

INLS 732 Children's Literature and Related Materials

3 Credits

Spring 2018

Monday, 6:00-8:45, Manning Hall Room 304

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Office Hours: by appointment

N.B. Many thanks to Dr. Brian Sturm for allowing me to build upon his syllabus for INLS 732.

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.

It is my goal to help you examine books and storylines using an equity lens and develop a diverse repertoire of books that includes representation from typically marginalized populations. Each week, you should include at least one diverse title from those you will examine and bring in to share with others in the class. We will talk about what makes a book diverse on the first day of class.

Book Resources

The following resources will help you when locate diverse children's books:

<https://diversebooks.org/resources/where-to-find-diverse-books/> - We Need Diverse Books Resource lists and links

<https://socialjusticebooks.org/booklists/> - Social Justice Books: A Teaching for Change Project

<https://diversebookfinder.org/books/> - Diverse Book Finder

<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42> - Cooperative Children's Book Center

<https://americanindiansinchildrensliterature.blogspot.com/p/best-books.html> - American Indian in Children's Literature

<http://disabilityinkidlit.com/honor-roll/> - Disability in Kids Lit Book Resource

<https://latinosinkidlit.com/> - Latinxs in Kids Lit

<https://thebrownbookshelf.com/> - The Brown Bookshelf

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)

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.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.

Course Description

Survey of literature and related materials for children with emphasis on contemporary authors and illustrators.

Materials

We will be reading from the following sources throughout this course. The readings are referenced in the schedule by author and year. All readings are available in the "Resources" section of our class Sakai site. We will not be using a textbook.

We will also be reading children's books every week. Read the number and type of book indicated for each class and *bring them with you to class* to discuss and share. Each week at least one of the books you read must be "diverse."

Agosto, D. E. (2007). Building a multicultural school library: Issues and challenges. *Teacher Librarian*, 34(3), 27–31.

Asimov, I. (1989). The influence of science fiction. In *Asimov's Galaxy: Reflections on Science Fiction* (1st ed., p. 318). New York: Doubleday.

Cai, M. (1992). Variables and values in historical fiction for children. *The New Advocate*, 5(4), 279–291.

Carter, B. (2000, December). A universe of information: The future of nonfiction. *The Horn Book Magazine*, 697–707.

Collins, F. (2013). Historical fiction: Engaging the young reader in the past. *The Historian*, 117, 22–27. Retrieved from

