

**Fayetteville State University  
College of Arts and Sciences  
Department of English and Foreign Languages**

**Undergraduate  
Children's Literature ENGL 300-02  
Fall 2009**

**1. LOCATOR INFORMATION**

Instructor: Carole Weatherford

Course Number and Name: ENGL 300-02 Children's Literature

Credit Hours: 3

Course Meeting Time: 12:30-1:45 p.m., Tuesdays and Thursdays

Location: Butler 362

e-mail: [cweatherford@uncfsu.edu](mailto:cweatherford@uncfsu.edu)

Office Location: Butler 129

Office Hours: Tuesdays and Thursdays, 10:00 a.m.-12:30 p.m. and 1:45-2:15 p.m. Other times by appointment.

Office Telephone: 910-672-2149

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

An introduction of children's literature from a variety of ethnic origins and genres, including folklore, myths, epics, biographies, fiction, poetry, and informational books. Prerequisites: English 110 and English 120.

**3. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

**4. TEXTBOOK**

There is no formal textbook for this course. You will be assigned numerous online reading assignments, comprising a so-called "virtual textbook." In the syllabus, each unit includes several links as background reading. Unless the link is marked by an asterisk, you are required to print the web page(s). Gather the printouts in a folder or looseleaf notebook. Several charts and checklists are also provided for your use in completing assignments. Also, print the syllabus. These materials are on Blackboard.

"Blackboard @ FSU" "Getting Started" and "Student Support Site."  
<http://www.uncfsu.edu/bb/students/index.htm>

**5. STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

- 1) Utilize technology and library materials to identify examples of children's literature.
- 2) Select and evaluate children's literature for students in kindergarten through twelfth grade.
- 3) Demonstrate literature response strategies.
- 4) Identify and execute various methods of, and approaches to, presenting children's literature in the classroom.
- 5) Design classroom materials incorporating children's books.
- 6) Create multimedia projects OR write book reviews, articles, or blogs to demonstrate an understanding of children's literature.

## 6. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below.

| Grade | Credit Hours                 | Quality Points     | Meaning   |
|-------|------------------------------|--------------------|---|
| A     | Hours attempted and earned   | 4 per credit hour; | Exceptionally high (90-100 points)  |
| B     | Hours attempted and earned   | 3 per credit hour  | Good (80-89 points)   |
| C     | Hours attempted and earned   | 2 per credit hour  | Satisfactory (70-79 points)   |
| D     | Hours attempted and earned   | 1 per credit hour  | Marginally passing (60-69 points)   |
| F     | Hours attempted – Not earned | 0 per credit hour  | Failing (0-59 points)   |
| FN    | Hours attempted – Not earned | 0 per credit hour  | Failing due to non-attendance. (Student registered, but <u>never</u> attended.) |
| W     | Hours attempted – Not earned | No impact on GPA   | Class withdrawal prior to deadline (see Academic Calendar)                      |
| P     | Hours attempted and earned   | No impact on GPA   | Satisfactory - Assigned only in classes specified as Pass/Fail                  |
| WU    | Hours attempted – Not earned | No impact on GPA   | Withdrawal from all classes for semester or term                                |
| AU    | Hours attempted – Not earned | No impact on GPA   | Auditing  |
| AU    | Hours attempted – Not earned | No impact on GPA   | Auditing  |

### a. Attendance Requirements

Attend class regularly and submit work on time.

### b. Assessment

| Assessments         | Percentage of grade |
|---------------------|---------------------|
| Written assignments | 55%                 |
| Article projects    | 20%                 |
| Group projects      | 20%                 |
| Classwork           | 5%                  |

c. **Policy on Missed or Late Assignments:** All assignments posted after the due dates, should be submitted under the Discussion Board's Late Work forum. All late work due prior to mid-term, must be posted before the break. All late work due after midterm must be posted by the last due date on the assignment schedule.

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

## **7. Academic Support Resources**

Smartthinking

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish. Online tutors are available 24 hours a day, 7 days a week. Access Smartthinking through Blackboard's home page. Select "Smartthinking Student Site;" then select "Tools" from the menu on the left. Click on "Smartthinking" login. After logging in, click Smartthinking Student Handbook for tips on navigating the website and using the service.

