

Literature for Children
Library Science Technology LIB K-120
Spring 2013

Instructor: Dr. Audrey Irene Daigneault

Office: Three Rivers Community College Adjunct Faculty Office, D-Wing

Email: adaigneault@groton.k12.ct.us

Please include *Children's Literature* in the subject line of any email you send me about this class:

I will respond as soon as possible, usually within 24 hours.

Office hours: Professor will be in classroom 30 minutes prior to class for informal meetings. Additional meetings by appointment only.

Regular schedule: Monday evenings: 6:30 p.m. – 9:55 p.m. Classroom E215.

Required Texts : Charlotte Huck's Children's Literature. 10th ed. revised by Barbara Z. Kiefer et al. McGraw-Hill, c2010.

Yardsticks: Children in the Classroom ages 4-14. 3rd ed. by Chip Wood. Northeast Foundation for Children, Inc., c2007. (Three copies of this book will be on reserve in the Three Rivers Library for your use)

Suggested Readings:

Bauer, Caroline Feller. New Handbook for Storytellers: with stories, poems, magic, and more. Chicago: American Library Association, c1993.

Bodart, Joni Richards. Booktalking. H. W. Wilson, c2001.

Farrell, Catharine. Storytelling: a guide for teachers. New York: Scholastic Professional Books, c1991.

MacDonald, Margaret Read. The Story-teller's Start-Up Book: finding, learning, performing, and using folk tales including twelve tell able tales. Little Rock, Arkansas: August House, 1993.

Course Description: A critical study of literature for children, this course is designed to introduce to students the basic elements of bringing literature and readers together. Included are literary forms such as folklore, poetry, fiction, drama, and nonfiction. Discussions of writers, illustrators, storytelling, and Children's Room programming are also incorporated. This course will familiarize students with a variety of children's literature from preschool through sixth grade.

Student Learning Outcomes

At the end of this course students will be able to:

- Evaluate the major genre of children's literature.
- Use various techniques for sharing literature and motivating reading for pleasure.
- Evaluate children's materials.
- Assist with the selecting appropriate materials for a youth collection.
- Understand the stages of childhood and the factors contributing to the development of early literacy skills.
- Select appropriate material for a particular child.

Upon successful completion of this course you will know:

1. A general understanding of the stages of childhood and adolescent development, and factors contributing to the development of early literacy skills.
2. Resources for youth in different formats, including award-winners, classic titles, and age-appropriate materials.
3. How to select appropriate materials for a particular youth, based on such factors as reading level, interest, and level of maturity.
4. Appropriate Internet sites, rules for safe navigation, and use of online search tools and other technological applications for youth.
5. Legal and other issues affecting youth.

Upon successful completion of this course you will be able to:

6. Establish a welcoming atmosphere and actively encourage youth participation in library programs and in the use of resources.
7. Demonstrate written and oral communication skills for working with youth, their parents and other caregivers, other library staff, and the personnel of agencies serving youth.
8. Assist with selecting appropriate materials for a youth collection.
9. Assist with planning, presenting, and evaluating library programs that will attract youth.
10. Assist with advocating for and publicizing youth services.
11. Work cooperatively with personnel in schools and other community agencies serving youth.
12. Conduct effective reference and readers advisory interviews for youth and their parents and other caregivers, and refer to a librarian when appropriate.
13. Assist with developing and marketing services for youth and their parents and other caregivers.
14. Instruct youth in the use of library materials, resources, and equipment.
15. Manage youth problem behavior and emergency situations.
16. Follow policies and procedures related to challenged resources.

Course Work and Assignments:

This course will be a combination of lectures, seminar, and discussion groups. Multimedia resources, such as DVD's, videotapes, and slides will be used. There will also be a field trip to the Children's Room at Groton Public Library.

Students will be expected to complete each assignment and project as well as participate in discussions and group exercises.

Students are expected to devote two hours each week outside of class time to complete activities and assignments.

Course Policies:**Attendance:**

Regular attendance and active class participation is required. It is through participation in class discussion that you demonstrate your reading and your understanding of literary evaluation and criticism. This course is designed in such a way that a student will get more from the in-class activities and discussion than the textbook alone. Therefore, students are expected to attend class regularly. Refer to the 2010-2011 college calendar for specific dates when the college will be closed or check the web page at <http://www.trctc.comnet.edu/> for the most current information.

