SECTION 3: BOOKS FOR READERS (Guiding Question: Would children find these books engaging, and, if so, why?)

Tuesday, February 16th

In Class: Folklore (Dewey 398s)

Professional Reading: Sturm & Sturm 2003 article (Sakai), Joseph Campbell's [Monomyth](#).

Children's Book Reading: Read and bring to class one folktale collection AND two picture book folktales (three books total).

Help finding books for today:

Browse the SILS library shelves under Dewey 398.2

Pertinent Reference Books: *Storyteller's Sourcebook* (original and 1983-1999 versions): (SILS Ref GR 74.6 .M3)

Twice upon a time: a guide to fractured, altered, and retold folk and fairy tales (SILS Ref Z1037 .B714)

Tuesday, February 23rd

In Class: Fantasy and Science Fiction

Professional Reading: [Greenway](#) 1996 article; two Asimov articles (1981 and 1989) (Sakai)

Children's Book Reading: Read and bring to class one fantasy **OR** one sci-fi novel.

Help finding books for today:

Fantasy:

<http://www.lapl.org/kidspath/books/genre/fantasy.html> - scroll down to the "Older Readers" list

<http://library.loganutah.org/books/children/fantasy912.cfm>

<http://www.fergusonlibrary.org/sites/default/files/pdfs/kids/goodreads/Fantasy.pdf>

Sci-fi:

<http://www.goldenduck.org/books.php> - Golden Duck Award list of recommended Sci/Fi (organized by grade level)

<http://www.fergusonlibrary.org/sites/default/files/pdfs/kids/goodreads/SciFiBooklist0509.pdf> - Ferguson Library Online

<http://library.loganutah.org/books/children/scific912.cfm>

Tuesday, March 1st

In-Class: Information Books and Biography

Professional Reading: Doiron 2003 article, Carter 2000 article, and Lukenbill 2006 part of book chapter (Sakai)

Children's Book Reading: Read and bring to class five books: two information books on different topics (try to choose one narrative nonfiction and one informational nonfiction) and two concept books (alphabet, numbers, shapes, etc.) for young children, and one biography (Dewey 921).

Help finding books for today:

NCTE [Orbis Pictus](#) Award

[Robert F. Sibert Informational Book Medal](#)

[Boston Globe-Horn Book Award](#)

For concept books: Subject search CHPL Catalog for: English language alphabet; [Iowa City Public Library](#) ABC and Numbers booklist; [Counting Books](#) from Allen County Public Library; Seattle Public Library [Picture Books about Concepts](#)

ASSIGNMENT DUE: Critical Review #2 (beginning reader, transitional reader, folklore, fantasy, or science fiction)

Tuesday, March 8th

In-Class: Graphic Novels for Children **AND** Effective reading aloud

Professional Reading: McCloud 1993 article, Horn 1998 article, Sturm 2013 article (Sakai); [Do's and Don'ts of Reading Aloud](#) (click through to second page for "don'ts")

Children's Book Reading: Read and bring to class one graphic novel for children (make sure it's appropriate for **children** not YAs). **ALSO**, please bring a short picture book or several pages from a novel (actually bring the whole novel, just be prepared to read aloud a few pages) to class that you can use to practice reading aloud

Pertinent Reference Books: *Books kids will sit still for: the complete read-aloud guide* (SILS Ref Z1037 .F847)

Tuesday, March 15th

NO CLASS – SPRING BREAK (See if you can find an electronic adaptation of a print book to bring to class on the 29th; don't buy anything, just see what you can find for free on the internet.

Tuesday, March 22nd

In-Class: Historical Fiction and History

Professional Reading: Gillespie [Chapter 1](#); Cai 1992 article (Sakai)

Children's Book Reading: Read and bring to class a historical fiction novel **AND** one history book (picture book or otherwise) about the setting of your novel (i.e., Number the Stars and a history book on WW2).

Tuesday, March 29th

In Class: Digital and Media adaptations of children's books **AND** engaging research posters

Professional Reading: Cahill & McGill-Franzen article (Sakai); [Creating Effective Poster Presentations](#) (use the TOC in the left hand column for specifics)

Children's Book Reading: Try to find a digital children's book format to share with the class (audiobook, video, app, digital adaptation, book trailer, augmented reality, etc.).

Tuesday, April 5th

In Class: Multicultural Literature

Professional Reading: Agosto 2007 article and Mongo article (Sakai); [Wilson 2009](#) (you can read the whole Wilson master's thesis if you wish, but spend time particularly thinking about the checklist in Appendix A, page 62)

Children's Book Reading: Read and bring to class a multicultural book that you feel is representative of multicultural literature.