- <http://libproxy.lib.unc.edu/login?url=http://search.proquest.com.libproxy.lib.unc.edu/docview/1355715046?accountid=14244>
- Crawford, P. A., & Hade, D. D. (2000). Inside the picture, outside the frame: Semiotics and the reading of wordless picture books. *Journal of Research in Childhood Education*, 15(1), 66–80.
- Doiron, R. (2003). Motivating the lifelong reading habit through a balanced use of children's information books. *School Libraries Worldwide*, 9(1), 39–49.
- Doll, C., & Garrison, K. (2013). Voices of experience: Promoting acceptance of other cultures. In J. C. Naidoo & S. P. Dahlen (Eds.), *Diversity in Youth Literature: Opening Doors through Reading* (pp. 3–15). Chicago: ALA Editions.
- Gately, S. (2004). Developing concept of word: The work of emergent readers. *Teaching Exceptional Children*, 36(6), 16–22.
- Greenway, B. (1996). The morphing of Mollie Hunter or folklore as the root of all fantasy. *The Alan Review*, 23(3). <https://doi.org/doi:10.21061/alan.v23i3.a.6>
- Hess, G., Tosney, K., & Liegel, L. (2013). Creating effective poster presentations: An effective poster. North Carolina State University. Retrieved from <https://projects.ncsu.edu/project/posters/>
- Horn, R. (1998). Cartoon conventions. In *Visual Language: Global Communication for the 21st Century* (pp. 135–158). Bainbridge Island, Washington: MacroVU, Inc.
- Koralek, D., & Collins, R. (1997). How most children learn to read. WETA. Retrieved from <http://www.readingrockets.org/article/how-most-children-learn-read>
- Koss, M. (2015). Diversity in Contemporary Picturebooks: A Content Analysis. *Journal of Children's Literature*, 41(1), 32-42.
- Koss, M., Martinez, M. & Johnson, N.(2016). Meeting Characters in Caldecotts: What Does This Mean for Today's Readers? *Reading Teacher*, 70(1), 19-28.
- Le Guin, U. K. (1969). Introduction. In *The Left Hand of Darkness*. New York: Ace Books.
- Lukenbill, W. B. (2006). Biography for the very young. In *Biography in the Lives of Youth*. Westport, Connecticut: Libraries Unlimited.
- Lyga, A. (2006). Graphic Novels for (Really) Young Readers. *School Library Journal*, 52(3), 56-61.
- Nikolajeva, M., & Scott, C. (2000). The dynamics of picturebook communication. *Children's Literature in Education*, 31(4), 225–239.
- Nodelman, P. (1999). Decoding the images: Illustration and picture books. In *Understanding Children's Literature* (pp. 69–80).
- Pierce, H. D. (2013, March 6). *A content analysis study of the equivalency of publishers' easy reader leveling systems*. University of North Carolina, Chapel Hill. Retrieved from Carolina Digital Repository.
- Pop-up book*. (2007). [YouTube]. Retrieved from <https://www.youtube.com/watch?v=rFGWp3ovUUU>
- Rochelle, W. (1991). A sense of responsibility in realistic children's fiction. *Emergency Librarian*, 18(5), 8–13.
- Rosenberg, L. (2005). Reviewing poetry. *The Horn Book Magazine*, 375–378.
- Roubaud, J., & Poucel, J.-J. (2013). Prelude: Poetry and orality. In M. Perloff & C. Dworkin, *The Sound of Poetry / The Poetry of Sound*. Chicago: Chicago Scholarship Online.
- Schaumann, B. (2013, June). Book talks: Not so quick and simple, but the perfect way to engage students with reading. *Collected Magazine*, (9), 7–8.
- Scholastic Red. (2002). A look at the research. Scholastic. Retrieved from http://www.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_assessment_red_c1_L02_tr_alookrsrch.pdf
- Singer, M. (2010). Knock poetry off the pedestal. *School Library Journal*, 56(4), 28-n/a.
- Smith, T. (2013). The vibrant triangle: The relationship between the picture book, the adult reader, and the child listener. *Bookbird*, 65–70.

- Stanley, S., & Sturm, B. W. (2008). Sequential art books & beginning readers. *Knowledge Quest*, 37(2), 50–57.
- Stewart, M. (2017, December 13). Behind the Books: My Nonfiction Family Tree [Blog post]. Retrieved from <https://celebratescience.blogspot.com/2017/12/behind-books-nonfiction-family-tree.html>
- Sturm, B. W., & Sturm, W. A. (2003). Transformation through story, 43–47.
- Sturm, B. W. (2013). Creativity in the space between: Exploring the process of reading graphic novels. *Knowledge Quest*, 41(3), 58–63.
- Szymusiak, K., & Sibberson, F. (2001). Understanding transitional readers. In *Beyond Leveled Books: Supporting Transitional Readers in Grades 2-5* (pp. 1–14).
- Tare, M., Chiong, C., Ganea, P., & DeLoache, J. (2010). Less is more: How manipulative features affect children's learning from picture books. *Journal of Applied Developmental Psychology*, 31, 395–400. <https://doi.org/10.1016/j.appdev.2010.06.005>
- Thomas, E. E. (2016). Stories still matter: Rethinking the role of diverse children's literature today. *Language Arts*, 94(2), 112-119.
- Tschida, C., Ryan, C. & Ticknor, A. (2014). Building on Windows and Mirrors: Encouraging the Disruption of "Single Stories" Through Children's Literature. *Journal of Children's Literature*, 40(1), 28-39.

Conduct of the Course

We will explore the topics in this course primarily through whole class and small group discussion. There are articles and selections from books (all of which can be found in Sakai or are linked online) that are meant to be read before each class meeting so we can all make informed contributions to the discussions.

As stated above, you will also read children's books and bring them to class to share. By the end of the semester you will have personal experience with many new (to you) children's books and will learn about even more books from your classmates.

