

Sabbatical Report for Fall 2007 – Spring 2008

LIT 40 – Children's Literature

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Thank You

I would like to thank the members of the Salary and Leaves Committee; the Mt. SAC Board of Trustees; the Department of English Chair, Gary Enke; the Humanities and Social Sciences Division Dean, Stephen Runnebohm; and my colleagues in the English department for giving me the opportunity to complete this sabbatical.

I came to this sabbatical project with high expectations as to how it would better inform not only the teaching of LIT 40: Children's Literature specifically, but of my own teaching of literature courses in general. The sabbatical exceeded those expectations. Particularly rewarding to me was the experience of "sitting on the other side of the desk." I thoroughly enjoyed working with my fellow students at CSU Fullerton and LA Harbor College, some of whom were former Mt. SAC students themselves. I was humbled by the challenge of being a college student enrolled at large academic institutions in a mega-metropolis such as ours. The long wait to see an admissions officer, the confusion of navigating college web sites, the sticker shock caused by the high price of textbooks, the struggle to find my way to class on a large campus bisected by construction, the traffic jam that thwarted by best efforts to arrive to class in time, the daily struggle to find parking (and my car again after class), these experiences and many more proved to be challenges to my efforts to learn. I attended class with students who had to contend with the difficulties of balancing school with jobs, families, and the grind of daily commutes. As such, I was continually reminded what a miracle it is that we have students in our classes at all. Though I learned much about the field of children's literature over the course of the year, what I will take away with me most is a renewed understanding of

how truly committed to education one must be to attend college and a rekindled appreciation of the barriers my own students overcome daily.

I would like to thank Kathy Patterson at CSU Fullerton and John Corbally at LA Harbor College for all they taught me about children's literature, a field much larger than I originally realized.

I would like to thank the former Library and Learning Resources Dean, Kerry Stern, for bringing to my attention Mt. SAC Library's recent and ongoing magnificent acquisition of children's literature. I would like to thank Lane Braver for his assistance in developing a service learning component to LIT 40. I would like to thank the Child Development Center Director, Janette Henry, Research Analyst Maria Tsai, Foundation Interim Executive Director Richard Morley, and the Director of Grants, Adrienne J. Price, all of whom have provided invaluable assistance to me in my efforts to secure grants for a Mt. SAC Children's Literature Day. I would like to thank Reference and Collection Development Librarian Chisato Uyeki and Library Department Chair Emily Woolery for their guidance and enthusiasm regarding a service learning project designed to promote Mt. SAC Library's children's literature collection.

Finally, I would like to thank my family and friends for their love, support, and reluctant recognition that a sabbatical is *not*, in fact, merely a year off work with pay.

Report

During this sabbatical I developed extensive resources for teachers of LIT 40 specifically and the English department in general. I took two courses offered in the field of children's literature (one during the fall of 2007 at California State University, Fullerton and the other during the spring of 2008 at Los Angeles Harbor College). I supplemented readings from these courses with works of criticism examining children's literature. I reviewed recently published anthologies of children's literature and developed an annotated bibliography of a select group of these texts for use as a guide for instructors choosing a textbook. I researched educational websites featuring children's literature and developed an annotated catalog of a select group of these sites. I attended a mixture of scholars' conferences, publishers' conventions, and local annual events that feature children's literature and developed a list of these events for use by students and instructors alike. I developed a thorough knowledge of children's literature, its history, its impact on our culture, and the scholarship it has inspired. Finally, I developed a model for a service learning option to LIT 40 and secured grant money to fund this project.

Curriculum Model for LIT 40

During the sabbatical, I took two courses offered in the field of children's literature (one during the fall of 2007 at California State University, Fullerton and the other during the spring of 2008 at Los Angeles Harbor College). This allowed me to gain first-hand knowledge of the discipline as it is constructed by scholars today. I used this information along with my own independent scholarship (described below) to create an updated curriculum model for LIT 40 that has as its basis the current thinking in

academia in regards to children's literature. By the end of the project, I had a clear sense of the curriculum model needed to communicate in full the scope of the field of children's literature. It must include three facets of study: doing critical analysis of the literature, developing teacher preparation activities, and experiencing first-hand the impact children's literature has on the culture at large. My model combines a mixture of literary criticism reading, critical thinking tasks, and outside activities and as such accomplishes this goal. Below is the description of my sabbatical endeavors and an explanation of how they each informed my updated curriculum model for LIT 40.

Coursework

ENGL 341 (Children's Literature) at California State University, Fullerton is described as follows in the college catalog: "Prerequisite: completion of any literature course in General Education Category III.B.2. World literature written primarily for children, including material from the oral tradition, realistic fiction, fantasy, and poetry. Not applicable for graduate degree credit. Units: (3)." In fall 2007 the course was taught by Kathy Patterson, a tenured professor at Santa Ana College who teaches part-time for California State University, Fullerton. The course was designed primarily for students who intend to become educators. Included on the reading list were Where the Wild Things Are by Maurice Sendak, a collection of fairy tales most recorded by the Grimm Brothers and Charles Perrault, The Great Gilly Hopkins by Katherine Paterson, Protector of the Small by Tamora Pierce, Where the Red Fern Grows by Wilson Rawls, Roll of Thunder by Mildred D. Taylor, Harry Potter and the Sorcerer's Stone by J.K. Rowling, Number the Stars by Lois Lowry, and a group-selected novel The Lion, the Witch, and

the Wardrobe by C.S. Lewis. Professor Patterson also used Essentials of Children's Literature by Carol Lynch-Brown and Carl M. Tomlinson for the course textbook.

Professor Patterson's focus for the course was on examining how to teach the texts in primary, middle, and secondary schools. As such, most assignments were directives to create tasks for child readers of the work. For example, students would be required to create "study questions" or "group projects" on a piece of literature or devise ways to encourage children to read the work. These activities would be geared for the age specified by the reading level of that work. During the semester, for instance, I made flash cards for helping children remember the names and powers of Greek gods and goddesses. I created a study guide for Where the Red Fern Grows, and I wrote a letter in the persona of one of the characters in Protector of the Small, among other tasks.

Professor Patterson assigned two group projects as well. With other students, I wrote and staged a puppet show version of "Snow White," and I built a life-sized wardrobe and staged an activity where students would walk through the wardrobe out of the classroom and into a fantasy world made to resemble Narnia as depicted by C. S. Lewis.

In addition to such activities, the course assignments included three papers, a midterm, and a final. My first essay was an analysis of the picture book "Maxi the Taxi Dog. My second paper was a retelling of "Hansel and Gretel." My third essay was titled, "Reaching the Reluctant Male Reader: The Magic of Harry Potter and the Sorcerer's Stone."

ENGL 218 (Children's Literature) at Los Angeles Harbor College is described as follows in the college catalog: "Prerequisite: Completion of English 101 with a grade of "C" or better. Lecture 3 hours and 20 minutes per week. In this survey course we will

analyze picture books, folk tales, fantasy, and modern realism written for children from preschoolers to teens.” In spring of 2008 the course was taught by John Corbally, an associate professor at Los Angeles Harbor College. This was an online course taught in the fashion of most literature courses rather than as a teacher preparation course.