The Writing Center

Individualized tutoring. 216-C Chick Building. 8 a.m.-8 p.m., Monday to Thursday; 8 a.m.-5 p.m. Friday. Hours subject to change; call 672-1864. <http://www.uncfsu.edu/writingcenter>

## **8. COURSE OUTLINE (with Assignment Schedule)**

**Charts are provided for your use in completing several assignments. All charts are in a folder on Blackboard.**

### **UNIT 1**

#### **Definition of Children's Literature**

For the purposes of this course, children's literature is high quality, imaginative works of literature written for, and read by, children and adolescents. Children's literature includes fiction, nonfiction, poetry, and drama in formats and styles ranging from picture books to young adult novels. The best children's literature has the ability to communicate between generations—to speak to both young people and adults.

**Virtual textbook: In the syllabus, each unit includes several links as background reading. Unless the link is marked by an asterisk, you are required to print the web page(s). Gather the printouts in a folder or loose leaf notebook. Also, print the syllabus and the course FAQs at the end of the syllabus. These materials are on Blackboard. Bring to class by August 27 for one (1) extra credit point.**

**Assignment due: August 27**

(instructions below)

#### **Background Reading**

Reading Aloud Develops the Brain

[http://www.connectwithkids.com/tipsheet/2008/387\\_may28/thisweek/080528\\_brain.shtml](http://www.connectwithkids.com/tipsheet/2008/387_may28/thisweek/080528_brain.shtml)

(\*More on this topic—"How Most Children Learn to Read":

<http://www.ed.gov/pubs/RoadtoRead/part2.html>)

A Brief History of Children's Literature

<http://www.southernct.edu/~brownm/300hlit.html>

\*Slides Tracing the History of Children's Books

<http://www.iupui.edu/~engwft/>

Favorite Children's and Young Adult Authors (arranged by genre):

<http://www.uleth.ca/edu/currlab/handouts/genres.html>

See definitions (near top) and "What make a good book?"

### **Assignment 1 (5 points)**

## **Annotated Bibliography of Children's Books**

Compile an annotated bibliography of five (5) children's books that you enjoyed prior to ninth grade. Your annotation should indicate the book's genre and tell why you enjoyed the book and why young readers still enjoy it today. If you are a parent, you may include books that your child enjoys. Use the MLA citation style shown in class (see examples below). You will need to use this same bibliographic (usually without the annotation) for most other assignments.

Book with a single author or illustrator

Author's last name, Author's first name. Book title. City of publication: Publisher, year of publication.

Indent your annotation. It should be 3-5 sentences long.

Example:

Weatherford, Carole. Remember the Bridge: Poems of a People. New York: Philomel Books, 2002.

A collection of twenty-nine poems spanning four hundred years of African-American history are paired with historic images. Etc. . . .

Book with an author and illustrator

Author's last name, Author's first name. Ill. by. Illustrator's first name Illustrator's last name.

Book title. City of publication: Publisher, year of publication.

Indent your annotation. It should be 3-5 sentences long.

Example:

Weatherford, Carole. Ill. by Floyd Cooper. Becoming Billie Holiday. Honesdale, PA: Wordsong, 2008.

Ninety-seven poems written in Billie Holiday's voice and titled after her songs trace her rise from poverty to jazz royalty. The poems chronicle her troubled Baltimore childhood and the launch of her singing career in Harlem. This fictional verse memoir concludes as the jazz icon records her signature song "Strange Fruit." Nostalgic sepia-toned paintings complete this sensitive portrait.

\*For more information about MLA -style annotations, visit:

[http://www.lesley.edu/library/guides/citation/mla\\_annotated.html](http://www.lesley.edu/library/guides/citation/mla_annotated.html)

## **UNIT 2**

### **Picture Books**

In picture books, the narrative unfolds not only through the text but also through the art. Some picture books are wordless. Others are alphabet, counting, concept, and toy books. Graphic novels, longer stories in comic book form, are usually for middle grades and teens rather than for the primary grades.

### **Assignment due: September 10**

(instructions below)

### **Background Reading**

Picture books

<http://www.southernct.edu/~brownm/Gpic.html>

Features of Picture Books

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/16/upload.htm>

Evaluating Children's Picture Books

<http://ksuemail.kennesaw.edu/~pjohnso3/pbkeval.html>

100 Picture Books Everyone Should Know

<http://kids.nypl.org/reading/recommended2.cfm?ListID=61>

\*Reading is Fundamental: Picture Books Through Time  
<http://www.rif.org/art/timeline.msp>

\*The Making of The Invention of Hugo Cabret (winner of the 2008 Caldecott Medal)  
[http://www.theinventionofhugocabret.com/slideshow\\_flash.htm](http://www.theinventionofhugocabret.com/slideshow_flash.htm)

