

INLS 732 Children's Literature and Related Materials  
3 Credits  
Spring 2019  
Thursday, 5:45-8:30pm, Manning Hall Room 303

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

### **Course Description**

Survey of literature, technology, and other materials for children with emphasis on twentieth-century 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 nearly every week. Read the number and type of book indicated for each class and *bring them with you to class* to discuss and share. At least one of the books you read this semester must be "diverse." We will talk about what makes a book diverse on the first day of class.

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.

Brown, R. T., & Kasper, T. (2013). The fusion of literacy and games: A case study in assessing the goals of a library video game program. *Library Trends*, 61(4), 755–778. <https://doi.org/10.1353/lib.2013.0012>

Cahill, M., & Richey, J. (2015). What sound does an odyssey make? Content analysis of award-winning audiobooks. *Library Quarterly*, 85(4), 371–385.

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

- Cervetti, G. N., Bravo, M. A., Hiebert, E. H., Pearson, P. D., & Jaynes, C. A. (2009). Text genre and science content: East of reading, comprehension, and reader preference. *Reading Psychology, 30*, 487–511. <https://doi.org/10.1080/02702710902733550>
- Chen, A. (2018, October 5). A philosopher explains how our addiction to stories keeps us from understanding history: How history gets things wrong. *The Verge*. Retrieved from <https://www.theverge.com/2018/10/5/17940650/how-history-gets-things-wrong-al-ex-rosenberg-interview-neuroscience-stories>
- 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.
- Ishizuka, K. (2011). The app squad: Making sense of book apps for kids-- with a little help from our friends. *School Library Journal, 57*(5), 38–43.
- Koralek, D., & Collins, R. (1997). How most children learn to read. WETA. Retrieved from <http://www.readingrockets.org/article/how-most-children-learn-read>
- 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.
- Mayer, B., & Harris, C. (2009). Reintroducing board games. In *Libraries Got Game: Aligned Learning through Modern Board Games* (pp. 3–22). ALA Editions.
- McCloud, S. (1993, October 11). Comics and the visual revolution. *Publishers Weekly, 47–53*.
- Mei-Yu, L. (2004). Evaluating and selecting online magazines for children. *Teacher Librarian, 32*(1), 28–30.
- 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).

- Nowak, S. N., & Evans, M. A. (2013). Parents' goals for and perceptions of alphabet books. *Reading and Writing, 26*(8), 1265–1287.  
<https://doi.org/10.1007/s11145-012-9417-0>
- Ong, W. J. (2008). *Orality and literacy: The technologizing of the word*. New York: Routledge.
- Panos, A. (2017). Beyond sanctioned activism in Carl Hiaasen's *Flush*: Sacrifice zones in realistic fiction. *Journal of Children's Literature, 43*(1), 6–15.
- 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.
- Scheer, C. (2017). Time to tinker: Bringing maker spaces to younger patrons. *Children & Libraries, 15*(1), 16–18.
- 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](http://www.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_assessment_red_c1_L02_tr_alookrsrch.pdf)
- Sargeant, B. (2015). What is an ebook? What is a book app? And why should we care? An analysis of contemporary digital picture books. *Children's Literature in Education, 46*(4), 454–466. <https://doi.org/10.1007/s10583-015-9243-5>
- Shaw, A., & Rosansky, J. (2015, September 9). 50 things you can borrow from libraries besides books. Retrieved from  
<http://blogs.proquest.com/uncategorized/50-things-you-can-borrow-from-libraries-besides-books/>
- Smith, T. (2013). The vibrant triangle: The relationship between the picture book, the adult reader, and the child listener. *Bookbird, 65–70*.
- 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>
- Webber, C. (2009, Summer). YA Q&A: Expert advice on tough teen services questions. *Young Adult Library Services, 9–10*.

Yilmaz, R. M., Kucuk, S., & Goktas, Y. (2017). Are augmented reality picture books magic or real for preschool children aged five to six? *British Journal of Educational Technology*, 48(3), 824–841. <https://doi.org/10.1111/bjet.12452>

## 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%

Read aloud (1)	15%	15%
Research Poster and Presentation (1)	45%	45%
Class Participation	10%	10%
	Total	100%

### **Critical Reviews (3) - 30%**

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).
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.)?

### **Read Aloud - 15%**

Your assignment here is to read aloud an entire picture book or a section of a novel of your choice. 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.

### **Research Poster - 45%**

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.

### **Participation - 10%**

10% 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.

### **Special Needs and Students with Accessibility Needs**

If you need an accessibility accommodation or have any other special need, please make an appointment to discuss this with me early in the semester. My office hours and contact information are listed at the beginning of this syllabus.