Included on the reading list were selected fairy and folk tales, Alice's Adventures in Wonderland by Lewis Carroll, The Wonderful Wizard of Oz by L. Frank Baum, Little Women by Lousia May Alcott, Tom Sawyer by Mark Twain, The Giver by Lois Lowry, Out of the Dust by Karen Hesse, Nothing but the Truth by Avi, Walk Two Moons by Sharon Creech, and various excerpts from criticism including one from The Uses of Enchantment by Bruno Bettelheim. Professor Corbally did not assign a textbook; instead, students accessed his web pages and read his lectures. On his home page Professor Corbally describes the objective of the course: “As in all literature classes, we'll be looking at a number of works (in this case classic and contemporary works written for children from infancy through the teen years) to see what ideas about human nature and experience we can discover. Of course we will consider how the works fit into the special area of literature for children, but we will primarily analyze the works as adults to try to see the many layers of meaning (psychological, historical, etc) and the sophistication of techniques each has to offer.”

Given that this was an online course and that Professor Corbally's focus was on “analyzing the many lawyers of meaning” of these works, much of the coursework consisted of online discussion. Students were given a list of questions on a reading. For example, the questions on fairy tales included the following: “Discuss any one (or more) of the fairy tales that teaches negative, or at least questionable, values. What do these

patterns suggest about the time/place/culture that embraced them? If you have actual examples, you may also want to discuss effects these stories have had on real child readers (personal experiences are fine).” Students were required to post one original comment (generally 200 – 400 words, it seemed) in response to one of the questions and then five replies to other students’ original comments. In addition to this online discussion, two required essays and one optional essay were assigned. My first essay was titled “A Message of Hope, a Message of Despair” and was a comparison between Hans Christian Anderson’s “The Nightingale” and Oscar Wilde’s “The Nightingale and the Rose.” My second essay was an analysis of Tamora Pierce’s Protector of the Small entitled, “Haven’t We Seen This Before?: Foreshadowing the Heroine’s Quest in Juvenile Fantasy Fiction.” As I was earning an A at the end of the semester, I was not required to write the third optional essay.

Obviously, these two courses were dramatically different in their focus. I found them both to be informative and interesting. I have modeled my own course after a blending of the two. The critical thinking tasks I have devised for Mt. SAC’s LIT 40 course include both teacher preparation tasks and literary analysis. In addition, I utilize criticism throughout the course, assigning not simply from Bruno Bettelheim’s classic analysis of the function of fairy tales, The Uses of Enchantment, but also excerpts from works such as Jack Zipes’ Fairy Tale as Myth: Myth as Fairy Tale, Perry Nodelman’s Words about Pictures: The Narrative Art of Children’s Picture Books, and Joseph Campbell’s The Hero with a Thousand Faces. Finally, I have added an element to my course I found lacking in both Patterson’s ENGL 341 and Corbally’s ENGL 218. I have included outside activities related to children’s literature. For example, students are

required to visit a public library and assess the children's literature collection and the space dedicated to it, and they must attend a children's play and critique the production. Lastly, they are offered the opportunity to attend a children's literature festival: the children's stage at the Los Angeles Times Book Fest in the spring and the Orange County Children's Book Festival in the fall. To convey a clear sense of the scope of the field of children's literature, I find that students are best served accomplishing three facets of study: doing critical analysis of the literature, developing teacher preparation activities, and experiencing first-hand the impact children's literature has on the culture at large. My updated model factors in all three facets.

Reading and Research

During the sabbatical I examined children's literature anthologies and textbooks and critical works related to children's literature. In addition, I perused websites focusing on the subject. This supplemental reading, detailed in full in the finished project, offered additional insight into the field and assisted me in developing the critical thinking tasks for the course.

Critical Thinking Tasks

During the course of the sabbatical, I developed eleven critical thinking tasks titled as follows: Library Visit, Children's Literature Awards Presentation, Children's Theatre, Folk and Fairy Tales, Classic Children's Fantasy, Classic Realistic Fiction, Historical Fiction, Modern Realistic Fiction, Children's Poetry, Modern Fantasy, and Cultural Phenomenons and the Resurgence of Reading. These critical thinking tasks are the focal point for the LIT 40 course. They are essentially handouts with ten or more questions each. They are meant to supplement the course textbook and lectures and

encourage a greater understanding of children's literature. A sample question, this from the Library Visit task, includes the following: "What activities does the library offer to children and young readers?" A sample question, this from the Folk and Fairy Tales task, includes the following: "'It is characteristic of fairy tales,' argues Bruno Bettelheim in your reading, 'to state an existential dilemma briefly and pointedly.' Select one set of these versions of fairy tales. State the existential dilemma posed by the tale you have selected. Explain the shifts in this dilemma from one version of the fairy tale to the next." As can be seen by these sample questions, the critical thinking tasks require students to engage in the three facets of study: doing critical analysis of the literature, developing teacher preparation activities, and experiencing first-hand the impact children's literature has on the culture at large. As such, they work to convey the full scope of the field of children's literature this LIT 40 course is designed to communicate.

Conferences, Conventions, and Annual Events

During the sabbatical, I attended the First Annual Children's Literature Conference at Antioch University Los Angeles in Culver City, CA, on June 7th. The 2008 conference featured Eve Bunting (whose work Smoky Night received the 1995 Caldecott Medal) and Susan Patron (whose work The Higher Power of Lucky received the 2007 Newberry Medal) as keynote speakers. These highly regarded authors signed copies of their works for conference attendees.

Antioch University Los Angeles has established the Horace Mann Upstanders Book Award given to a work of K-6 fiction. The award honors "new children's literature that best exemplifies the ideals of social action and in turn encourages young readers to become agents of change themselves." At the conference, the 2008

Horace Mann Upstanders Book Award was presented to Frank and Devin Asch for their work Mrs. Marlowe's Mice.

I likewise attended the Nineteenth Annual Conference on American Literature held by the American Literature Association in San Francisco, CA on May 22nd – 25th. The Annual Conference on American Literature alternates yearly between Boston, MA and San Francisco, CA. The Children's Literature Society organizes panels specific to the field of children's literature. Two panels focusing on children's literature were offered at the 2008 conference: "Hollywood and Children's Literature" and "Politics and Children's Literature." "Roundtable: Teaching Little Women" was also offered by the Louisa May Alcott Society.

In addition I attended two conventions: the ALA Annual Conference and Exhibition held by the American Library Association in Anaheim, CA on June 26th – July 2nd and Book Expo America 2008 held by the Association of American Publishers, Inc. and American Booksellers Association in Los Angeles, CA on May 29th – June 1st. Similar to one another, these two conventions/trade shows are massive events that draw enormous numbers of people. Hundreds of authors are in attendance, and vendors regularly schedule author autographing events at their booths. In particular it is worth noting that as so many of the children's literature awards are given by the Association of Library Service to Children (ALSC), a division of the American Library Association (ALA), many current and past award-winners are on hand at the ALA Annual Conference and Exhibition.

