

Fayetteville State University
College of Arts and Sciences
Department of English

Undergraduate
Children's Literature
ENGL 300-D1 and ENGL 300-D2
Spring 2012

1. LOCATOR INFORMATION

Instructor: Carole Weatherford

Course Number and Name: ENGL 300-D1 & ENGL 300-D2 Children's Literature

Credit Hours: 3

Course Meeting Time: Online course

Course Dates: January 7 – May 4, 2012 (with break from March 3-9)

Location: Online course

e-mail: cweatherford@uncfsu.edu

Office Location: Butler 129

Office Hours: Tuesdays, 9:30 a.m.-12:30 p.m. and 1:45-4:45 p.m.

Telephone: 910-672-2149 (email preferred)

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (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.

Online Course

This course utilizes Blackboard as the primary form of student/faculty interaction. We do not meet in a classroom but we have regular and frequent interaction via the computer. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor.

One of the discussion forums in this course is called "Q&A." Throughout the course, this discussion board will be open for questions and answers about the class. You are expected to assist each other in discovering the answers to the questions that arise.

This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently and via online groups to accomplish a variety of tasks.

You are required to do online background reading and obtain class supplies on your own. Tables and graphic organizers are provided for completion of some assignments. External links are also provided.

Minimum Technological Prerequisites

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access.
- Complete MS Office software
 - All documents must be submitted as MS WORD or as rich text format (rtf) files.
 - Some presentations utilize PowerPoint
- Adobe Acrobat Reader (Can be downloaded for free from the internet)
<http://get.adobe.com/reader/>

The MS Office software suite is available for remote (off-campus) use through the FSU Citrix portal. <https://fsuportal.uncfsu.edu/Citrix/AccessPlatform/auth/login.aspx>

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. Tables and graphic organizers are provided for some assignments to ensure that you have covered required components. We will be accessing children’s books online at the following web sites.

<http://en.childrenslibrary.org>

<http://www.storylineonline.net>

You will also need to consult WorldCat—a searchable online database of library collections, to find complete bibliographic information on books read.

www.worldcat.org

“Blackboard Help” (Review all sections)

<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 adolescent 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
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a. Attendance Requirements

Log onto the course site regularly. Check daily for emails and for announcements on Blackboard.

b. Policy on Late Work

I provide a no-penalty, no-excuses grace period for submission of up to two late assignments. This does not apply to the last assignment of the semester. The last assignment must be turned in on time. No extensions will be granted beyond the last day of class. Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor’s note or an obituary) must be provided.

c. Assessments

Work will be graded weekly, usually within a week of the due date.

Grading will be based on a total of 100 points:

Assessments	Percentage of grade
Written assignments (book evaluations, booklists and reading guides; 3 at 5 points; 4 at 10 points)	55%
Tests or quizzes (3 at 10 points; 3 at 5 points each)	45%

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" form 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 (910) 672-1864. <http://www.uncfsu.edu/writingcenter>

8. COURSE OUTLINE (with Assignment Schedule)

General Assignment Guidelines

All books used for, or referenced in, class assignments must be books written specifically for children, not adult books about children or with children as main characters. If you are unsure about a title that you are considering using, ask a librarian or check on worldcat.org to see if the title is for juveniles.

Unless otherwise indicated, post assignments on Blackboard's Assignments page. Do not email assignments or upload to the Digital Drop Box.

Graphic organizers (tables) are required for completion of some assignments. All graphic organizers can be downloaded from the Assignment folders on Blackboard. You are required to use these graphic organizers (tables). They are RTF (rich text format) files that are compatible with all word-processing software. The tables serve as a checklist to ensure that you have covered all components of the assignments. The tables also include a rubric of point values for each item to help in scoring your responses. If you do not use the graphic organizer, points may be deducted from your grade.

Tests are automatically scored. For fill-in-the blank items, your answer must be correctly spelled. Do not add punctuation. Do not ask me to reconsider an answer deemed incorrect by the automatic scorer.

