

IS 330: Books and Related Materials for Children

Fall 2009

Tuesday 5:05 - 7:45 p.m.

Room: HBB 104

Instructor: Julie Ann Winkelstein

Email: jwinkels@utk.edu

Office: 98 Communications Building

Office hours: Tues 3:30 - 4:30 p.m. and by appointment

Course description

Students enrolled in IS 330 will actively read, discuss and write about a variety of materials and resources suitable for children from birth to age 14. Students will also develop criteria for selecting books and materials that encourage reading in the classroom as well as during leisure time.

Course objectives

This is a reading and writing intensive class. The role of excellent children's literature in education, both for teachers and for library resource specialists, is invaluable, and by completing this course you will have a solid background in this topic.

Students completing this course will:

- identify historical and current trends and issues.
- identify and discuss reading, listening and viewing characteristics of children at varying levels of maturity.
- critically evaluate books and related materials using established guidelines.
- identify literary genres and notable book awards for children.
- demonstrate a familiarity with a broad range of authors and illustrators.
- demonstrate knowledge of and ability to use selection aides.
- demonstrate presentation skills.
- recognize stereotypes and cultural biases in children's literature.
- read aloud to a group.
- read a wide range of titles.

Teaching philosophy

My basic teaching philosophy is that you are in my class to learn about children's literature. My job is to make it an interesting and thought-provoking journey. Your job is to be open to new ideas and to take advantage of being in a classroom by engaging with me and with your fellow classmates. I believe learning is a process and that no matter where you start in that process, there is always more to understand. Besides weekly discussions, there will be in-class activities and so your attendance is a critical part of this class experience.

Required books

Textbook

Lukens, R. J. (2007). Eighth edition. *A critical handbook of children's literature*. Boston: Pearson.

Trade Books (listed in the order they will be read)

White, E. B. (1952). *Charlotte's web*. New York: HarperCollins.

Gantos, J. (1998). *Joey Pigza swallowed the key*. New York: HarperTrophy.

Dowell, F. O. (2005). *Chicken boy*. New York: Aladdin.

Ryan, P. M. (2000). *Esperanza rising*. New York: Scholastic.

Ellis, D. (2002). *Parvana's journey*. Toronto: Groundwood.

Lowry, L. (1989). *Number the stars*. New York: Laurel-Leaf.

Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York: Little, Brown.

Bridges, R. (1999). *Through my eyes*. New York: Scholastic.

Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. New York: Harcourt.

We will be discussing the books above extensively so you may want to purchase them. During the semester, you will also be reading a variety of picture books, non-fiction and fiction books of different genres and for a range of ages. I recommend using Hodges Library and/or your local library for those books.

Getting in touch with me

I am happy to meet with you either during office hours or at another arranged time. Also feel free to email me with questions, comments or concerns - I will be as prompt as possible in replying.

Student responsibilities

- Complete the assigned readings as scheduled. Be prepared for in-class writings, quizzes, and oral assignments. Participate in class through verbal and written modes. This is a class where everyone participates equally.
- Complete all reading and written assignments as assigned. Books must be selected from approved lists, websites and citations from class. All work must be typed (12 pt. font and double-spaced). Include APA citation for each book reviewed.
- Make presentations to class as assigned.
- Prepare a term paper based on the critical evaluation and potential use of one exemplary book from the assigned list. The term paper includes 1) a brief plot synopsis; 2) discussion of literary elements of the book including character, plot, theme, point of view, setting, style, and tone; 3) a concluding evaluative statement. Prepare this on a word processor (12 pt. font and double-spaced).
- Complete one examination. Bring a blue book to class for the exam.
- Attendance is required and is taken seriously. Excessive absences will result in an "F" for the course. Students are expected to arrive on time, stay for the entire class, and be responsible for all information given in

class. Excused absences require prior permission or a written excuse from a physician.

- Check e-mail frequently.
- Bring PowerPoint notes to class each week they are posted.
- Post to Blackboard as assigned. These postings will be part of your participation grade.

Grading Scale

A = 96-100

A- = 93-95

B+ = 89-92

B = 86-88

B- = 83-85

C+ = 79-82

C = 75-78

C- = 70-74

D = 66-69

F = 65 and below

Breakdown of assignments

Total possible points for semester: 100

Full points for assignments are listed below.

Attendance and class participation: 15 points

Short papers: 3 points each

Short assignments: 1 point each

Lukens summaries: 1 point each

Lukens paper: 25 points. This paper is due on October 20.

1 final examination: 12 points

Assignments

Assignments for this class include short papers, readings and one large paper that is worth 30% of your grade. Assignments are due at the end of class on the due date. Assignments must be typed (12-point font) and double-spaced and should include your name, the name of the class (IS 330), the date, and the title of the assignment (e.g. Reading Response to *Reading Magic*). Late assignments will not be accepted unless prior permission is given by the instructor.

Blackboard

All course documents will be available on Blackboard, with the exception of handouts provided by the instructor.

Bad Weather

The University, because of its residential nature, rarely closes even when it is snowing. The School does not have a dangerous weather policy but leaves these decisions to individual faculty members. If the University is open, but road conditions are dangerous where you live or if you are concerned about future

road conditions, stay at home. You will not be penalized for missing class or turning in late assignments on days when the weather and/or roads are bad.

Policy on Academic Integrity

All work submitted by the student must be the student's. The University of Tennessee operates with a strict student code of honor regarding academic integrity. An observed act of academic cheating or plagiarism will result in failure for the course. Other penalties may be levied in accordance with university regulations, as stated in *Hilltopics*.

Disabilities

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services. It is also important to meet with the instructor to discuss your situation.

Course Outline
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Readings: Whenever a book is assigned to be read, please bring it with you to class. Supplementary articles (not listed on the syllabus) will be added over the course of the semester and you should bring those with you, also.