### **Diversity Statement**

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness. (Taken from: <http://sils.unc.edu/about/diversity>)

If you would like to let me know about your preferred pronoun, please send me an email or you are welcome to talk with me before or after class. For a list of gender non-specific bathrooms, please go to:

<https://lgbtq.unc.edu/resources/resource/resource-guidesgender-non-specific-bathroom-s-campus>

### Schedule

n.b. This schedule may change as we move through the course for reasons such as accommodating student interests that are not currently represented or working around cancellations due to weather.

Date	Topic	Readings
January 10	Introduction to class, diversity, critical reviews, and booktalking	<ul style="list-style-type: none"> <li>● Webber (2009)</li> <li>● Agosto (2007)</li> <li>● Doll &amp; Garrison (2013)</li> <li>● Schaumann (2013)</li> </ul>
January 17	<p><i>Section I: Books to establish pre-reading habits</i></p> <p>Board Books and Pop-ups</p>	<ul style="list-style-type: none"> <li>● Tare et al (2010)</li> <li>● Scholastic Red (2002)</li> <li>● Koralek &amp; Collins (1997)</li> <li>● Paris interview on pop-up books (watch all 7 parts)               <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=rFGWp3ovUUs">https://www.youtube.com/watch?v=rFGWp3ovUUs</a></li> </ul> </li> <li>● Explore these websites:               <ul style="list-style-type: none"> <li>○ <a href="http://www.library.unt.edu/rarebooks/exhibits/popup/main.htm">http://www.library.unt.edu/rarebooks/exhibits/popup/main.htm</a></li> <li>○ <a href="http://www.library.unt.edu/rarebooks/exhibits/popup2/default.htm">http://www.library.unt.edu/rarebooks/exhibits/popup2/default.htm</a></li> <li>○ <a href="http://www.libraries.rutgers.edu/rul/ibs/scua/montanar/p-ex.htm">http://www.libraries.rutgers.edu/rul/ibs/scua/montanar/p-ex.htm</a></li> </ul> </li> <li>● 3 board books</li> <li>● 1 pop-up book</li> <li>● Help finding board books:</li> </ul>



		<ul style="list-style-type: none"> <li>○ <a href="http://iii.ocls.info/search/X(board%20books)&amp;searchscope=1&amp;Da=&amp;Db=&amp;SORT=D/X(board%20books)&amp;searchscope=1&amp;Da=&amp;Db=&amp;SORT=D/1%2C74%2C74%2CB/browse">http://iii.ocls.info/search/X(board%20books)&amp;searchscope=1&amp;Da=&amp;Db=&amp;SORT=D/X(board%20books)&amp;searchscope=1&amp;Da=&amp;Db=&amp;SORT=D/1%2C74%2C74%2CB/browse</a></li> <li>○ or do a Keyword search in the Chapel Hill Public Library <a href="#">Catalog</a> on “board books” (include quotes)</li> <li>○ or browse the SILS picture book shelves for books made of cardboard.</li> <li>● Help finding pop-up books <ul style="list-style-type: none"> <li>○ <a href="http://www.amazon.com/Pop-up-books/lm/R1W7081O98AB0I">http://www.amazon.com/Pop-up-books/lm/R1W7081O98AB0I</a>; <a href="http://www.nytimes.com/2013/11/20/books/bugs-by-george-mcgavin-and-more.html?_r=0">http://www.nytimes.com/2013/11/20/books/bugs-by-george-mcgavin-and-more.html?_r=0</a>;</li> <li>○ or search the <a href="#">UNC Catalog</a> 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</li> </ul> </li> </ul>
January 24	Picture Book Format and Design	<ul style="list-style-type: none"> <li>● Nodelman (1995)</li> <li>● Smith (2013)</li> <li>● Crawford &amp; Hade (2000)</li> <li>● Nikolajeva &amp; Scott (2000)</li> <li>● 3 picture books of your choice</li> <li>● 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.</li> </ul>
January 31	Concept Books, Digital Picture Books	<ul style="list-style-type: none"> <li>● Nowak &amp; Evans (2013)</li> <li>● Sargeant (2015)</li> <li>● Yilmaz, Kucuk, &amp; Goktas (2017)</li> <li>● 2 digital picture books (ebooks, AR, in app, on educational website)</li> <li>● 2 concept books (alphabet, numbers,</li> </ul>