\*About Hugo Cabret  
[http://www.theinventionofhugocabret.com/about\\_hugo\\_intro.htm](http://www.theinventionofhugocabret.com/about_hugo_intro.htm)

\*Jerry Pallotta: The Alphabet Man  
[http://www.jerrypallotta.com/alphabetman\\_mybooks.html](http://www.jerrypallotta.com/alphabetman_mybooks.html)

## **Assignment 2 (10 points)**

### **ABCs of Children's Book Illustration**

Write and design an alphabet book of living children's book illustrators, with one artist per page and each letter corresponding with an artist's last name. Include at least five award-winning illustrators, five illustrators of African, Asian/Pacific, Latino, or Indian descent, and no more than five who are deceased.

Each page of the book, must include:

- A book cover or interior illustration by the artist
- A brief caption (one to three sentences), citing
  - The illustrator's name
  - The illustrator's preferred style(s) and media
  - The illustrator's most popular book(s) and most notable award(s)

Certain letters might pose a challenge. Use Robert Quackenbush for "Q," illustrator Xavier Garza or the book *Malcolm X*, illustrated by Leonard Jenkins, for "X," and Paul Zelinsky for "Z."

These web sites will help you identify illustrators.

\*Picture Book: Directory of Children's Book Illustration  
<http://picture-book.com/>

\*Picture Book Artists' Association  
<http://www.picturebookartists.org/>

\*Database of Award-winning Children's Literature  
<http://www.dawcl.com/search.asp>

Under the "Awards to Search" category (lower left column), access listings for these awards and honors: American Indian, Caldecott, Coretta Scott King, Pura Belpre, Theodor Seuss Geisel, and Tomas Rivera.

## **UNIT 3**

### **Traditional Literature**

Every culture has stories, songs, and poems that came out of the oral tradition and were passed down for generations by word of mouth. Traditional literature includes nursery rhymes, playground rhymes, ballads, folktales, fairy tales, tall tales, fables, legends, myths, and epics. Although traditional literature (even so-called nursery rhymes) was originally intended for adults, children often enjoyed it, too. Fairy tales are folktales with magical elements. Folktales were compiled by writers—called collectors—who recorded the stories after hearing them aloud.

Folktales and fairy tales often feature patterns of three. The fact that there are three pigs, three bears, three stepsisters, and three guesses (*Rumpelstiltskin*) is no coincidence. Patterns of three built suspense without being too complex for listeners to follow. Can you cite patterns of three in familiar tales?

**Assignment due: September 22**

(instructions below)

### **Background Reading**

Nursery rhymes

<http://www.southernct.edu/~brownm/Gnur.html>

Folk literature

<http://www.southernct.edu/~brownm/Gfol.html>

Features of Traditional Literature:

<http://eport2.cgc.maricopa.edu/published/t/li/tliszak45/collection/8/6/upload.htm>

Fractured Fairy Tales

[www.readwritethink.org/materials/fairytales/](http://www.readwritethink.org/materials/fairytales/)

### **Assignment 3 (5 points)**

#### **Group Presentation on Folktales and Fairy Tales**

Choose A or B. Either presentation must include a Venn diagrams in a poster or Powerpoint presentation.

A. Identify three folktales from different cultures that seek to explain the same or similar phenomena; perhaps creation, the sun, moon, stars, or weather. The presentation will summarize, compare, and contrast the three folktales. Be sure to cite patterns of three. The group will read an excerpt from one folktale and show all books studied.

B. Identify a fairy tale that has been adapted by at least four different cultures: American, Asian, African, African-American, Caribbean, European, Latino, Native American, or South Pacific. One version may be a fractured fairy tale. The presentation will summarize and compare the different versions. Be sure to cite patterns of three. The group will read aloud an excerpt from one version of the tale, and show and evaluate all books studied.

## **UNIT 4**

### **Responding to Children's Literature**

Having children respond to literature not only helps build reading comprehension but also deepens their understanding and appreciation for literature. Students may respond to books through talking, art, writing, drama, movement, music, or multimedia.

### **Multicultural and international literature**

Multicultural and international literature spans all genres and is written from the point of view of a historically under-represented ethnic group, often people of color but also strong female characters and people with disabilities and other differences for which they have been discriminated. International literature is set overseas. and enriches the young reader's worldview. Multicultural and international literature expands children's worldview, enhances appreciation and respect for diversity and allows some children to see themselves in books.