Card file: Students are to complete a card file of 60 children's books you have read for this course. Keep a card file of all titles. On each card record the author, title, subject or genre, a basic need the book helps to fulfill, and the age of the intended audience. 30 titles must be picture books. Five titles must be fully annotated with a summary and literary criticism. Only these five titles must be typed. Try to include one example of every genre discussed in class. You can also present file as a word-processed list, or data base.

The basic needs which literature meets are: 1. Competence, or the need to achieve. Example: Whistle for Willie. 2. Material security or the need for physical well being. Example: Cinderella. 3. The need to know or intellectual curiosity. Example: The Cloud Book. 4. The need to love and be loved or emotional security. Example: Runaway Bunny. 5. The need to belong to a group or acceptance. Example: The Hundred Dresses. 6. The need for change or play. Example: Don't Let the Pigeon Drive the Bus. 7. The need for beauty and order. Example: The Wind in the Willows. A list of developmental values which literature can help meet will be attached at the end of this syllabus.

Card file example:

E

Wil Willems, Mo. Don't Let the Pigeon Drive the Bus. New York : Hyperion Books for Children, c2003. A pigeon pleads with the reader to be allowed to drive the empty bus; but the bus driver asked the reader not to let him drive the bus. Willems' cartoon style drawings colored in a pale blue, yellow, and white on a beige background perfectly mimic a pleading child and later a child having a tantrum. Children will enjoy saying no to this book and will identify with the pigeon not being allowed to do something he really wants to do.

Basic Need: Need to achieve, Dev. Value: Humor. Genre: Picture Book Fiction Caldecott Honor Book

Annotation Example for Yardstick Assignment:

E

Wil Willems, Mo. Don't Let the Pigeon Drive the Bus. New York : Hyperion Books for Children, c2003. A pigeon pleads with the reader to be allowed to drive the empty bus; but the bus driver asked the reader not to let him drive the bus.

Genre: Picture Book Fiction

Recommended for Age 4. According to Yardsticks four-year olds love to be read to and enjoy books which are predictable and have repetitive phrases. The children should enjoy saying "No!" every time the pigeon asks to drive the bus. The adult reader can make this into a game with the listening group.

Storytelling:

Tell one story from three to ten minutes long. Folktales are recommended because they have already been polished for telling over the centuries. You may use props or costumes to help you communicate your story more effectively. Do not use notes. Memorize the sequence of events but put the story into your own words. Two videotapes will be shown to guide you, and the instructor will demonstrate an orally told story.

Booktalking: As part of your grade every student will present a booktalk which will cover 3 to 4 books and be centered around a theme of your choice. The booktalk will cover a minimum of three books and should include one nonfiction title. A video presentation will be given to explain the different kinds of booktalks. Booktalks will be given during the last four weeks of class. Students will sign up for the week of their choice. The instructor will model a booktalk for the class. The booktalk should last no more than 20 minutes. Create an annotated bibliography for the audience of your booktalk. Eight to ten books, one or two sentence annotations, should include all the books in your booktalk as well as others on the same theme that you did not have time to mention. (10% of your grade).

Annotated Bibliography: Using criteria from Yardsticks each student will compile a bibliography of 16 titles, two titles for each year (ages 4-11) which, in your opinion, will be good reads for that age. Be sure to back up your opinion with statements from Yardsticks.

Readings: As required.

In addition to the textbook required readings, students are expected to read a wide variety of books and stories in order to enhance their familiarity and knowledge of children's literature. Throughout the course students will be expected to create both bibliographic notes of the children's titles they read, and, at times, created annotations or book talks.

Other Course Requirements:

There will be homework in this class that enhances students' understanding of the areas of study. Students are required to submit assignments when due. Annotations, book review, and bibliography must be typed. There will be no exams, but pop quizzes may be held from time to time.

Dates and Penalties:

College Withdrawal Policy:

Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor.

Computer Use: Written projects and assignments must be completed using a Microsoft Word or other word processing program. Students must have Internet access in order to be successful in this class.

Grading System & Policies: All assignments must be completed on time to receive full credit. Permission to turn in an assignment late or to take a make-up exam must be obtained from the professor. Cheating or plagiarism is grounds for a failing grade. Each assignment is graded on a scale with 100 points as the maximum possible grade (100%). The final grade will be determined by completion of all of the assignments and work assigned by the professor over the semester.