The local events focusing on children's literature I attended included the Fourteenth Annual Los Angeles Times Festival of Books held by the Los Angeles Times

and University of California, Los Angeles in Westwood, CA on April 26th and 27th and the Fourth Annual Orange County Children's Book Festival held by Orange County and Orange Coast College in Costa Mesa, CA on September 29th. Of all the conferences, conventions, and annual events I attended, I would list these last two as must-sees for instructors and students alike. I have incorporated both into my syllabus for the LIT 40 class, coordinating trips from Mt. SAC to the events for students in other literature courses as well as my own.

Service Learning Component

In addition to developing an updated curriculum model for LIT 40, during the sabbatical I developed a service learning component to LIT 40 (SL 4). This service learning course entails the planning, development, and orchestration of a publicity campaign and event showcasing Mt. SAC Library's recent and ongoing sizeable acquisition of children's literature to the college and surrounding community. The main event involves a Children's Literature Day to be held at the Mt. San Antonio College on May 9th, 2009.

A major component of this activity involves fundraising. During the sabbatical, I researched foundations and companies with an interest in children's literacy and literature. To date, I have secured grant money from the Target Corporation. I continue to write grant proposals and to apply for sponsorship. Funding allowing, the event will feature author readings and other activities promoting children's literature. The project will be orchestrated primarily by Mt. San Antonio College students, particularly those enrolled in LIT 40.

Conclusion

After a lengthy hiatus, LIT 40 (Children's Literature) was revitalized and offered at Mt. San Antonio College beginning in the fall of 2005. Like many of my peers, I had not been afforded an opportunity to take a course in children's literature given the fact that the subject did not gain wide recognition in English departments in the United States as a field of academic study until the 1990's. As we continually re-envision the literary canon and recognize the need for increased inclusion, the study of previously marginalized literature, including children's literature, becomes a field integral to a well-developed college program in literature.

Over the course of the 2007 – 2008 academic year I completed the activities described above that allowed me to produce a collection of critical thinking tasks for LIT 40, an annotated bibliography of select children's literature anthologies, an annotated catalog of select educational web sites featuring children's literature, and an annotated catalog of select academic conferences, publishers' conventions, and local annual events focusing on children's literature. These products in turn provided me with an updated curriculum model for LIT 40 and a model for a service learning component to LIT 40 which is now offered concurrently with the course.

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I came to this sabbatical project with high expectations as to how it would better inform not only the teaching of LIT 40: Children's Literature specifically, but of my own teaching of literature courses in general. The sabbatical exceeded those expectations. Particularly rewarding to me was the experience of "sitting on the other side of the desk." I thoroughly enjoyed working with my fellow students at CSU Fullerton and LA Harbor College, some of whom were former Mt. SAC students themselves. I was humbled by the challenge of being a college student enrolled at large academic institutions in a megametropolis such as ours. The long wait to see an admissions officer, the confusion of navigating college web sites, the sticker shock caused by the high price of textbooks, the struggle to find my way to class on a large campus bisected by construction, the traffic jam that thwarted by best efforts to arrive to class in time, the daily struggle to find parking (and my car again after class), these experiences and many more proved to be challenges to my efforts to learn. I attended class with students who had to contend with the difficulties of balancing school with jobs, families, and the grind of daily commutes. As such, I was continually reminded what a miracle it is that we have students in our classes at all. Though I learned much about the field of children's literature over the course of the year, what I will take away with me most is a renewed understanding of

how truly committed to education one must be to attend college and a rekindled appreciation of the barriers my own students overcome daily.

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Sabbatical Proposal for Fall 2007 – Spring 2008

LIT 40 – Children’s Literature

SYNOPSIS

In this project I will produce:

- An updated curriculum model for LIT 40
- A collection of critical thinking tasks for LIT 40
- An annotated bibliography of select children’s literature anthologies
- An annotated catalog of select educational web sites featuring children’s literature
- A model for a service learning component to LIT 40
- An annotated catalog of select academic conferences, publishers’ conventions, and local annual events focusing on children’s literature

BACKGROUND

The Children’s Literature course (LIT 40) at Mt. SAC was recently revitalized and after a lengthy hiatus offered once again in the fall of 2005. Given that it filled that first semester and was in fact the *first* English Department literature course to fill for fall 2006, it appears to be in high demand. This may be due in part to recent agreements introduced between Mt. SAC and two local universities--Cal Poly SU and CSU Fullerton. Both universities have established programs to expedite the teacher education course plan (STEP at CSU Fullerton and Fast-Track at Cal Poly SU). The agreement between Mt. SAC and these universities is a component of these programs and allows upper division subject credit for Mt. SAC’s LIT 40.

Interestingly enough, children’s literature as a field of academic study did not gain wide recognition in the U.S. until the 1970’s. With the re-envisioning of the literary canon and the recognition of the need for increased inclusion that originated during that time, the study of children’s literature became an established discipline. Over the last 35 years, the field has continued to gain ground to the extent that it is now the focus of attention for many cultural and critical theorists.

PROJECT

I propose to develop during this sabbatical extensive resources for teachers of LIT 40 specifically and the English department in general. I intend to take two courses offered in the field of children's literature (possible options included in attached sample timeline). This will allow me to gain first-hand knowledge of the discipline as it is constructed by scholars today. I will use this information to create an updated curriculum model for LIT 40 that has as its basis the current thinking in academia in regards to children's literature.

In addition to this coursework, I plan to supplement readings from these courses with no fewer than four works of criticism examining children's literature (possible options included in attached sample timeline). These selections will reflect a range of critical approaches to the field. This reading, combined with that done for the courses, will allow me to develop a collection of critical thinking tasks to supplement and enhance the curriculum model I propose.

Finally in relation to course content, I intend to review recently published anthologies of children's literature and develop an annotated bibliography of a select group of these texts for use as a guide for instructors choosing a textbook for the course (possible options included in attached sample timeline). In addition, I intend to research educational web sites featuring children's literature and develop an annotated catalog of a select group of these sites (possible options included in attached sample timeline).

Given that many students who enroll in LIT 40 intend to be educators, a service learning option seems a natural compliment to the course. Over the period of this sabbatical, I mean to conduct an exploration of agencies related to children's learning and

identify a potential partnership for the LIT 40 course (possible options included in attached sample timeline). I plan to contact literacy programs and public libraries, for example, and locate an opportunity for community service related to children's literature. Once I have secured such a resource, I plan to develop a model for a service learning option to LIT 40, one that would both enrich the experience of the LIT 40 students who opt for it, and that would serve the interests of the community at large as well.

It is important to note, however, that not all students enrolling in LIT 40 plan to be teachers. In fact, many who enroll aim to write children's literature themselves. In order to assist these students in their aspirations, I plan to attend a mixture of scholars' conferences, publishers' conventions, and local annual events that feature children's literature (possible options included in attached sample timeline). From this experience I will develop an annotated catalog of such events for use by students and instructors alike.

VALUE AND BENEFITS

In completing this sabbatical, I expect to develop a thorough knowledge of children's literature, its history, its impact on our culture, and the scholarship it has inspired. This will make me a valuable member of the set of instructors who elect to teach LIT 40. Moreover, some scholars today argue that any legitimate overview of national literature needs to include selections of children's literature from that culture. Thus, my sabbatical project promises to inform my teaching of literature courses at large.