Writings: We will use your writings about the readings as starting points for discussions. This includes both the specific writing assignments and the Blackboard postings.

Class activities: In-class activities will be included as part of the general topics. These will include small group work, writing exercises and other activities.

Note: This syllabus may be adjusted as the semester progresses, but I will give you plenty of notice when adjustments will be made. Also, more details about assignments will be given in class and on Blackboard.

- Week1: 8/25** Introductions, overview of course, history of children's literature
- Due 9/1** *Read:* Lukens pp.xvii-xxviii, chapters 1, 4, 5 and 6
Read: Charlotte's Web
Write: Brief (no more than one paragraph each) summary of each of the 4 chapters of Lukens. Each paragraph will answer the question: *What were the top 3 items you learned from this chapter? Why are they the most important?*
Bring to class: One thought-provoking question or quote from Lukens
Write: Your memories of sounds, words, books and reading (2 pages)
- Week 2: 9/1** Quiz. Character, plot and theme in children's literature
- Due 9/8** *Read:* Lukens Chapters 7, 8, 9 & 10 - summarize each chapter (as described previously)
Read: Joey Pigza Swallowed the Key and Esperanza Rising
Write: An analysis of the theme in *Esperanza Rising* and the character in *Joey Pigza* (1.5 pages each, total 3 pages)
Bring: An intriguing quote from one of the two novels
- Week 3: 9/8** Quiz. Setting, point of view, style and tone in children's literature. Overview of Lukens paper.
- Due 9/15** *Read:* Lukens Chapter 2 - summarize
Read: 2 modern realism books (see list)

Write: An analysis of the style of one of the books and an analysis of point of view of the other (3 pages total). Include 2 examples of literary devices from each book.

Select/begin: Book for Lukens paper

Week 4: 9/15

Modern Realism (characteristics) in children's literature; censorship; selection; challenges.

Due 9/22

Read: 2 books from challenged/banned book list

Write: Paper comparing the two and giving your opinion on why, why not or how they should be available to children, making reference to class discussion and articles (2-3 pages). Include a brief summary of each - no more than a few sentences.

Write: Plot summary of book for Lukens paper

Week 5: 9/22

Multicultural and diverse literature

Due 9/29

Read: *Chicken Boy* and *Parvana's Journey*

Write: Compare the cultural assumptions made in each of these books. Include character, plot, setting and any other factors that support your observations. (3 pages)

Write: Lukens paper outline

Week 6: 9/29

Series books; humor; mysteries; reading responses

Due 10/6

Read: 1 series book, 1 humorous book and 1 mystery (see lists on BB)

Write: 1 reading response for each book

Write: Lukens paper rough draft

Week 7: 10/6

Easy readers; early readers; transitional readers

Due 10/13

Choose and read: 5 easy readers and 5 transitional books (keeping inclusiveness in mind)

Write/Summarize: Each book in no more than 2 sentences

Find/read: 3 versions of the same fairy tale (e.g. *Little Red Riding Hood*, *3 Little Pigs*, *Cinderella*, etc.)

Write: A comparison of the 3. What are the differences? What are the similarities? Which one did you like/dislike? Why? (2-3 pages)

Week 8: 10/13

Traditional literature

Due 10/20

Read: *Holes* (Sachar)

Read: *Fate and Fortune in a Modern Fairy Tale: Louis Sachar's Holes* (BB)

Write: 3 reasons you agree or disagree with this article (2 pages). Use quotes from article and from *Holes*.

Finish: Lukens paper

- Week 9: 10/20** *Lukens paper due*. Historical fiction; fantasy and science fiction; booktalks
Due 10/27 *Read:* Lukens Chapter 12 - summarize
Read: *Number the Stars*
Read: Another book from historical fiction list
 Prepare: 2 booktalks, one for each book
- Week 10: 10/27** Biography and non-fiction
Due: 11/3 *Read:* *Through My Eyes* and *The Absolutely True Diary of a Part-Time Indian*
Write: A comparison of these 2 biographies. Use quotes and give examples of what you liked, what you didn't, what you learned, how you felt (2-3 pages).
- Week 11: 11/3** Literature for middle grades; science fiction/fantasy; book reviews
Due: 11/10 *Read:* Lukens Chapter 13 - summarize
Read: 1 science fiction and 1 fantasy book
Write: Comparison of the 2. Use quotes from each and include brief -no more than 2 sentences - plot summary (2 - 3 pages).
- Week 12: 11/10** Informational books; online resources
Due: 11/17 *Read:* Lukens Chapter 11- summarize
Read: Galda on poetry (BB)
Select: 1 poem to read aloud in class
Learn: A skill from a non-fiction book and be prepared to demonstrate it and talk about the experience (bring book you learned it from) e.g. paper airplane, string figure, origami, etc.
- Week 13: 11/17** Poetry; graphic novels; teen literature
Due: 11/24 *Read:* Lukens Chapter 3 - summarize
Read: 2 graphic novels, by different authors - one for young adults, one for elementary or middle school students
Write: A comparison of the two. What did you like/dislike? Do you think they are age-appropriate? What are the differences? Include a brief - no more than 2 sentences - plot summary of each (2-3 pages).
- Week 14: 11/24** Picture books - art and words
Due: 12/1 *Read:* *Reading Magic*
Write: A reading response to this book
Select and read: 2 Caldecott honor or winner picture books, 2 Coretta Scott King honor or winner picture books and 2 Pura Belpré honor or winner picture books

Write: A half page on each, discussing the connections between the text and the illustrations. Include your thoughts on the differences or similarities of the awards and the books.

Bring: All 6 to class to share.

Select: One favorite to present to class.

Week 15: 12/1 Picture books continued; questions/review

Week 16: 12/8 Final