Novels will take you a little longer to read than pictures books. Occasionally there is a week with slightly more professional reading as well. Look over the syllabus and plan ahead.

During our time together we are learning from each other. Please consider that not only will you get out of the course what you put into it, but also other students are counting on your input to make this a rich experience for us all.

Attendance

I will not take attendance, but I will be taking note of class participation, as you will read below. If you are not in class, you can not participate. Should you have to miss multiple class sessions and feel concerned about your participation grade please make an appointment to talk with me about this.

Assignments

Assignment	Value	Total
Critical Reviews (3)	#1: 10% #2: 10% #3: 10%	30%
Presentation: Poetry Read aloud (1)	10%	10%
Digital Research Poster and Presentation (1)	40%	40%
Ongoing contributions to class wiki	5%	5%
Class Participation	15%	15%
	Total	100%

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 template (in Sakai) to complete this assignment. 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). You can also find many reading levels through the [Scholastic Book Wizard Tool](#).
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.)?

6. Share your critical review orally on our class [Flipgrid](#). An overview of this tool will be provided.

Performance: Poetry Read Aloud

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, etc.

Digital Research Poster

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 digital research poster to present to the class on the final day of class. See the "Tips for research poster design" on Sakai for ideas. The grading criteria will be shared in the resources folder in Sakai. You will choose a digital tool such as Adobe Spark or Padlet to showcase your understanding.

Wiki Additions (each week)

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

Participation

15% of your grade will come from in-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!

Grading

Most students should expect to receive a P (pass) in this class (equivalent to B- to A-). H (high pass) is reserved for students who go above and beyond expectations (equivalent to A). L (low pass) and F (fail) indicate inadequate and/or incomplete work (equivalent to C, D, and F). If a student is heading down this path we will work together to try and correct it before the end of the course.

UNC Honor Code and Campus Code

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

Schedule

Date	Topic	Readings
January 15	No Class - MLK Holiday	<ul style="list-style-type: none"> Optional: read a book written for children in honor of MLK and the Civil Rights Movement.
January 22	Introduction to class, diversity, critical reviews, and booktalking	<ul style="list-style-type: none"> Agosto (2007) Doll & Garrison (2013) Schaumann (2013) Thomas (2016)
January 29	<p><i>Section I:</i> <i>Books to establish pre-reading habits</i></p> <p>Board Books and Pop-ups</p>	<ul style="list-style-type: none"> Tare et al (2010) Scholastic Red (2002) Koralek & Collins (1997) Paris interview on pop-up books (watch all 7 parts) https://www.youtube.com/watch?v=rFGWp3ovUUU Explore these websites:

		<ul style="list-style-type: none"> ○ http://www.library.unt.edu/rarebooks/exhibits/popup/main.htm ○ http://www.library.unt.edu/rarebooks/exhibits/popup2/default.htm ○ http://www.libraries.rutgers.edu/rul/libs/scua/montanar/p-ex.htm ● 3 board books ● 1 pop-up book ● Help finding board books: <ul style="list-style-type: none"> ○ 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. ● Help finding pop-up books <ul style="list-style-type: none"> ○ http://www.amazon.com/Pop-up-books/lm/R1W7081O98AB0I; ○ http://www.nytimes.com/2013/11/20/books/blogs-by-george-mcgavin-and-more.html?_r=0; ○ or 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 will bring several of them to class from this collection, so if you want one of these to show in class, please let me know)
February 5	Picture Book Format and Design	<ul style="list-style-type: none"> ● Nodelman (1995) ● Smith (2013) ● Nikolajeva & Scott (2000) ● 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? <u>DON'T</u> use reference or search tools to find your books this time.
February 12	Thematic Picture Books	<ul style="list-style-type: none"> ● Koss (2015) ● Koss (2016) ● Choose a theme such as Caldecott winners, dogs, parties, etc.