Given that there has been a hiatus in offering LIT 40 and that in its reinvigorated state it is a popular course, the experience I gain on my sabbatical will further enable the English Department to continue to offer this class. In addition, in its completion, my project will serve as a curriculum development resource to other instructors teaching LIT

40. Since the course is the focus of articulation agreements between Mt. SAC and local universities, my project will help further the educational goals of our students as well.

Finally, because it includes the development of a model for a service learning component, this sabbatical project aids the community at large and serves to foster good will between Mt. SAC and that community.

Statement of Purpose

As I prepare to teach LIT 40: Children's Literature for the first time in my career, I repeatedly have to remind myself that there are a limited number of weeks in the semester; otherwise, I would assign ten times the amount of reading my students could handle. So it happens with English professors when they get such enjoyment out of the literature they are teaching.

I began this sabbatical confident I could tackle the world of children's literature in the time allotted. Instead, I learned that trying to do so would be like trying to finish *all* of American literature or *all* of British literature, or even *both* in a year. The field is immense, and it has flourished particularly in recent decades with the trend of making children the focal point of family life.

We have come full circle as well with the blurring of the line between what is expressly for children and what appeals to adults. In the days of C. S. Lewis and Mark Twain, or even so far back as when fairytales were expressly part of the oral tradition, stories were not necessarily directed to adults or children but to all who would find them entertaining. Sales figures for J. K. Rowling's last book in the Harry Potter series, 8.4 million sold within the first 24 hours of its release, make clear that again today works deemed "children's literature" frequently find an audience with adults as well. As a result, the field of children's literature grows ever larger.

My disappointment at not being able to read *every* piece of children's literature in a year was quelled, however, by my discovery of the considerable amount of reading young people are actually accomplishing themselves. Fellow students in classes I took, usually half my age, were at the start vastly more familiar with the field than I was,

having grown up not simply on Nancy Drew but on Goosebumps and Lemony Snicket and Spiderwick Chronicles, to name only a few. The pleasure of reading those books now, though, compensates for the fact that such fare was not so readily available during my own childhood.

Now an avid fan of children's literature, I have become somewhat of a bibliophile, attending book fairs and bookstore readings to get a glimpse of Mo Willems, author of Knufflebunny and Knufflebunny Too, or better yet, my copy of Bud, Not Buddy actually signed by its award-winning author, Christopher Paul Curtis. The growing number of children's books I keep on top bookshelves away from my five-year-old attests to the extent to which such works have my personal treasures.

Along the way, I decided to transform radically the service learning component of this project. The recent large acquisition of children's literature by the Mt. San Antonio Library afforded a wonderful opportunity. What originally would have been simple service in the community has now grown to a student-planned, student-orchestrated publicity campaign and children's literature day at Mt. SAC featuring that acquisition. One would be right to suspect that the choice to attempt such a project stems from my thrill in hearing children's authors read their works in person and my desire to share this experience with students.

In fact, this fondness for the field of children's literature translates into more than just my inclination to inundate my students with these works I've grown so partial to. In the following pages you will see more critical thinking tasks, assigned children's literature theory, and related essays and projects than one might actually expect students

to accomplish in the course. Hopefully, though, they will prove helpful guides to other instructors who plan to teach LIT 40: Children's Literature.

I am fortunate to have been assigned LIT 40: Children's Literature to teach in both the fall 2008 and spring 2009 semester. I have scheduled SL 4, the service learning component, both semesters as well. I end this sabbatical, then, greatly looking forward to spending the upcoming academic year sharing with my students, my colleagues, the college, and the community all I have discovered about the field of children's literature during this sabbatical.

Curriculum Model for LIT 40

FIELD TRIP

Fall: Orange County Children's Book Festival at Orange Coast College

Spring: Los Angeles Times Book Fest at University of California, Los Angeles

Organizing field trips to these major literary events showcasing children's literature is highly recommended.

Week ONE: Children's Literature Collections and Picture Books

W1 Activity #1

Contrast picture books to illustrated books (Charlotte's Web by E.B. White or A Cricket in Times Square by George Sheldon, for example) to demonstrate the difference between the two genres.

W1 Activity #2

Divide class into groups. Hand out a picture book to each group and have the group describe for the class the book and its illustration style, evaluate its merits, and identify anything that makes it unique. (Or, hand out several of the titles in each category below to a group. Have them describe the various books and their illustration styles, evaluate their merits, and suggest a theme that links the books.) This is a jumping off point for discussion patterns throughout the semester.

Wordless Books

Wordless books offer the opportunity to ask just what makes a storybook a storybook. Students can discuss the virtues of such books that allow room for children to interpret the illustrations and in effect tell the story themselves.

- The Carl series by Alexandra Day
- The Snowman by Raymond Briggs
- Pancakes for Breakfast by Tomie De Paola
- works by David Wiesner

Picture Book Classics

Examining “the classics” offers the opportunity to ask whether or not styles, themes, characters, etc. have changed over time (or in what ways they have and have not changed).

- Blueberries for Sal or Make Way for Ducklings by Robert McCloskey
- Where the Wild Things Are by Maurice Sendak
- Madeline by Ludwig Bemelmans
- The Story of Ferdinand by Munro Leaf
- Beatrix Potter, A.A. Milne, H. A. and Margret Rey

Social Justice

Students may be surprised at the seriousness of the topics covered in these books aimed at young children. Many may not be familiar with The Sneetches and Other Stories but will be able to recognize themes here concerning fairness and tolerance that they associate with other works by Seuss. These books offer an opportunity to discuss whether or not any topics should be off limits in books aimed at young children, or perhaps whether this age group is afforded an opportunity to learn lessons that can be lost on adults.

- Any picture book by Eve Bunting
- The Sneetches and Other Stories by Dr. Seuss
- Ruby's Wish by Shirin Yim
- Here Comes the Cat! and other books by Frank Asch

The Natural World

Humorous and awe-inspiring, these books offer sometimes frank, sometimes romantic views of the workings of the world.

- Everyone Poops or The Gas We Pass by Taro Gomi
- On the Day You Were Born by Debra Frasier
- First the Egg by Laura Vaccaro Seeger

Toy/Interactive Books

What purpose do interactive books serve? How are they similar to and different from wordless books?

- The Very Hungry Caterpillar by Eric Carle
- Pat the Bunny by Dorothy Kunhardt
- Any Robert Sabuda pop-up book
- First the Egg by Laura Vaccaro Seeger

Exploring Cultures

Books that examine cultures until only recently explored at large in American children's literature offer the opportunity to discuss the absence of such books in previous generations.

- Just a Minute by Yuyi Morales
- Lon Po Po: A Red-Riding Hood Story from China by Ed Young
- Rosa, Nikki Giovanni

Commercial

Be sure to include a book that is commercial rather than literary, for example one that merely promotes consumerism and/or features toys, video games, or television characters. Including a Sesame Street book further complicates the issue as some students will categorize such books as educational, others as commercial. This is a crucial aspect to establishing course content and demanding that students assume responsibility for choices they make regarding children's literature texts.

W1 Activity #3

Show PowerPoint presentation illustrating the major concepts of the elements of a picture book as discussed in pages 92 – 97 of Carol Lynch-Brown and Carl M. Tomlinson's Essentials of Children's Literature, 6th ed.