Present a book talk	20%
Present a story (Read a picture book to the class)	10%
Tell a story (Oral telling without book or notes)	10%
Card file of children's books read during the semester	25%
Annotated bibliography of two books for each age (4-11) 16 titles	15%
Participation in class discussions, homework, readings	10%
Total for final grade	100%

Grading Scale:

Grades	Equivalent	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3

D	63-66	1.0
D-	60-62	0.7
F		0

Students needing assistance in writing, mathematics, language arts or general tutoring are encouraged to use the Tutoring and Academic Success Centers (TASC) offered at the college.

Disabilities Statement:

If you have a hidden or visible disability, which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, please be sure to notify the Disabled Student Counselor.

the MyCommnet Alert:

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. This link should be shared with students.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Class Schedule (This is subject to change. Please keep current with any changes.)

Week 1 (1/28): Introduction to the course: children and learning. Review of the syllabus, text, and other materials. Class expectations will be explained. The professor will give an overview of the assignments that will be utilized over the semester. Time will be given if any students need to purchase the textbook for the class. Examination of textbook features.

The professor will read the syllabus with the class and take questions on the assignments. Class will examine the features of Charlotte Huck’s Children’s Literature together with the instructor who will point out the important features for this class.

The professor will then lecture on the concept of childhood and how that concept has changed over time.

For next class:

Readings: Huck: Cpts.1 - 4

Assignments: Read Chapters 1 – 4 in textbook. Instructor will bring a copy of *Yardsticks* to class next week to possible.share.

Week 2 (2/4): Annotations and Illustrations.

The professor will demonstrate how to write annotations. The professor will also present on the history of illustration of children’s literature and the important contributions illustrations to literature. Major illustrators will be introduced to students.

A slide program with examples of art from children’s picture books will be shown.

Instructor will demonstrate the proper way to hold a picture book for sharing in story hour programs.

The components of a successful story hour program will be shared.

Each student will share a picture book with the class.

The class will examine *Yardsticks* together for information that will help them choose books for each age.

For next class:

Readings: Read Chapters 11 & 12 in the textbook

Assignment: Bring a picture book to class to practice writing your first annotation. Be prepared to read your picture book to the class.

Week 3 (2/11): Nonfiction

With the guidance of the professor, students will learn how to write an annotation of a children's book.

Students will also gain practice (through modeling by professor) techniques of how to tell a picture book story to groups.

The instructor will model the writing of an annotation for the card file and the *Yardsticks* annotated bibliography.

The instructor will bring in a variety of nonfiction books to share with the class after going over the selection criteria for nonfiction. Each student will evaluate a nonfiction book in class and share their evaluations in small groups.

For next class:

Readings: Read Chapter 11 and 12 in the text.

Assignment:

Introduce the card file assignment whereby students will read 60 children's books. Keep a card file of all titles. On each card record the author, title, subject or genre, a basic need the book helps to fulfill, and the age of the intended audience. 30 titles must be picture books. Five titles must be fully annotated with a summary and literary criticism. Only these five titles must be typed. Try to include one example of every genre discussed in class. These titles can be presented on cards only the five annotated titles must be typed. You can also present file as a word-processed list, or data base.

For next class read The Blue Sword by Robin McKinley.

Prepare to tell one story using a picture book to a small group in class. State the age of the intended audience and why you chose it.

Class is not in session (2/18) President's Day

Week 4 (2/25) Book and Movie Comparison

Video presentation: The Red Balloon. We will compare book and movie in class.

A class discussion of The Red Balloon for plot, characters, setting, theme, and point of view will take place and lead into a similar discussion of The Blue Sword by Robin McKinley.

Assignment:

Prepare to tell one story in class orally without notes of any kind. Puppets or props to add to the telling are allowed. Each student will tell one story to the class beginning this week. I recommend you choose a short folktale. For next week you should have chosen the story you will work on and finally tell.

Read pages 571-572 in the textbook for next week.

Week 5 (3/4): Storytelling and Books: How to tell stories to children and how to involve children in storytelling.

Instructor will tell the story The Gunnywolf to the class. Students will be invited to participate as young children would when hearing this story. Then the class will watch the videos.

Video presentation: Storytelling H. W. Wilson. presenter C. F. Bauer.

Video presentation: The Art of Storytelling. Presenter Jay O'Callahan.

The class will work in teams of two to do a voice exercise to develop expression and tone of voice. Students will practice telling their chosen story to a buddy as a juicy piece of gossip.