You are expected to provide complete bibliographic information in Modern Language Association (MLA) style for books you use for assignments. If your MLA citation is not exactly right, it will be counted as incorrect. See examples of MLA bibliographic formats provided in the syllabus under Unit 1/Assignment 1.

Refer to the syllabus for specific instructions/requirements.

Week 1: Introduction to Technology & Resources

Background Reading/Resources

Self-Paced Orientation to Online Learning

Visit "Blackboard @ FSU." Read "Getting Started" and visit the "Student Support Site."

<http://www.uncfsu.edu/bb/students/index.htm>

Course FAQs (at the end of the syllabus)

Read "Selected Children's and Adolescent Literature Resources in Chesnutt Library" and "Selected Databases Available through the Chesnutt Library Web Page" on Blackboard's "Course Information" page.

Getting Started Assignment –Introductions (Do immediately! No points)

Download the syllabus from Blackboard.

Introduce yourself on the Discussion Board. In your introduction, tell classmates your favorite children's book and children's book author.

Post questions about technology and/or assignments on Q&A forum on Discussion Board. Students and the instructor will try to provide answers.

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.

Background Reading

Genres and Formats - Children's and Young Adult Literature...

<http://libguides.stthomas.edu/content.php?pid=121943&sid=1048483>

What make a good book?" slide presentation

nieer.org/resources/hottopics/StricklandWhatMakesaGoodBook.ppt

Why Read Aloud to Children

<http://www.trelease-on-reading.com/read-aloud-brochure.pdf>

Thirty Do's to Remember When Reading Aloud

<http://www.trelease-on-reading.com/30-read-aloud-DOs.pdf>

A Dozen Don'ts to Remember When Reading Aloud

<http://www.trelease-on-reading.com/12-read-aloud-DONTs.pdf>

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>

Publisher's Weekly All-time Children's Bestsellers

<http://sils.unc.edu/sites/default/files/Publishers.pdf>

Assignment 1 (5 points) – Due January 17

MLA Style Bibliographic Citations Scramble Exercise

We will be using Modern Language Association (MLA)-style bibliographic citations throughout the semester. **You are expected to provide complete bibliographic information in Modern Language Association (MLA) style for books you use for assignments. Two examples --one with and one without an illustrator—are provided below.**

This assignment will give you practice in formatting MLA style citations. The test is available on Blackboard's Assignments page.

Format for MLA-style citation for a book with a single author or illustrator

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

Example:

Nelson, Kadir. We are the Ship: The Story of Negro League Baseball. New York: Hyperion/Jump at the Sun, 2008.

Format for MLA-style citation for a book with an author and an 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.

Example:

Weatherford, Carole Boston. Ill. by Eric Velasquez. I, Matthew Henson. New York: Walker Publishing, 2007.

Hints about MLA style citations

Do not indicate the state unless there are cities of the same name in different states.

Underline the title of the book.

If you cannot find the name of the publisher, use this search engine: <http://www.worldcat.org>.

For more information about citation style, see the online MLA Formatting and Style Guide – The OWL at Purdue: owl.english.purdue.edu/owl/resource/557/01

UNIT 2: Picture Books

In picture books, the narrative unfolds not only through the text but also through the art. The pictures are crucial to the telling of the story. In fact, some picture books are wordless. Others are alphabet, counting, concept, and toy books. Graphic novels, longer stories with sequential art in comic book form, are usually for middle grades and teens rather than for the primary grades.

Background Reading

Picture books

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

Children's Book Art Powerpoint (on Blackboard's Course Information page)

Evaluating Children's Picture Books

<http://ksumail.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

About Hugo Cabret

http://www.theinventionofhugocabret.com/about_hugo_intro.htm

Jerry Pallotta: The Alphabet Man
http://www.jerrypallotta.com/alphabetman_mybooks.html

Assignment 2 (10 points)-Due January 24

Picture Book Art Test

Use the background reading and resources to research answers to test questions. These web sites will also be helpful:

Children's Book Awards (<http://www.underdown.org/childrens-book-awards.htm>)

www.amazon.com and www.bn.com (Book reviews discussing illustrators' style and artistic media)

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?