W1 Activity #4

Assign Library Visit worksheet with a week two due date (see Critical Thinking Tasks).

Assign Picture Books worksheet with a week two due date (see Critical Thinking Tasks).

Assign reading of pages 22 - 39 from Perry Nodelman's chapter "Pictures and the Implied Viewer" in his book Words about Pictures: The Narrative Art of Children's Picture Books.

Week TWO: Children's Literature Collections and Picture Books

W2 Activity #1

Have students share with the class their experiences visiting a public library and exploring the children's literature collection. List on the board the libraries the class visited and significant details such as the size of the children's literature collection, a librarian specializing in children's literature, activities and services provided to children and young readers. Note any particularly impressive libraries visited. Have students record the information for future personal use.

W2 Activity #2

As part of a lecture on the history of the picture book, the elements of illustration, and the Caldecott Medal, visit <http://www.gutenberg.org/> using a multimedia projector. Examine examples of works by the original "big three" children's illustrators: Randolph Caldecott, Kate Greenaway, and Walter Crane. Have students compile descriptions of the distinctive elements of each illustrator and characteristic differences between their arts.

W2 Activity #3

NOTE: This activity should take place before the Picture Books worksheet is due so as to assist students in answering questions on the worksheet regarding design elements.

Discuss thoroughly Nodelman reading regarding design elements and their implications in illustrations for picture books. Divide class into groups. Hand out a picture book to each group and have the group evaluate for the class illustrations from the book using Nodelman's theories.

W2 Activity #4

Allow time for every student to share the book he or she selected. (If there are duplicate

selections, be sure to group those students together so as to offer a more comprehensive overview of that work.) Some questions on the worksheet ask the student to relate personal experiences with books. As such, this task will provide the class with the opportunity to share poignant childhood memories, an exercise that is likely to be a teambuilding experience. Likewise, this exercise allows students to own the course material given that at the outset they are selecting works and “teaching” them to the class.

W2 Activity #5

Lecture on the Caldecott Medal

W2 Activity #6

Assign fairy tales to read.

Assign reading of Jack Zipes’ “Breaking the Disney Spell” in his book Fairy Tale as Myth / Myth as Fairy Tale.

Assign reading of pages 6 - 19 from Bruno Bettelheim’s introduction “Fairy Tales and the Existential Precament” in his book The Uses of Enchantment.

Assign Folk and Fairy Tales worksheet with a week three due date (see Critical Thinking Tasks).

Assign Children’s Plays worksheet with a week eleven due date (see Critical Thinking Tasks).

W2 Activity #7

Divide class into groups and assign award/medal to be covered by that group. Assign

Children’s Literature Awards Presentation worksheet (see Critical Thinking Tasks). Due dates will vary. Topics might include:

- Newbery Medal
- NCTE Excellence in Poetry for Children Award
- Distinguished Play Award
- Mildred L. Batchelder Award
- Coretta Scott King
- YALSA Awards
- Pura Belpré Award
- Scott O’Dell Award for Historical Fiction
- Orbis Pictus Award
- Robert F. Sibert Informational Book Medal
- Other awards

Week THREE: Folk and Fairy Tales

W3 Activity #1

Folk and fairy tales are perhaps *the* literature ripest for critical interpretation. It is well-suited to examination from most critical perspectives—Psychoanalytical, Marxist, Feminist, Reader Response, Postmodernism, Postcolonial—or any number of others or combinations. One of the best ways to get at such interpretations is to examine concurrently several versions of a tale, ones that span time periods and philosophies. Break students into groups and assign each group the task of discussing the different versions of one fairy tale from the reading. Be sure to give the same tale to two or more groups. Ask the group to analyze the significance of the differences between the versions and share their conclusions with the class.

W3 Activity #2

Break students into groups and provide each group a recently published children's book invoking a fairy tale from the reading. (Be sure as well to use different texts, for example "Cinder Edna" by Ellen Jackson and "The Prince's Diary" by Renee Ting, drawing upon the same tale.) Have groups determine what this latest version adds to the tale's tradition and share their conclusions with the class.

Week FOUR: Folk and Fairy Tales

W4 Activity #1

Discuss thoroughly excerpts by Bruno Bettelheim and Jack Zipes. Students are likely to respond in a variety of ways to these interpretations of folk and fairy tales. For instance, they may find the criticism difficult or at the very least challenging; they may question the legitimacy of the theories, or they may be surprised by the depth to which children's works and their impact on the culture can be analyzed.

W4 Activity #2

Distribute Essay #1 Topics

W4 Activity #3

Student presentation on children's literature awards: Mildred L. Batchelder Award

Week FIVE: Essay #1 Workshop

W5 Activity #1

Student presentation on children's literature awards: Coretta Scott King Awards

W5 Activity #2

Assign readings of original poems parodied by Lewis in The Adventures of Alice in Wonderland.

- "Against Idleness And Mischief" by Isaac Watts basis for "How Doth the Little Crocodile"
- "The Old Man's Comforts and How He Gained Them" by Robert Southey basis for "You Are Old, Father William"
- "Speak Gently" by David Bates basis for "Speak Roughly to Your Little Boy"
- "The Spider and the Fly" by Mary Botham Howitt basis for "The Lobster Quadrille"

Assign task of bringing to class an example of the use of the The Adventures of Alice in Wonderland in pop culture.

Assign Classic Children's Fantasy worksheet with a week six due date (see Critical Thinking Tasks).

Week SIX: Classic Children's Fantasy

W6 Activity #1

Lecture on the elements of classic children's fantasy.

W6 Activity #2

Students will likely be familiar with "Twinkle, Twinkle Little Star," but not with the other children's poems of his day Lewis parodies in the novel. Compare the originals to the Lewis versions with the class. Ask them to discern what Lewis meant to imply by his versions.

W6 Activity #3

Present students with various examples of Alice's Adventures in Wonderland as it has

appeared in popular culture. Examples might include:

- Jefferson Airplane's song "White Rabbit"
- Tom Petty and the Heartbreaker's video, "Don't Come Around Here No More"
- a upcoming film version directed by Tim Burton due out in 2010

W6 Activity #4

In-class review of Classic Children's Fantasy worksheet

W6 Activity #5

Student presentation on children's literature awards: Orbis Pictus Award nonfiction

Student presentation on children's literature awards: Robert F. Sibert Informational Book Medal nonfiction

W6 Activity #6

Assign Classic Realistic Fiction worksheet with a week seven due date (see Critical Thinking Tasks).

Assigned selected readings from Little Women.

Week SEVEN: Classic Realistic Fiction

W7 Activity #1

Lecture on the elements of classic realistic fiction with emphasis on the "bad boy; good girl" scenario with references to Tom Sawyer and Little Women readings.

W7 Activity #2

Break class into groups. Have groups brainstorm on innovative strategies for teaching

The Adventures of Tom Sawyer. Have groups share their approaches with the class.

W7 Activity #3

In-class review of Classic Realistic Fiction worksheet.

W7 Activity #4

Student presentation on children's literature awards: Pura Belpré Award

W7 Activity #5

In-class review for midterm.