Multicultural literature may be consciously interracial, show that people are people, focus on a distinct cultural experience, or expose racism and discrimination.

### **Assignment due: September 29**

(instructions below)

### **Background Reading**

\*The Elements of Fiction (slide show)

<http://www.readwritethink.org/materials/lit-elements/overview/>

Elements of Fiction

<http://www.homeofbob.com/literature/genre/fiction/ficElmnts.html>

Why Multicultural Literature?

<http://www.edchange.org/multicultural/papers/literature.html>

Overview of Bias

<http://www.intime.uni.edu/multiculture/curriculum/children.htm>

Response Strategies

<http://www.literacymatters.org/adlit/response/intro.htm>

<http://www.literacymatters.org/adlit/response/writing.htm>

<http://www.literacymatters.org/adlit/response/drama.htm>

<http://www.literacymatters.org/adlit/response/discussion.htm>

<http://www.literacymatters.org/adlit/response/multimedia.htm>

<http://www.literacymatters.org/adlit/response/arts.htm>

Tips for Reading Aloud:

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/4/upload.htm>

#### **Assignment 4 (5 points)**

##### **Multicultural Literature & Response Strategies**

- Read one of these multicultural picture books.
  - Coming on Home Soon (Woodson)
  - The Other Side (Woodson)
  - Chicken Sunday (Polacco)
  - John Philip Duck (Polacco)
  - Smoky Night (Bunting)
  - Grandfather's Journey (Say)
  
- Evaluate the book using the Chart for Evaluating Multicultural Books. Not all criteria will apply to your book.
  
- Recommend three lesson ideas based on the response strategies in the background reading.

#### **UNIT 5**

##### **Banned and Challenged Books**

**Assignment due: October 8**

(instructions below)

##### **Background Reading**

\*Censorship Powerpoint (on Blackboard's course information page)

\*Sambo brochure (on Blackboard's course information page)

\*Frequently Challenged Books

<http://www.ala.org/ala/aboutala/offices/oif/bannedbooksweek/challengedbanned/frequentlychallengedbooks.cfm>

Library Unveils Little Black Sambo Collection

<http://record.wustl.edu/news/page/normal/10378.html>

\*The Story of Little Black Sambo

<http://www.sterlingtimes.co.uk/sambo.htm>

\*Little Black Sambo on amazon.com (look at various book covers, particularly the recent releases Sam and the Tigers and The Story of Little Babaji, and The Story of Little Black Sambo, illustrated by Christopher Bing)

[http://www.amazon.com/s/ref=nb\\_ss\\_gw?url=search-alias%3Daps&field-keywords=little+black+sambo&x=0&y=0](http://www.amazon.com/s/ref=nb_ss_gw?url=search-alias%3Daps&field-keywords=little+black+sambo&x=0&y=0)

\*A New Interpretation of Little Black Sambo (listen to the interview)

<http://www.npr.org/templates/story/story.php?storyId=1567555>

### **Assignment 5 (5 points)**

#### **Position paper on *Little Black Sambo***

In a one-page paper, respond to the following issues. Should Little Black Sambo have been banned in the mid-20th century? Given the controversy about the book, do recent revivals (Sam and the Tigers and The Story of Little Babaji) redeem the text? Should the story have been revived? Do today's children need to know the story's controversy?

## **UNIT 6**

### **Modern Fantasy and Science Fiction**

**Hans Christian Anderson, who collected fairy tales and wrote original tales, is known as the father of modern fantasy. Jules Verne and H. G. Wells are considered the fathers of science fiction.**

**Assignment due: October 20**

(instructions below)

#### **Background Reading**

**Fantasy** <http://www.southernct.edu/~brownm/Gfan.html>

**Fantasy and Science Fiction** <http://faculty.salisbury.edu/~elbond/sec5.html>

Follow links under "Types of Fantasy" and "Evaluating Modern Fantasy"

### **Assignment 6 (5 points)**

#### **The Fantastical Picture Books of Chris Van Allsburg**

Read a picture book by Chris Van Allsburg. Caldecott award winner Van Allsburg conceives story ideas by asking himself, "What if...?" For a booklist, visit his website.

<http://www.chrisvanallsburg.com/home.html>.

- Using the Chart for Evaluating Fantasy and Science Fiction, review the book.
- Design two classroom activities or assignments.
- One activity must focus on a math learning outcome and one on a science outcome for a K-5 grade.