Readings: Read in your textbook for next week: pp. 640-641, 469, 203, 363-366, 14, 17-19, and 284.

Assignment: Read Hatchett by Gary Paulsen, Anastasia Krupnick by Lois Lowry, Sarah, Plain and Tall by Patricia MacLaghlan

Week 6 (3/11): Characterization

Professor will lead a discussion of the importance of characterization in children's literature.

Class will be invited to discuss how the characters in these three works were developed. Point of view will be indentified in each book. Example: Lois Lowry uses lists of things Anastasia likes and dislikes to help build her character.

Discussion of: Frog and Toad Are Friends; Frog and Toad ; All Year Round; Frog and Toad Together , by Arnold Lobel. Anastasia Krupnick by Lois Lowry, Sarah, Plain and Tall by Patricia MacLaghlin

For next class:

Readings: Read in text: chapters 4 & 5.

Assignment:

Picture story book: Like Jake and Me by Mavis Jukes. The Ghost Eye Tree, and White Dynamite and The Curly Kidd by Bill Martin, Jr. and John Archambault.

For next week three volunteers to begin storytelling will be chosen.

Class not in session March 18 for Spring Break

Week 7 (3/25): Picture Books and Picture Storybooks

Class begins its storytelling.

The instructor will bring in a variety of picture books, babies first books, toy books,, finger rhymes, Mother Goose, alphabet, counting, concept books, wordless books, books for beginning readers. The instructor will divide the class into groups and ask the groups to identify the criteria that are important for each of their kinds of groups to have. Example: alphabet books need to have pictures that represent the most common sounds of the letter. The importance of white space on the page.

The class *Yardsticks* annotated bibliography assignment will be explained and examples given to the class.

Discussion of: Like Jake and Me by Mavis Jukes. The Ghost Eye Tree, and White Dynamite and The Curly Kidd by Bill Martin, Jr. and John Archambault.

Readings: Read for next week: Something Beautiful by Sharon Denis Wyeth. One by Kathryn Otoshi; Pink and Say by Patricia Polacco and The Piggybook by Anthony Browne.

Assignment: See Above.

Week 8 (4/1): Storytelling, continued.

Three more students will tell their stories.

Discussion of theme. Something Beautiful by Sharon Denis Wyeth. Look for the important message in each of these books. Theme is the why of a story.

For next class:

Readings: Cpts. 6 and 7 in the text.

Assignment: Your annotated bibliographies for age appropriate choices.

Read for next week: Harry Potter and the Sorcerer's Stone by J. K.Rowling. and Danny and the Dinosaur by Sid Hoff,

Week 9 (4/8): Folklore & Fantasy

DVD examples of various storytellers sharing folk and fairy tales will be shown.

The differences between folk, fairy tales, myths, epics, and modern fantasies will be explained in a lecture and the students will be asked to sort the examination copies and correctly label the kind of folklore each book is. Example: any story with a supernatural or magic element is a fantasy or fairy tale. Folktales, however improbable, could happen in the real world. Stories with author and magic or supernatural elements are usually modern fantasies.

For next class:

Readings: Examine the appendices in the text. Book Selection Aids and Awards.

Assignment:

Bring in any current article on censorship of children's material and be prepared to discuss it in class. For next week students will have selected the theme and titles for their booktalk.

Week 10 (4/15) Class will not meet. Students are asked to use this time to visit a local Children's room of their public library. Make an appointment to visit with the Children's librarian. Ask for statistics of the number of story hours on average the library offers. Ask for an explanation of how programs are publicized to bring in an audience. Find out what kind of special programs the library has offered in the past and what they are planning to offer in the future. Ask about the summer reading program. Find out how many staff members work in the Children's room.

Be prepared to present a summary of your visit to the Children's room to the class. Ask what types of jobs and LTA might be required or allowed to do in that library.

Assignment: Read Cpt. 8 in the textbook for next class. Continue reading for your booktalk and card file.

Week 11 (4/22): Censorship & Intellectual Freedom; Booktalking

See pages 599-603 in the text. Professor leads discussion on the current articles on censorship of children's materials that students brought to class.

The booktalking assignment will be explained to the class. Students should have picked a theme and 4 titles for their booktalk. The booktalk must be audience specific and interesting. It may be for adults working with children. Assume the audience is at least 2nd grade or above. Book talking is a standard promotional tool. Both as informal reader's guidance and formal presentations to groups, it depends on the ability of the book talker to capture a book's essential content quickly and vividly to tell something accurate and interesting. Evaluation criteria: length, content, appeal, theme. Do include at least one nonfiction title.