Week EIGHT: Midterm

W8 Activity #1

Assign Historical Fiction worksheet with week nine due date.

Week NINE: Historical Fiction

W9 Activity #1

Lecture on the elements of historical fiction.

W9 Activity #2

Student presentation on children's literature awards: Scott O'Dell Award

W9 Activity #3

In-class review of Historical Fiction worksheet.

W9 Activity #4

Assign Modern Realistic Fiction worksheet with week ten due date.

Week TEN: Modern Realistic Fiction

W9 Activity #1

Lecture on the elements of modern realistic fiction.

W10 Activity #2

Student presentation on children's literature awards: Newbery Award

W10 Activity #3

In-class review of Modern Realistic fiction worksheet.

W10 Activity #4

Assign poetry activity.

Week ELEVEN: Poetry and Plays

W11 Activity #1

Lecture on the elements of children's poetry

W11 Activity #2

Student presentation on children's literature awards: NCTE Excellence in Poetry for Children Award

W11 Activity #3

Class discussion of poetry activity.

Week TWELVE: Poetry and Plays

W12 Activity #1

Lecture on the elements of children's plays

W12 Activity #2

Student presentation on children's literature awards: Distinguished Play Award

W12 Activity #3

Class discussion of Children's Plays workshop assignment.

W12 Activity #4

Assign Modern Children's Fantasy worksheet with week twelve due date.

W12 Activity #5

Lecture on the hero cycle as presented by Joseph Campbell in The Hero with a Thousand Faces.

Week THIRTEEN: Modern Children's Fantasy

W13 Activity #1

Lecture on the elements of modern children's fantasy.

W13 Activity #2

Class discussion of the major gods and goddesses in mythology

W13 Activity #3

In-class review of Modern Fantasy worksheet and the hero cycle in The Lightning Thief.

W13 Activity #4

Student presentation on children's literature awards: YALSA Awards

W13 Activity #5

Distribute Essay #2 Topics

Week FOURTEEN: Essay #2 Workshop

W14 Activity #1

Assign Cultural Phenomenons and the Reluctant Reader worksheet

Week FIFTEEN: Cultural Phenomenons

W15 Activity #1

Discussion of Cultural Phenomenons and the Reluctant Reader worksheet

W15 Activity #2

Presentation of student projects

Week SIXTEEN: Final

Sample Lecture

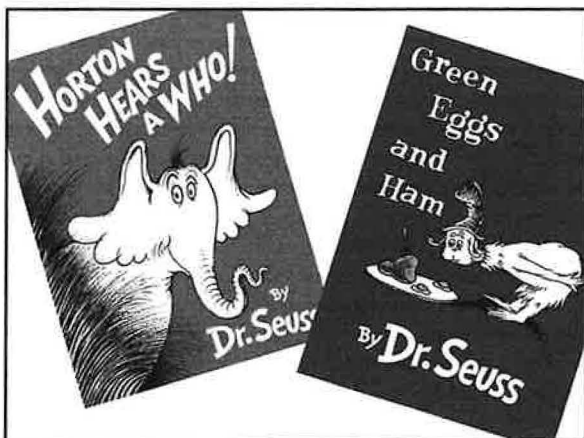
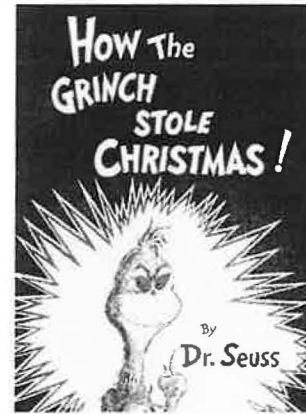
Interesting book covers and captivating illustrations abound in children's literature. Likewise, many well-known actors have lent their voices to recordings of children's fiction and poetry. Finally, the film industry recognizes the fact that great children's literature often translates well from page to screen. As a result, it is easy to enhance lectures on children's literature with multi-media. This sample lecture draws upon student reading of the course textbook, Essentials of Children's Literature 6th ed. by Carol Lynch-Brown and Carl M. Tomlinson., and a PowerPoint presentation illustrating the concepts covered.

Elements of a Picture Book

Typeface

- Size, shape, and darkness of the print type vary from book to book
- Lines may be heavy and strong or light and willowy, linear or erratic
- Print type often used to enhance the style, mood, and overall visual message of the illustrations

AaBbCcDdEeFfGgHhIi
JjKkLlMmNnOoPpQqRr
SsTtUuVvWwXxYyZz
0123456789



Fritz and her daddy went down the block.

Knuffle Bunny, Mo Willems



Knuffle Bunny Too, Mo Willems

Visual Elements

Line

- Stroke marks that form part of a picture and often define its outline are the lines.
- May be mostly vertical, horizontal, or on a diagonal
- Create a visual effect or mood

Line

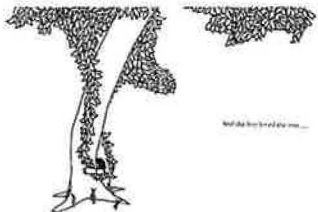
- Horizontal lines indicate calm and tranquility
- Diagonal and upward moving lines suggestion action or emotion



The Polar Express, Chris Van Allsburg

Line

- Vertical lines indicate magnitude and perspective



The Giving Tree, Shel Silverstein

Line

- Vertical lines can also suggest power and powerlessness, oppression, dominance



Two Bad Ants, Chris Van Allsburg

Color

- Hue, lightness, and saturation are all elements of color.
- Color may be from the cool end of the spectrum or from the warm end
- Color may be intense or pale
- Color used to compliment the text

Color

- Highly saturated colors often suggest excitement, explosiveness, chaos



Rotten Island, William Steig

Color

- Soft, warm tones suggest emotional warmth, restraint



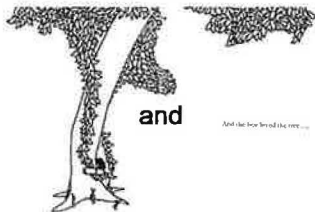
The Polar Express, Chris Van Allsburg

Shape

- Can be simplistic or complex, defined or nebulous, rigid or supple
- The proportion of one object to another is noteworthy.
- Empty space is as significant as filled space.

Shape

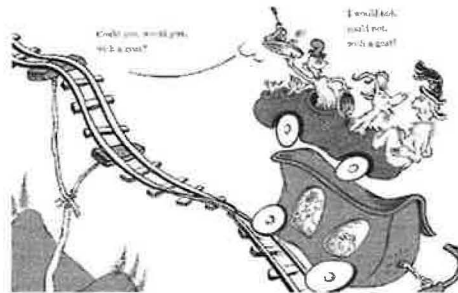
- Negative or blank space highlights objects.
- It also indicates isolation or loneliness.