Mathematics Curriculum

<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/index>

Science Curriculum

<http://www.ncpublicschools.org/curriculum/science/scos/2004>

## **UNIT 7**

### **Fiction Series for Young People and Movies Based on Children's Books**

Long before Nancy Drew, the Hardy Boys, Sweet Valley High, the Babysitters' Club, or Magic Tree House, series books provided a source of enjoyable fiction for children. The first children's fiction series

appeared in the United States in the 1830s, and by the 1860s the genre was well-established and earning both praise and censure.

Young readers devour series fiction for the books' consistency in characterization and story lines. These popular books can foster literacy among all students, including reluctant readers and non-native English speakers. Readers of series fiction often insist on reading books in the series in the sequence that they were published.

Children's book series may be fictional or nonfiction. Nonfiction books about similar subjects may be marketed as a group by the publisher. Fictional books (usually by the same author) cast the same group of characters in different plots. There are book series for all ages. Our focus is fictional chapter books for children in grades 2-8.

Many children's books—even a few picture books—have been adapted as movies or television shows.

**Assignment due: October 27**

(instructions below)

**Background Reading**

Series Books (online database)

<http://www.kidsreads.com/series/index.asp>

Books into Movies

<http://www.kidsreads.com/features/books2movies.asp>

**Assignment 7 (5 points)**

**Book Club Presentation 2: Fiction Series**

Each member of each group will bring five books from five different fiction series for children. Members within each group will try not to bring in books from the same series. Ideally, a group with four members will present books from 20 different series. Each group member will tell the author, history, and premise of each series presented. These websites list many series.

[www.kidsreads.com/series/index.asp](http://www.kidsreads.com/series/index.asp)

<http://www.monroe.lib.in.us/childrens/booklists/serieslist.html>

**UNIT 8**

**Historical Fiction**

Historical fiction blends a made-up plot and characters with an historical setting and actual historical events. Historical figures may also be depicted. Historical fiction is set during a time period that preceded the author's lifetime or at least the author's age of awareness.

**Assignment due: November 3**

(instructions below)

**Background Reading**

Historical Fiction

<http://www.southernct.edu/~brownm/Ghis.html>

Why and How I Teach with Historical Fiction

[www.scholastic.com](http://www.scholastic.com) (Search for "Why and How I Teach with Historical Fiction")

**Assignment 8 (10 points)**

**Reading, Discussion and Activity Guide on Historical Fiction**

- Read a picture book of historical fiction written for children. Create a reading, discussion, and activity guide with these five components:

- A brief synopsis (1- 3 sentences covering setting, point of view, characters, plot summary, theme and style)
- Five open-ended discussion questions (not fact-based but requiring critical thinking)
- Five vocabulary words (no definitions needed)
- Two grade-specific classroom activities linked to the language arts and social studies curricula in the North Carolina Standard Course of Study

For a sample, see the Reading, Discussion and Activity Guide on Blackboard's course information page. Also, see these websites:

English Language Arts Curriculum

<http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/>

Social Studies Curriculum

<http://www.ncpublicschools.org/curriculum/socialstudies/scos>

## **UNIT 9**

### **Biography and Informational/Nonfiction Books**

Together, these genres account for the majority of books published and of books in any bookstore or library. Children read informational/nonfiction books to satisfy their curiosity, to pursue their interests, and to research school assignments. The subject matter of informational books is almost endless.

Biographies, autobiographies and memoirs tell the true stories of individual lives. Collective biographies are books that contain the biographies of several individuals, who usually have something in common.

#### **Assignment due: November 12**

(instructions below)

#### **Background Reading**

Biography

<http://www.southernct.edu/~brownm/Gbio.html>

Informational books

<http://www.southernct.edu/~brownm/Gref.html>

#### **Assignment 9 (5 points)**

##### **Biography or Informational/ Nonfiction Books**

Using criteria on the Chart for Comparing Biographies, compare two biographies about the same person. The books may be picture books or chapter books.

OR

Using criteria on the Chart for Comparing Nonfiction/Informational Books, compare two nonfiction books on the same topic (i.e., two books about whales, not one book about whales and one about dolphins).

## **UNIT 10**

### **Poetry**

Remember when poetry was music to your ears. When you were young, poetry tickled your tongue, trained your ears to listen, and got you ready to read. Before literacy was widespread, poetry was an oral art form, performed in the streets. Poetry is still enjoyed aloud, but is also be appreciated on the printed page. Several elements distinguish poetry from prose: intense feeling, evocative words and sounds, use of imagery, rhythm and/or rhyme, and musicality.