Video presentation

The instructor will give a lecture on the different kinds of booktalks. Then the instructor will give a demonstration of a booktalk using a theme which includes 4 book for one grade level.

The instructor will share Nappy Hair by Carolivia Herron and explain how the reading of this book almost caused a riot. Instructor will share And Tango Makes Three by Justin Richardson.

Assignment:

Read for next class Tuck's Everlasting by N. Babbit. The Story of Ferdinand by Munro Lear and Fly Away Home by Eve Bunting .

Week 12 (4/29): Plot

Professor leads a discussion of plot and its importance to a book.

The students are broken up into three groups and asked to create an outline of the plot for one of the books assigned for discussion this week. Groups will share their lists.

Discussion of Tuck's Everlasting by N. Babbit. The Story of Ferdinand by Munro Lear and Fly Away Home by Eve Bunting.

For next class:

Assignment:

The card file assignment is due next class. Each listing will have an author, title, publisher, copyright date, subject or genre, a basic need the book helps to fulfill, and the age of the intended audience. 30 titles must be picture books. Five titles must be fully annotated with a summary and literary criticism. Only these five titles must be typed. Try to include one example of every genre discussed in class. These titles can be represented on cards only the five annotated titles must be typed. You can also present file as a word-processed list or database.

Three volunteers will be chosen to be giving their booktalks on May 6
Students should visit a local public library children's room and speak with the librarian about the program which the library offers and the types of children and parent services the library offers.

Week 13 (5/6): Book Talks Begin and Poetry

Class book talks begin. Turn in bibliography with your book talks. Bring in enough copies for the entire class or give bibliography to the instructor before class and she will make copies for you. Students will share information they obtained from visiting the Children's rooms of local public libraries.

The instructor will lecture on the criteria for selecting poetry collections for children.
The instructor will bring in many poetry collections for the class to evaluate.

For next class:

Readings: (See below)

Assignment: Read two versions of Snow White, Snow White and the Seven Dwarfs with illustrations by Nancy E. Burkert and Snow White with illustrations by Trina S. Hyman. (These books will be on reserve for you to examine in the Three Rivers Library). You are looking for differences in the style of writing.

Read and examine the two versions of Snow White that we will be discussing next week. Please read from The Just So Stories: "The Elephant's Child" or "The Cat Who Walked by Himself".

Week 14 (5/13): Importance of Style in Children's Literature; Booktalks continued.

Professor leads the discussion on the importance of style in children's books. Look at Snow White with Nancy Burkert illustrations and the edition of Snow White with illustrations by Trina S. Hyman.

Instructor will tell the story Tell Me a Mitzi by Lore Segal and explain the author's style. Portions of both Snow Whites will be read aloud to look for differences in language.

Discussion of Tell Me a Mitzi or Tell Me a Trudi by Lore Segal; stories from the Just So Stories: "The Elephant's Child" or "The Cat Who Walked by Himself" by R. Kipling or The Emperor's New Clothes by Hans C. Andersen.

For next class:

Readings: See below

Assignment: Read The True Story of the Three Little Pigs as told by A. Wolf by Jon Scieszka. The Snail's Spell by Joanne Ryder and The Bicycle Man by Alan Say, Hiroshima No pika by Toshi Maruki, The View from Saturday by E. L. Koningsburg.

Card file is due next week.

Week 15 (5/20): Point of View and Setting

Book talks by class should be finished tonight.

The instructor will lecture on the different types of point of view and how setting can be crucial or incidental to a story.

Professor will lead discussion of the importance of point of view in children's literature with the class using books which were written for discussion: The True Story of the Three Little Pigs as told by A. Wolf by Jon Scieszka. The Snail's Spell by Joanne Ryder and The Bicycle Man by Alan Say, Hiroshima No pika by Toshi Maruki, The View from Saturday by E. L. Koningsburg.

We will also discuss in class

AudioVisual Formats for Children's Literature

The instructor will share and discuss various AV literature formats with the class. Play-aways, CD's, DVD's and television shows, such as *Arthur*. Internet resources such as ALA list of best websites for children, and Bookflix from Scholastic.

Instructor will read the book Bark George, then the class will watch the movie Bark George on Bookflix and explore the follow-up activities.

All assignments must be handed in by this session to receive full credit.