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/tlitzak45/collection/8/6/upload.htm>

Fractured Fairy Tales

www.readwritethink.org/materials/fairytales/

Sur La Lune Fairy Tales eBooks Index

<http://www.surlalunefairytales.com/ebooksindex.html>

Assignment 3 (10 points)-February 1

Comparing Cinderella Variants

Researchers have identified more than seven hundred versions of the Cinderella story from around the world. The tale was first recorded in China in the ninth century and in Europe in 1634. The version most familiar across Europe and America was collected by a Frenchman named Francois Perrault.

Using the Chart Comparing Cinderella Variants in the Charts Folder on the Course Information page, compare two fairy tale picture books: a traditional European version of the Cinderella story (not the

Disney version) and a fractured version of the tale or a non-European version of the tale from Asia, Africa, the Caribbean, the South Pacific, or Latin America. Use the comparison chart provided. Also, describe the art in both versions. Provide complete bibliographic information in MLA style for each book.

MLA bibliographic style

Book with an 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.

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 individual or group activities. Response strategies include talking (reading circles, class discussion), writing (journals, diary entries, poetry, news articles, reports, timelines), drama (role play, pantomime, readers theatre, radio plays), multimedia (wikis, blogs, windows movies, slide shows, web quests, or news casts), art, movement and music.

Multicultural and international literature

Multicultural and international literature spans all genres and is written from the point of view of an 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.

Background Reading

103 Things to Do Before/During/After Reading (reading response strategies)

<http://www.readingrockets.org/article/82>

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>

103 Things to Do Before/During/After Reading (reading response strategies)

<http://www.readingrockets.org/article/82>

Assignment 4 (10 points)-February 10 Multicultural Literature Test

Test questions focus on *To Be a Drum* by Evelyn Coleman, *Calling the Doves* by Juan Felipe Herrera, and a general knowledge of multicultural literature.

Read *To Be a Drum* at www.storylineonline.net

Read *Calling the Doves* at en.childrenslibrary.org

UNIT 5: Banned and Challenged Books

Background Reading

Censorship Powerpoint (on Blackboard's course information page)

About Banned & Challenged Books

<http://www.ala.org/ala/issuesadvocacy/banned/aboutbannedbooks/index.cfm>

Frequently Challenged Books

<http://www.ala.org/ala/issuesadvocacy/banned/frequentlychallenged/index.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

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)-February 20

Test on *Little Black Sambo* and Challenged Books

The test is based on the background reading and online resources above.

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. Modern fantasy includes actions or events that could not occur in real life and/or characters that are capable of feats not possible in real life. Writers of science fiction and modern fantasy conjure realities that invite readers to suspend disbelief. Science fiction involves events and technology that are not currently within the realm of possibility, but given modern advancements, might be possible in the future. Both genres may include folklore or spiritual elements.

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 (10 points)-March 1

Reading, Discussion and Activity Guide on *A Bad Case of Stripes* by David Shannon

- Read *A Bad Case of Stripes* at www.storylinonline.net. Then, using the chart provided in the Charts Folder on the Course Information page, create a reading, discussion, and activity guide with these components:
 - Bibliographic information in MLA style for the book (see WorldCat www.worldcat.org)
 - A brief synopsis (one paragraph covering setting, point of view, characters, plot summary, theme and style)
 - Three (3) open-ended discussion questions (not fact-based but requiring critical thinking)
 - Three (3) vocabulary words (definitions not required)
 - Detailed step-by-step instructions for two (2) grade-specific classroom activities linked to the K-5 science and mathematics curricula in the North Carolina Standard Course of Study

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 some picture books—have been adapted as movies or television shows.

Background Reading

Series Books (online database)

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

History of Series

<http://www.readseries.com/>

Books into Movies

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

Assignment 7 (5 points)-March 13

Fiction Series for Children and Movies Based on Children’s Books

Use the background reading and the web sites above to complete this assignment.

- Compile bibliographic information in MLA style for three (3) fiction series for children that you just learned about.
- Compile a list of two (2) children’s books that have been adapted and released as movies since 2000. Include movie title and year of release.