#### **Assignment due: November 17**

(instructions below)

## **Background Reading**

Features of Poetry

<http://eport2.cgc.maricopa.edu/published/t/li/tlitzak45/collection/8/2/upload.htm>

Poetry

<http://www.southernct.edu/~brownm/Gpoe.html>

## **Assignment 10**

### **Poetry Collection or Anthology (5 points)**

Write five (5) original children's poems on the same theme. Include a thoughtful introduction (at least two paragraphs) on the theme.

OR

Collect ten poems (20) on a one theme from at least five (5) different children's books. You may either scan/photocopy pages directly from poetry books or retype the poems. Include a thoughtful introduction (at least two paragraphs), a table of contents listing the poems in the anthology, and a bibliography, listing sources in Modern Language Association style.

## **UNIT 11**

### **Contemporary Realistic Fiction**

Contemporary realistic fiction is made-up stories in which everything that happens could occur in real life. The settings are modern, the characters are true to life, and the plots involve problems and issues that today's children face.

### **Assignment due: December 3**

(instructions below)

## **Background Reading**

Realistic fiction

<http://www.southernct.edu/~brownm/Grea.html>

Knowing the Good Stuff: Evaluating Children's Fiction (article)  
[statelibrary.dcr.state.nc.us/ld/youth/finding\\_good\\_stuff.pdf](http://statelibrary.dcr.state.nc.us/ld/youth/finding_good_stuff.pdf)

Steps for Writing a Good Book Review

<http://leo.stcloudstate.edu/acadwrite/bookrev.html>

How to Write a Book Review

<http://www.lavc.cc.ca.us/Library/bookreview.htm>

## **Assignment 11 (20 points)**

### **Article Project**

Read three books (a picture book, chapter book and adolescent novel) of contemporary realistic fiction published for young people since 1980. The books must be set in modern times (post-1980) and must focus on the same contemporary issue or theme: death, illness, disability, sexuality, mental illness, substance abuse, divorce, foster care, poverty, homelessness, crime, runaways, immigration, or race.

Do not select works of historical fiction, a sub-genre of fiction that is set in the past rather than in the present. For example, a book set during slavery times, the segregation era or the Civil Rights Movement is historical fiction, not contemporary realistic fiction. A work of fiction is a story that is made up, not a true story or factual text. To ensure that your book selection is appropriate, get approval from the instructor.

You must choose a picture book, a chapter book, and an adolescent novel. Chapter books target children ages 8-12. Adolescent novels usually target youth ages 13 and up. Do not select nonfiction books, such as biographies, autobiographies, memoirs, informational or reference books about current issues.

Your article must include the following.

- An introduction, explaining the relevance of the theme/issue to today's youth.
- A review that you have written of each book. (1 paragraph each)
- Links to classroom activities for children based on the book to relevant, age-appropriate information about the issue or theme.
- Step-by-step instructions for two lesson ideas that you have conceived based on the book. Specify the grade level for which the activity is suitable.

## **UNIT 12**

### **Children's Literature in the Classroom**

#### **Assignment 12 (10 points)**

##### **Group Project: School Visit – December 1 (tentative)**

On a date to be announced, each group will visit an elementary classroom, present a reader's theater based on a picture book, and conduct two to three literature-based activities relevant to the book's subject or theme. Class time will be provided for preparation and group meetings.

#### **FINAL EXAM (Date and time to be announced.)**

##### **Final Reflection (5 points)**

#### **Extra Credit**

##### **Book Recommendations (up to 3 at 3 pts. each)**

The recommended book should be children's literature, meaning quality literature written especially for children. For each recommendation, provide complete bibliographic information in MLA style (author, illustrator, title, city of publication, publisher, and year of publication), and **write a one-page review**, discussing the literary elements of setting, character, point of view, plot, theme, and style/artistry. Due one week before the final project's deadline.

##### **Cultural Arts (3 points each)**

Attend and **write a one-page review** of selected events on or off campus. Due no later than two weeks after the event. Approved events will be announced. Students may not choose cultural events on their own.

## **9. TEACHING STRATEGIES**

Teaching strategies include the use of structured overview, demonstration, individual projects, Internet research, and reading.

## **10. BIBLIOGRAPHY (Suggested Readings, Internet and/or Multimedia Resources)**

American Library Association  
<http://www.ala.org/booklist>

The Book Report  
<http://www.thebookreport.com>

Bulletin of the Center for Children's Books  
<http://alexia.lis.uiuc.edu/puboff.bccb>

School Library Journal  
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