		<p>shapes, etc.) for young children</p> <ul style="list-style-type: none"> <li>● Help finding concept books <ul style="list-style-type: none"> <li>○ Subject search CHPL Catalog for: English language alphabet</li> <li>○ <a href="#">Iowa City Public Library</a> ABC and Numbers booklist</li> <li>○ <a href="#">Counting Books</a> from Allen County Public Library</li> <li>○ Seattle Public Library <a href="#">Picture Books about Concepts</a></li> </ul> </li> <li>● <b>Assignment Due: Critical Review #1 on board book, pop-up, or picture book</b></li> </ul>
February 7	<p><i>Section II: Books for developing readers</i></p> <p>Beginning Readers and Transitional Readers</p>	<ul style="list-style-type: none"> <li>● Pierce (2013)</li> <li>● Gately (2004)</li> <li>● Szymusiak &amp; Sibberson (2001)</li> <li>● Doiron (2003)</li> <li>● 2 beginning reader books (limited vocabulary, large print, large line spacing, such as the I Can Read books)</li> <li>● 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.).</li> <li>● One to two of the four books should also be nonfiction</li> <li>● Help finding books for today: <ul style="list-style-type: none"> <li>○ TITLE search of the <a href="#">Chapel Hill Public Library</a> catalog for: I can read book</li> <li>○ Transitional Readers: <a href="http://library.loganutah.org/books/children/Grades2-3.cfm">http://library.loganutah.org/books/children/Grades2-3.cfm</a>; <a href="http://www.us.penguinroup.com/static/pages/youngreaders/levels/level3.html">http://www.us.penguinroup.com/static/pages/youngreaders/levels/level3.html</a></li> </ul> </li> <li>● Help finding nonfiction books (this week and in the future): <ul style="list-style-type: none"> <li>○ NCTE <a href="#">Orbis Pictus</a> Award</li> <li>○ <a href="#">Robert F. Sibert Informational Book Medal</a></li> <li>○ <a href="#">Boston Globe-Horn Book Award</a></li> </ul> </li> </ul>
February 14	<i>Section III: Books</i>	<ul style="list-style-type: none"> <li>● Cahill &amp; Richey (2015)</li> </ul>

	<p><i>for readers</i></p> <p>Folklore, Ebooks and Audiobooks</p>	<ul style="list-style-type: none"> <li>● Ishizuka (2011)</li> <li>● Sturm &amp; Sturm (2003)</li> <li>● 1 folktale collection</li> <li>● 2 picture book folktales</li> <li>● Help finding books for today: <ul style="list-style-type: none"> <li>○ Browse the SILS library shelves under Dewey 398.2</li> <li>○ Use the bibliography from the <i>Storyteller's Sourcebook</i> (original and 1983-1999 versions): SILS Reference: GR 74.6 M3</li> </ul> </li> </ul>
February 21	Fantasy, Movies, Video Games	<ul style="list-style-type: none"> <li>● Greenway (1996)</li> <li>● Brown &amp; Kasper (2013)</li> <li>● 1 fantasy novel</li> <li>● 1 related movie or video game</li> <li>● Help finding fantasy books: <ul style="list-style-type: none"> <li>○ <a href="http://www.lapl.org/kidspath/books/genre/fantasy.html">http://www.lapl.org/kidspath/books/genre/fantasy.html</a> - scroll down to the "Older Readers" list</li> <li>○ <a href="http://library.loganutah.org/books/children/fantasy912.cfm">http://library.loganutah.org/books/children/fantasy912.cfm</a></li> <li>○ <a href="http://www.fergusonlibrary.org/sites/default/files/pdfs/kids/goodreads/Fantasy.pdf">http://www.fergusonlibrary.org/sites/default/files/pdfs/kids/goodreads/Fantasy.pdf</a></li> </ul> </li> </ul>
February 28	Science Fiction and Science	<ul style="list-style-type: none"> <li>● Asimov (1989)</li> <li>● Le Guin (1969)</li> <li>● Cervetti et al. (2009)</li> <li>● 1 science fiction novel</li> <li>● 1 related science nonfiction book</li> <li>● Help finding sci-fi books: <ul style="list-style-type: none"> <li>○ <a href="http://www.goldenduck.org/books.php">http://www.goldenduck.org/books.php</a> - Golden Duck Award list of recommended Sci/Fi (organized by grade level)</li> <li>○ <a href="http://www.fergusonlibrary.org/sites/default/files/pdfs/kids/goodreads/SciFiBooklist0509.pdf">http://www.fergusonlibrary.org/sites/default/files/pdfs/kids/goodreads/SciFiBooklist0509.pdf</a> - Ferguson Library Online</li> <li>○ <a href="http://library.loganutah.org/books/children/scific912.cfm">http://library.loganutah.org/books/children/scific912.cfm</a></li> </ul> </li> <li>● <b>Assignment Due: Critical Review #2 on beginning reader, transitional reader, folklore, fantasy, or science</b></li> </ul>