UNIT 8: Historical Fiction, Biographies and Informational Books

Historical fiction blends a make-believe 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. **Although inspired by actual events, historical fiction recounts stories that are not true.**

Background Reading

Historical Fiction

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

Biography

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

Informational books

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

Why and How I Teach with Historical Fiction

www.scholastic.com (Search for "Why and How I Teach with Historical Fiction")

Assignment 8 (10 points)-March 20

Reading, Discussion and Activity Guide on Historical Fiction and Related Reading List

- Read White Socks Only or Knots on a Counting Rope. Both books are available online at www.storylineonline.net. Then, using the chart for historical fiction provided in the Charts Folder on the Course Information page, create a reading, discussion, and activity guide with these components:
- Bibliographic information in MLA style for the book of historical fiction (see Worldcat www.worldcat.org)
- A brief synopsis (3-5 sentences covering setting, point of view, characters, plot summary, theme and style)
- Three (3) open-ended discussion questions (not fact-based but requiring critical thinking)
- Three (3) vocabulary words (definitions not required)
- Detailed step-by-step instructions (at least three steps) explaining your original ideas for two (2) grade-specific classroom activities. One activity should be linked to the language arts curricula and one activity to the social studies curricula in the North Carolina Standard Course of Study.

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 8: Biographies and Informational/Nonfiction Books

Biographies, autobiographies and memoirs tell the true stories of individual lives. Biographies that focus only on a portion of the subject's life are partial biographies. Collective biographies are books that contain the biographies of several individuals, who usually have something in common.

The informational/nonfiction genre accounts for most of the books published and in bookstores and libraries. Not to be confused with biographies, which tell stories of individual lives, **informational/nonfiction books are about places, processes, or things.** The subject matter of informational books is almost endless. Children read informational/nonfiction books for reasons ranging from homework to

hobbies. Informational/nonfiction books allow children to satisfy their curiosity, to pursue their interests, and to research school assignments.

Assignment 9 (5 points)-March 27

Compile a bibliography in MLA style listing five books:

two biographies (true stories of individuals' lives)

three nonfiction/informational books :
 one about history or geography
 one about science or technology
 one about a hobby or sport.

See examples of MLA style bibliographic entries under Unit 1, Assignment 1.

UNIT 10: Contemporary Realistic Fiction

Contemporary realistic fiction includes 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.

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

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 10 (10 points)-April 9

Article Project

Read one of the books of contemporary realistic fiction listed below. All three books can be found in the International Children's Digital Library (en.childrenslibrary.org). Then, using the table provided, write an article about the book and the issue that it addresses. You are **required** to submit a draft to the FSU Writing Center or to Smartthinking 24-hour tutoring service. You should revise your paper based on the input that you get from writing tutors. The result should be a polished paper.

Friends from the Other Side -

http://www.childrenslibrary.org/icdl/BookPreview?bookid=anzfrnd_00030001&route=northAmerica&lang=English&msg=&ilang=English

My Very Own Room

http://www.childrenslibrary.org/icdl/BookPreview?bookid=pervery_00030024&route=northAmerica&lang=English&msg=&ilang=English

Your article should be written in third person (no I's or you's) and must include the following.

- A one-paragraph introduction, explaining the relevance of the book's theme or central issue to today's youth.

- A one-paragraph review that you have written of the book. Cover the literary elements of setting, characters, point of view, plot, theme, and style. The review should also lend your opinion of the book (still in third person).
- Web site address for an online activity or resource based on the book or its theme and suitable for children.
- A brief discussion of the illustrations, covering art media, quality of the art, and how the art complements the text.
- Detailed step-by-step instructions for an activity for students based on the book. Specify the grade level targeted and the curriculum area to which the activity is linked: language arts, social studies, mathematics, science, art, music, physical education or character education. Your activity must have at least three steps in enough detail that a substitute teacher could follow your instructions and lead the activity. Reading the book should not be one of the steps.

UNIT 11: Poetry for Young People

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.