The Giving Tree, Shel Silverstein

Shape

- The bigger an object, the more important or significant



Green Eggs and Ham, Dr. Seuss

Shape

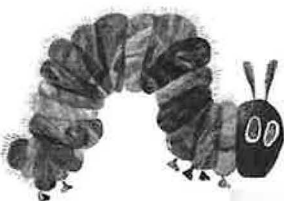
- Can be simplistic or complex, defined or nebulous, rigid or supple



The Tale of Peter Rabbit, Beatrix Potter

Texture

- Rough or slick, firm or spongy, hard or soft, jagged or smooth
- Offer a greater sense (or lack thereof) of reality to pictures



The Very Hungry Caterpillar
Eric Carle

Have You Seen My Cat?
Eric Carle



Composition

- Arrangement of visual elements
- The way in which visual elements relate to one another and combine to make the picture
- Often offer a single focal point
- Proportion, balance, harmony, and disharmony all elements of composition



Ernest Shepard Illustrations

Artistic Styles

- **Realistic**—natural forms and accurate representations without idealization
- **Impressionistic**—fleeting visual impressions with an emphasis on light
- **Expressionistic**—communicates an inner feeling or vision, intent is to draw attention to the central message and eliminate competing details

Artistic Styles

- **Abstract**—emphasizes intrinsic geometric forms with less direct representation of objects and more emphasis on mood
- **Surrealistic**—emphasizes incongruity, suggest dreamlike or fantasy qualities, juxtaposes fantasy with realism



- Illustration by Warwick Goble to Red Riding Hood

Realistic

natural forms and accurate representations without idealization



- Illustration by Victoria Maderna to Red Riding Hood

Abstract

emphasizes intrinsic geometric forms with less direct representation of objects and more emphasis on mood



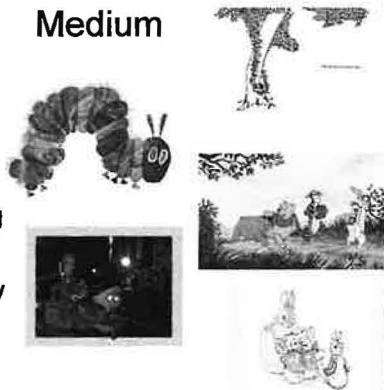
- Illustration by Marie Hayes to Red Riding Hood

Surrealistic

emphasizes incongruity, suggests dreamlike or fantasy qualities, juxtaposes fantasy with realism

Medium

- Drawing
- Collage
- Print making
- Photography
- Painting



Text and Illustration

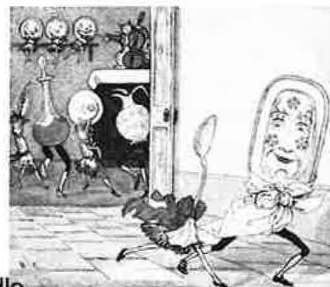
- The illustration can represent the text.
- It can be an ironic statement on the text.
- It can supplement or enhance the meaning of the text.

The Tale of Peter Rabbit, Beatrix Potter

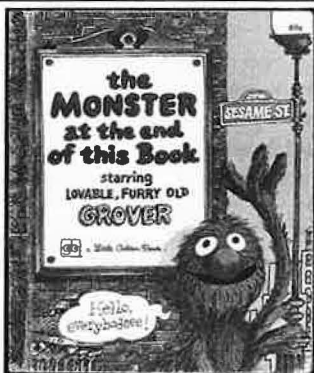


But Peter, who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate

Randolph Caldecott
Illustration



Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun,
And the dish ran away with the spoon.



Jon Stone, Author
Michael Smollin, Illustrator

Work Cited

Lynch-Brown, Carol and Carl M. Tomlinson.
Essentials of Children's Literature, 6th ed.
Boston: Pearson, 2008. 92 – 97.

Critical Thinking Tasks for LIT 40

Referenced in the “Curriculum Model” section, these critical thinking tasks are the focal point for the course. They are meant to supplement the course textbook and encourage a greater understanding of children’s literature. They are referred to as “worksheets” in the “Curriculum Model” section. They have been reformatted to fit the report requirements.

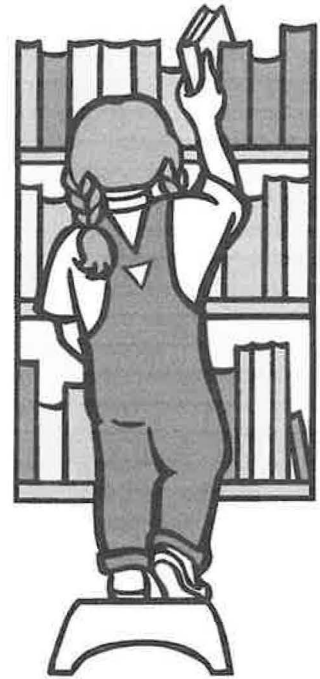
Library Visit

Task

Visit your local public library. (To find the LA County Library nearest you, go to www.colapublib.org/. To find the Orange County Library nearest you, go to www.ocpl.org/. To find the San Bernardino library nearest you, go to www.sbcounty.gov/library/.) **DO NOT USE THE MT. SAC LIBRARY TO CARRY OUT THIS ASSIGNMENT.** Offer detailed answers to the assignment questions.

Purpose

The field of children's literature is in many ways supported by the needs and demands of communities and their libraries. This visit will familiarize you with a children's literature collection at a local public library. It will offer you a glimpse at how libraries, and more specifically librarians, promote children's learning and literacy through literature. It will offer you insight into the career of a children's librarian. Finally, it may help you secure free, loaned copies of the texts for this class.



- 1) Give the library's name, location, and hours.
- 2) What is the approximate size of the children's literature collection at this library?
- 3) Is there a children's literature specialist at the library or a librarian assigned specifically to the children's section? If so, what is the librarian's name?
- 4) What educational and career steps did the librarian take to secure this position? What are the strengths and pitfalls of the position as the librarian sees it?
- 5) What activities does the library offer to children and young readers?
- 6) What services, if any, does the library offer to children and young readers?
- 7) What design elements (furniture, decorations, etc.) have been incorporated at this library to make it an interesting and enticing place for children to visit?
- 8) What policies does the library have regarding children holding library cards and checking out books?
- 9) State the day and time of your visit and note approximately how many children are present.
- 10) Does the library have a community group (i.e., Friends of the San Francisco Library) that supports it? If so, what is its name, and how does one become a member?
- 11) Does this support organization make efforts to sustain children's literature specifically? If so, what are they?

Children's Literature Awards Presentation

Task

Prepare a thorough presentation on one of the children's book awards.

Purpose

The number of children's books published annually is astounding. Add to that the fact that children's literature has been around since the 1600's, and one can see how selecting quality children's literature can be quite a daunting task. Children's book awards, many with very specific criteria, abound. Learning more about these awards can assist in efforts to locate superior books that address any number of topics.



Award Assigned to Your Group: _____

Due Date Assigned to Your Group: _____

This presentation can be accomplished by your group all together, or pieces can be assigned to each group member.

1. **COLLAGE:**

Create an informational collage on your award. The collage should appeal to children.

2. **HANDOUT:**

Provide the class with a one-page, one-sided handout that gives an overview of the award.

3. **BOOK REPORT:**

Obtain a copy of one of the award-winning books and prepare to explain to the class when and why it won the award.

4. **PRESENTATION:**

Present all of this—the collage, the handout, and the book report—to the class on the assigned due date.