		<b>fiction</b>
March 7	Realistic Fiction and Related Nonfiction	<ul style="list-style-type: none"> <li>● Rochelle (1991)</li> <li>● Panos (2017)</li> <li>● Lukenbill (2006)</li> <li>● 1 realistic fiction novel</li> <li>● 1 nonfiction book related to novel in some way, for example: <ul style="list-style-type: none"> <li>○ Biography of real person mentioned</li> <li>○ About issue discussed in book (divorce, bullying, etc.)</li> <li>○ Informational book on one of character's interests</li> </ul> </li> <li>● Help finding a realistic fiction book for today: <ul style="list-style-type: none"> <li>○ Hennepin County Library <a href="#">Realistic Fiction booklist</a></li> <li>○ Deschutes Public Library <a href="http://www.deschuteslibrary.org/kids/reading/contemporaryfiction.aspx">http://www.deschuteslibrary.org/kids/reading/contemporaryfiction.aspx</a></li> <li>○ Goodreads list: <a href="http://www.goodreads.com/shelf/show/childrens-realistic-fiction">http://www.goodreads.com/shelf/show/childrens-realistic-fiction</a></li> </ul> </li> </ul>
March 14	No Class - Spring Break	
March 21	Graphic Novels for Children	<ul style="list-style-type: none"> <li>● McCloud (1993)</li> <li>● Horn (1998)</li> <li>● Sturm (2013)</li> <li>● 1 fiction graphic novel (be sure it is for <i>children</i> not YA)</li> <li>● 1 nonfiction graphic novel (also for children)</li> </ul>
March 28	Reading Aloud, Historical Fiction and History	<ul style="list-style-type: none"> <li>● Trelease (2014) <ul style="list-style-type: none"> <li>○ <a href="http://www.trelease-on-reading.com/rah-ch4.html">http://www.trelease-on-reading.com/rah-ch4.html</a></li> <li>○ Read "Dos" AND "Don'ts" - you'll need to click to second page</li> </ul> </li> <li>● Ong (2008) Ch3</li> <li>● Cai (1992)</li> <li>● Chen (2018)</li> <li>● 1 historical fiction novel</li> <li>● 1 history book about the setting of your</li> </ul>

		<p>novel</p> <ul style="list-style-type: none"> <li>● <b>Assignment Due: Critical Review #3 on realistic fiction, graphic novel, historical fiction, history, or any of the remaining genres</b></li> </ul>
April 4	Other materials (puppets, games, magazines, etc.) and poster presentations	<ul style="list-style-type: none"> <li>● Hess et al. (2013) <ul style="list-style-type: none"> <li>○ <a href="https://projects.ncsu.edu/project/posters/">https://projects.ncsu.edu/project/posters/</a></li> <li>○ Use table of contents to access specifics</li> </ul> </li> <li>● Mei-Yu (2004)</li> <li>● Mayer &amp; Harris (2009)</li> <li>● Shaw &amp; Rosansky (2015) <ul style="list-style-type: none"> <li>http://blogs.proquest.com/uncategorized/50-things-you-can-borrow-from-libraries-besides-books/</li> </ul> </li> <li>● 1 children's magazine <ul style="list-style-type: none"> <li>○ Consult <i>Magazines for Children: A Guide for Parents, Teachers, and Librarians</i> - Reference book in SILS library: PN4878 .R5 1991</li> </ul> </li> <li>● 1 other item</li> <li>● <i>If you are unable to check out one or both of these items, talk about using them in library, share pictures if possible</i></li> </ul>
April 11	Read-aloud	<ul style="list-style-type: none"> <li>● <b>Presentation: Read Aloud</b></li> <li>● Be prepared to discuss how you chose your book (and section, if excerpt from novel), and how you prepared</li> </ul>
April 18	Poetry	<ul style="list-style-type: none"> <li>● Rosenberg (2005)</li> <li>● Roubaud &amp; Poucel (2013)</li> <li>● 1 anthology of children's poetry</li> <li>● 1 picture book of poetry</li> <li>● 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!</li> <li>● Help finding books for today: <ul style="list-style-type: none"> <li>○ <a href="http://www.iblist.com/list.php?type=author&amp;key=.*&amp;by=genre&amp;genre=277&amp;go.x=18&amp;go.y=10">http://www.iblist.com/list.php?type=author&amp;key=.*&amp;by=genre&amp;genre=277&amp;go.x=18&amp;go.y=10</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <a href="http://www2.scholastic.com/browse/article.jsp?id=11672">http://www2.scholastic.com/browse/article.jsp?id=11672</a> note this is a Scholastic website</li> </ul>
April 25	More library tech for children	<ul style="list-style-type: none"> <li>● Scheer (2017)</li> <li>● Chapter from Naidoo - TBD</li> <li>● Check out a makerspace and report back. Bring something you've made if possible. <ul style="list-style-type: none"> <li>○ UNC's makerspace: <a href="https://library.unc.edu/makerspace/">https://library.unc.edu/makerspace/</a></li> <li>○ If the space you visit isn't intended for elementary age children, focus on what in space would be child appropriate</li> </ul> </li> <li>● Play with tech available in children's section of library and/or available for check out. Bring in what you can.</li> </ul>
April 30 (7pm)	Final Exam Period	Poster presentation