Background Reading

Features of Poetry

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

What Makes a Good Poem?

<http://www.marilynsinger.net/Goodpoem.htm>

Poetry

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

International Children’s Digital Library

en.childrenslibrary.org

Read these poetry books:

Harlem by Walter Dean Myers

Laughing Tomatoes by Francisco Alarcon

Optional Reading and Listening (You may need to download a plug-in for the podcasts.)

<http://www.janetwong.com/poems/index.cfm>

www.jackprelutsky.com

<http://www.nikkigrimes.com/readings/readings.html>

http://www.kristinegeorge.com/poetry_aloud.html

<http://www.bobbikatz.com/> (follow links in right column for book titles)

Assignment 11 (10 points)—April 18

Poetry Test

Use the background reading above and the web sites below to complete the matching portion of the test. You will need to do additional research to find some answers.

Unit 12: A Children’s Book Promoting Sustainability

FSU and other University of North Carolina institutions have embraced sustainability as a core value. To instill that value in pre-service teachers so that they can pass it along to their future students, this assignment utilizes a children's book about conservation. *The Great Paper Caper* by Oliver Jeffers is available at libraries and online at:
<http://www.bbc.co.uk/cbeebies/presenters/stories/presenters-greatpapercaper/>

Assignment 12: Evaluating a Children's Book about Sustainability (5 points)—April 25

After reading *The Great Paper Caper*, complete the table provided. You are required to write an introduction and review and to create a classroom activity using recycled materials. The components of the assignment are:

- **Introduction**-- One-paragraph explaining the relevance of sustainability to today's young people.
- **Review of the book**--One-paragraph covering the literary elements of setting, characters, point of view, plot, theme, and style. The review should also lend your opinion of the book (in third person). Briefly discuss the illustrations, covering art media, quality of the art, and how the art complements the text.
- **Classroom Activity**--Provide detailed step-by-step instructions for an activity for students based on the book. The activity must use recycled materials. Specify the grade level targeted and the curriculum area to which the activity is linked: language arts, social studies, mathematics, science, art, music, physical education or character education. Your activity must have at least three steps that explain the activity in enough detail that a substitute teacher could follow your instructions and lead the class. Reading the book should not be one of the steps.

UNIT 13: Review

Assignment 13—May 4 (5 points)

Genre Quiz (available after midterm break)

Using the definitions provided in the link below, classify books by genre or format.

Genres and Formats - Children's and Young Adult Literature...

<http://libguides.stthomas.edu/content.php?pid=121943&sid=1048483>

Extra Credit

Cultural events may occur on campus or in the community that are relevant to our course. The instructor will announce these opportunities and offer extra credit for attending and writing a one-page review. If you hear of such events, please inform the instructor so that the opportunity can be announced to the entire class. You may not choose to review events on your own for extra credit.
(2 points)

9. TEACHING STRATEGIES

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

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

American Library Association

<http://www.booklistonline.com/>

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

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

School Library Journal
<http://www.schoollibraryjournal.com/>

ChildrensLit.com
<http://www.childrenslit.com>

Online Learning: Frequently Asked Questions

When and where does the class meet?

This course is totally online. We do not meet in a classroom but interact via the computer, using Blackboard. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently, to collaborate online to accomplish a variety of tasks, and to pace yourself to meet deadlines.

How can I communicate with classmates?

Throughout the course, the discussion board will be open for questions and answers about the class. You may also contact classmates using Blackboard's email tool (under the Communications menu).

One of the Discussion Board forums is called "Q&A." Students should use this forum to help each other find answers to questions about assignments or Blackboard.

What are the minimum technological requirements for this course?

You must have access to a computer with the following capabilities:

- Broadband or DSL high-speed Internet access
- Complete MS Office software
- All documents must be submitted in Microsoft Word.
- Some presentations utilize PowerPoint.
- Adobe Acrobat Reader (Download for free from the internet)
<http://www.adobe.com/products/acrobat/readstep2.html>

The FSU Citrix portal gives FSU students access to the Microsoft Office software suite free of charge (even off-campus!). <https://fsuportal.uncfsu.edu/Citrix/MetaFrame/default/default.aspx>

When does the course begin and end?