		<ul style="list-style-type: none"> • 3 picture books on chosen theme • Help finding books for today: Look in <i>A to Zoo</i> on the SILS library reference shelves (Z1037 .L715 2006). It's a marvelous index of picture books that you need to know as a professional resource. • Assignment Due: Critical Review #1 on board book, pop-up, or picture book
February 19	<p><i>Section II: Books for developing readers</i></p> <p>Beginning Readers and Transitional Readers</p>	<ul style="list-style-type: none"> • Pierce (2013) • Stanley & Sturm (2008) • Gately (2004) • Szymusiak & Sibberson (2001) • 2 beginning reader books (limited vocabulary, large print, large line spacing, such as the I Can Read books) • 2 transitional readers (early chapter books, such as the <i>Secrets of Droon</i>, <i>Magic Treehouse</i>, <i>Cam Jansen</i>, <i>Junie B. Jones</i>, etc.). • Help finding books for today: <ul style="list-style-type: none"> ○ 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
February 26	<p><i>Section III: Books for readers</i></p> <p>Folklore</p>	<ul style="list-style-type: none"> • Sturm & Sturm (2003) • 1 folktale collection • 2 picture book folktales • Help finding books for today: <ul style="list-style-type: none"> ○ Browse the SILS library shelves under Dewey 398.2 ○ Use the bibliography from the <i>Storyteller's Sourcebook</i> (original and 1983-1999 versions): SILS Reference: GR 74.6 M3
March 5	<p>Fantasy and Science Fiction</p>	<ul style="list-style-type: none"> • Asimov (1989) • Greenway (1996) • 1 fantasy OR 1 science fiction novel • Help finding fantasy books: <ul style="list-style-type: none"> ○ 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 • Help finding sci-fi books:

		<ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● Assignment Due: Critical Review #2 on beginning reader, transitional reader, folklore, fantasy, or science fiction
March 12	No Class - Spring Break	
March 19	Realistic Fiction	<ul style="list-style-type: none"> ● Rochelle (1991) ● 1 realistic fiction novel ● Help finding a book for today: <ul style="list-style-type: none"> ○ 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
March 26	Graphic Novels for Children and Reading Aloud	<ul style="list-style-type: none"> ● Trelease (2014) http://www.trelease-on-reading.com/rah-ch4.html <ul style="list-style-type: none"> ● Read "Dos" AND "Don'ts" - you'll need to click to second page ● Lyga (2006) ● Horn (1998) ● Sturm (2013) ● 1 graphic novel (be sure it is for <i>children</i> not YA)
April 2	Historical Fiction and History	<ul style="list-style-type: none"> ● Collins (2013) ● Cai (1992) ● Tschida, Ryan & Ticknor (2014) ● 1 historical fiction novel ● 1 history book about the setting of your novel <p>Assignment Due: Critical Review #3 on realistic fiction, graphic novel, historical fiction, history, or any of the remaining genres</p>
April 9	Information Books and Biography	<ul style="list-style-type: none"> ● Doiron (2003) ● Carter (2000) ● Stewart (2017)

		<ul style="list-style-type: none"> ● Lukenbill (2006) ● 1 narrative nonfiction book ● 1 informational nonfiction book ● 2 concept books (alphabet, numbers, shapes, etc.) for young children ● 1 biography (Dewey 921) <p>Help finding nonfiction books: NCTE Orbis Pictus Award Robert F. Sibert Informational Book Medal Boston Globe-Horn Book Award</p> <p>Help finding 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</p>
April 16	Poetry - Poetry Slam	<p>Presentation: Poetry Read Aloud</p> <ul style="list-style-type: none"> ● Rosenberg (2005) ● Roubaud & Poucel (2013) ● Singer (2010) ● 1 anthology of children’s poetry ● 1 picture book of poetry ● Note on choosing books: Please no Silverstein or Prelutsky. We are trying to expose ourselves to new (to us) authors and these are typically over-selected. Thanks! <p>Help finding books for today: http://www.iblist.com/list.php?type=author&key=.*&by=genre&genre=277&go.x=18&go.y=10</p>
April 23	Final Class	Digital Poster Presentations

On first day to examine:

<https://dochub.com/readingwhilewhite/ZLleKr/on-being-white-a-raw-honest-conversation>

<https://dochub.com/readingwhilewhite/m7maRx/milestones-for-diversity-in-children-s-literature-and-library-services>

Jacqueline Woodson swear-in