Help finding a book for today: [50 Multicultural Books Every Child Should Know](#); [Celebrating Cultural Diversity through Children's Literature](#); [KidActivities](#); [Interracial Family Picture Books](#)

ASSIGNMENT DUE: Critical Review #3 (graphic novel, historical fiction, history, multicultural literature, or any of the remaining genres we have yet to cover)

Tuesday, April 12th

In Class: Poetry Slam and discussion of poetry books you have read

Professional Reading: Rosenberg 2005 article (Sakai)

Children's Book Reading: Read and bring to class one anthology of children's poetry AND one picture book of poetry (2 books total). **PLEASE** don't everyone bring in Shel Silverstein or Jack Prelutsky. Yes, they're amazing; yes, you loved them as a child; but we need to explore new horizons, so go find someone else to read! Be prepared to read aloud your chosen poem. For help choosing, see:

http://www.iblist.com/list.php?type=author&key=.*&by=genre&genre=277&go.x=18&go.y=10

<http://www2.scholastic.com/browse/article.jsp?id=11672> note this is a Scholastic website

ASSIGNMENT DUE: Poetry Slam read-aloud

Tuesday, April 19th

In Class: Realistic Fiction or Mystery

Professional Reading: Either Rochelle 1991 (real fic) article or Coates 2001 (mystery) (Sakai)

Children's Book Reading: Read and bring to class one realistic fiction novel OR one mystery novel.

Help finding a book for today:

Realistic Fiction:

Hennepin County Library [Realistic Fiction booklist](#)

Deschutes Public Library

<http://www.deschuteslibrary.org/kids/reading/contemporaryfiction.aspx>

Goodreads list: <http://www.goodreads.com/shelf/show/childrens-realistic-fiction>

Mysteries:

<http://bestmysterybooks.com/best-mystery-books-for-children.html>

(Best Mystery Books for Children)

<http://www.bookworm4kids.com/Mystery.html> (Bookworm For Kids)

<http://mcpl.info/staff-picks/It%20Is%20A%20Mystery> (Monroe County Public Library Booklist)

Tuesday, April 26th (last class)

In Class: Student research poster presentations

ASSIGNMENT DUE: Research Poster and Presentation

ASSIGNMENTS

Assignment	Value	Total
Critical Reviews (3)	#1: 10% #2: 10% #3: 10%	30%
Performance: Poetry read aloud (1)	10%	10%
Research Poster and Presentation (1)	40%	40%
Ongoing Contributions to Wiki on Sakai	5%	5%
Class Participation	15%	15%
	Total	100%

1. Critical Reviews (3)

This assignment is designed to get you exploring the reference books and review sources you will need as a professional. *Please use the review template on Sakai to complete this assignment (file name is: _reviewtemplate.docx).* The process is as follows:

1. You scour the selective bibliographies in the SILS library reference collection to find if any of them recommend your book, and list any that do with the year and page number of the reference (i.e., *Children's Catalog*, 2011, p. 365; or *Best Books for Children*, 20, p. 213).
2. You use *Children's Book Review Index* (SILS Reference: Z1037. A1 C475) or [Amazon.com](#) or [Children's Literature Database](#) to find reviews of your book, and you list two journal sources with issue, year and page number of the review (i.e., *Booklist*, June/July, 2012, p. 73; or *SLJ*, Sept., 2012, p. 46).
3. You find the reading level of the book ([NoveList Plus](#) online gives this as does [Children's Literature Comprehensive Database](#), and *Elementary School Library Collection* for pre-2000 books).
4. You write a concise plot synopsis, detailing the entire plot (including ending). Do NOT write a "teaser" or promotional piece. The reader of your plot synopsis

should know the *whole* story from reading your synopsis. **No more than 100 words.**

5. You write a thoughtful, critical review of the book (including selected quotes from the reviews you have read) in which you address at least these three issues in **no more than 150 words**:

- a. An evaluation of the quality of the book: is it well written (plot, characterization, theme, style, etc.) - include examples from the text to prove your point if necessary. Also consider whether it is a good example of its genre and why/why not?
- b. Would a child enjoy it and why (look to the developmental literature to help with this)?
- c. How could you use this book with children (programming ideas, classroom units, etc.)?

2. Performance: Poetry Read Aloud (1)

Your assignment here is to read aloud a poem of your choice as part of our poetry slam. We will cover how to read aloud dynamically, and this performance will give you a chance to practice your skills and receive feedback on your performance in terms of vocal inflection, enunciation, energy, eye contact, rhythm, etc.

3. Research Poster (1)

For your research, you are to use the methodology of content analysis to examine a set of books of your choice. You are to devise a question about literature for young children for in-depth exploration, and then try to answer this question from the books in your chosen data set. The final product will be a research poster to present to the class on the final day of class. We will let half the class be “presenters” of their posters and the other half be learners; then we’ll switch roles. See the “Tips for research poster design” on Sakai for ideas. I will use the “Research poster evaluation (2015 form)” on Sakai to evaluate your research poster, so please consider it when designing your poster.

4. Wiki additions (each week)

Visit the wiki on Sakai each week to add the children’s books you have read. Directions for entries are on the wiki site.

5. Class Participation

This part of the grade will reflect how you participate in class. Do you add to our discussions? Are you prepared, having read your children’s books and the assigned professional reading? Are you actively *thinking* in class and asking profound questions? More is not necessarily better, but I want you actively involved while in class. This course is partly lecture, but much of my teaching technique centers on discussion to bring out the salient points. You will find that the more you engage in discussion, the more you will learn, and the more you will enjoy this class!