This class follows the academic calendar for semester-long courses. During the summer, the course follows the academic calendar for the eight-week term.

When are mid-term and final exams scheduled?

There will be no exams in this course. However, there are periodic tests.

How do I succeed in this course?

To successfully meet course requirements, get busy from the first day of class. Do the background reading for each unit; then complete all parts of the corresponding written assignment(s). Budget your time and meet deadlines. Although, this course is largely self-paced, you must work steadily to avoid falling behind.

How does a new student get an account for Blackboard and email?

Follow these instructions from on the ITTS web site.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2796&projectID=100>

How do I request Tech Support from ITTS?

Contact the Helpdesk at 910-672-2085. Press 1 for Blackboard and 2 for ITTS tech support. The ITTS Tech Support staff answers calls Monday-Friday, 8:00 am - 5:00 pm. Blackboard support is available twenty-four hours a day, seven days a week.

You may also get help via email (help@uncfsu.edu) or through the web site below.

<http://accts.uncfsu.edu/footprints/solution.cfm?id=2795&projectID=100>

Where do I submit assignments?

Use the appropriate folders on Blackboard's Assignments page. Here are some tips for preparing and posting your work.

1. Use word processing software to write your assignments. Use the software's spell-checker and grammar checker to correct errors. Proofread your writing. Respond fully to the question at hand and complete all required tasks or parts of the assignment.
2. You will submit your work as an attachment. If you use a word processor other than MS Word and MS Works, please save as in rich text format (rtf), an option in the pull-down menu in the "save" or "save as" window.
3. Use and completely fill in the graphic organizer provided for the assignment. This will ensure that you have covered all parts of assignments that may have multiple steps.

How can I resolve compatibility issues between different versions of Microsoft Word and Works?

Download the Works 6.0 Converter from the ITTS site to convert word processor documents created in Microsoft Works 6.0 to Microsoft Word and other versions of Works. The converter works with Works 2000, 4.5, and 4.x, and Word 2002, 2000, and 97 on machines running Microsoft Windows 98, 2000 Professional, Millennium Edition, and XP.

<http://office.microsoft.com/downloads/2002/wp6rtf.aspx>

May I submit my work in the Digital Dropbox, on the Discussion Board, or via email?

No. It is confusing for the instructor to have to check multiple locations for student work. Thus, the Assignments Folder is the central repository for student assignments. If you have difficulty uploading work, notify me and contact the Help Desk for technical support. If, after repeated tries and Tech Support, the problem persists, you may email your work to cweatherford@uncfsu.edu. In your email's subject line, indicate the course number and assignment number; for example: ENGL 300-D1, Assignment 1.

If I experience technical difficulties, such as a computer crash or loss of internet access, how can I submit work?

During the fall and spring semester, you may drop off work in my mailbox in Butler 123. During summer sessions, do not leave work for me on campus. I am not on campus in the summer. Instead, mail it to this address: Carole Weatherford, 3313 Sparrowhawk Drive, High Point, NC 27265.

May I submit late work?

I provide a no-penalty, no-excuses grace period for submission of up to two late assignments. This does not apply to the last assignment of the semester. The last assignment must be turned in on time. No extensions will be granted beyond the last day of class. Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor's note or an obituary) must be provided.

Where can I get help with written assignments?

As a first line of defense, use your word processing software's spelling and grammar checkers. Do not depend on these tools, though, because they are not foolproof. For online help, consult Smartthinking, a 24/7 tutorial service, accessible from Blackboard's Tools page. You may also get help in-person at the FSU Writing Center, 216-C Chick Building, Mondays through Fridays. Call for hours: 910-672-1864.

<http://www.uncfsu.edu/writingcenter>

May I redo assignments for which I earn a low grade?

Redo requests for assignments that are submitted on time will be considered on an individual basis. If your work was late (even the two no-penalty, no-excuses late assignments), do not request to re-do the assignment.