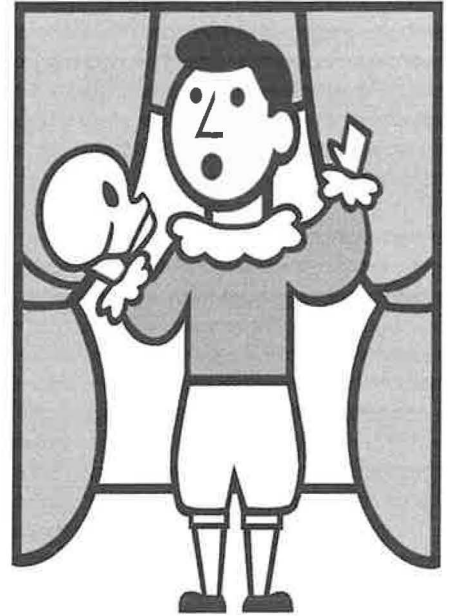
Children's Theatre

Task

Attend a children's play by the date specified on the syllabus. (Consult the Children's Theatres guide for options, or locate a children's play on your own.) Offer detailed answers to the assignment questions. Attach your show ticket or program to the assignment.

Purpose

While there is a dearth of play scripts for child audiences and thus this is perhaps the least bountiful genre of children's literature, in the greater Los Angeles area there are numerous sources for children's theatre. Many of the bastions of local theatre offer productions geared towards families in general or children specifically, in addition to their fare for adults. Likewise, there is a plethora of children's theatre workshops that stage plays for the community. Finally, colleges and high schools often stage plays for a youth audience.



- 1) Give the play's title, the playwright's name, the theatre where it was staged, and the theatre's approximate size.
- 2) How many plays specifically designed for children does this venue produce per year, approximately?
- 3) Is there a children's theatre workshop, company, or troupe associated at this playhouse? If so, what is its name and who is the manager? What age group can join?
- 4) What design elements (furniture, decorations, etc.) have been incorporated at this theatre to make it an interesting and enticing place for children to visit?
- 5) State the day and time of your visit and note approximately how many children are present.
- 6) Briefly summarize the plot of the play.
- 7) How have the stage elements—costumes, music, set, casting, etc.—been designed to appeal specifically to children?
- 8) In what ways does the play's subject matter appeal to children?
- 9) In what ways do the play's characters appeal to children?
- 10) Briefly review the play and explain why you would or would not recommend it to those looking for good children's theatre.

Folk and Fairy Tales

Task

Read each version of the fairy tale in the supplied collections as well as the selected criticism provided. Offer detailed answers to the assignment questions.

Purpose

Critics disagree vehemently about the roles folk and fairy tales play in shaping a child's sense of self. Over time, variants of the stories have emerged, from Perrault to Grimm to Jacobs to Disney, each reflecting cultural forces at work determining the nature of childhood. An examination of the tales' variants offers a insight as to how the definition of what is appropriate for children changes over time and is shaped by current beliefs and mores. A familiarity with the major criticism offers ways to interpret those changes.



- 1) After reading the various versions of "Cinderella," describe the similarities and differences between the versions.
- 2) After reading the various versions of "Red Riding Hood," describe the similarities and differences between the versions.
- 3) After reading the various versions of "Snow White," describe the similarities and differences between the versions.
- 4) "It is characteristic of fairy tales," argues Bruno Bettelheim in your reading, "to state an existential dilemma briefly and pointedly." Select one set of these versions of fairy tales. State the existential dilemma posed by the tale you have selected. Explain the shifts in this dilemma from one version of the fairy tale to the next.
- 5) Examine Anne Sexton's "Cinderella" in comparison to the set of Cinderella fairy tales you've read. Focus on one element of the Cinderella tale as it appears in Sexton's poem. Offer a detailed description of this detail and suggest the critique Sexton is making of the Cinderella story with her version of that detail. Use Jack Zipes analysis of Disney's version of "Snow White" as a model.

Classic Children's Fantasy

Task

Read Alice's Adventures in Wonderland. Offer detailed answers to the assignment questions. Be sure to offer quotes from the story in support of your answers.

Purpose

The field of children's fantasy fiction originated in England in the mid-1800s. The seminal work, Alice's Adventures in Wonderland published in 1865, continues to thrill children to this day. While readers can appreciate Alice's fantastic journey as an odd and wonderful misadventure, it is also possible to locate themes regarding the loss of innocence and the fear of maturation in the story. Likewise, Lewis Carroll's sophisticated language play and subtle jabs at Victorian society too factor into the tale. A detailed examination of the text reveals many layers of this classic tale and lends much to a discussion of its continued popularity.



- 1) In a practical sense, Alice shrinks and expands to access the various places within this new world. These transformations have been interpreted in much more emblematic ways though. Offer an explanation as to what Alice's physical transformations might symbolize.
- 2) Anthropomorphism (giving human characteristic to animals, nature, inanimate objects) runs throughout Alice's Adventures in Wonderland. Select one of the eccentric characters Alice meets on her journey, describe it, and analyze its behavior in relation to *what* it is.
- 3) Much of Alice's Adventures in Wonderland is humorous. In particular, Alice's discussion with the Mouse about cats and dogs is side-splitting. Reread the scene and describe its humor. In what ways might it reflect the difficulties of being a child in Victorian society?
- 4) Frequently Alice reflects upon the school children from home. What is her attitude towards them in general? In what ways does this attitude reflect upon Alice? Upon her adventures?
- 5) The meanings of poems, nursery rhymes, and even words are obfuscated throughout the text. Select one such instance and explain how it gets confused and what that confusion might be implying.

- 6) Wonderland is a bizarre world indeed. Select one example of complete absurdity. Offer an explanation as to why it is irrational for the real world but fits in the world of Wonderland.
- 7) In what ways is the Queen of Hearts menacing? In what ways is she merely a nuisance?
- 8) Throughout the tale, there is much authorial intrusion, the author interrupting the tale to comment upon it. Does such interruption enhance or diminish the story?
- 9) Time and our relationship to it is a thematic concern throughout the novel. What do you make of this fixation on time?
- 10) The tale of Alice's Adventures in Wonderland is presented in a frame narrative. Posit theories as to why the author chose to locate Alice in the world of reality before and after her trip down the rabbit hole. What impact does the frame have on the tale itself?

Classic Realistic Fiction

Task

Read The Adventures of Tom Sawyer. Offer detailed answers to the assignment questions. Be sure to provide quotes from the story in support of your answers.

Purpose

The Adventures of Tom Sawyer marks a point when children's literature shifted away from didactic themes and began to embrace more a realistic version of children's experiences. The first types to come from this shift were the adventure story and the family story. This period also points to a swing from literature that presumed no specifically gendered audience to literature targeted directly to boys or girls. It is often referred to as the "Bad Boy; Good Girl" period in that so often the boy's books featured charming and lovable miscreants as heroes on an adventure while the girl's books featured well-mannered dutiful heroines dedicating themselves to the world of domesticity. Books from this period remain extremely popular today as attested by the fact that they are made and remade into film. An examination of their continued popularity combined with an analysis of the mores they express that are no longer prevalent today is a useful endeavor.



- 1) In some ways, the world depicted in The Adventures of Tom Sawyer is so long-gone as to seem imagined to us now. Select a detail from the story that would be improbable today. Assert whether it is preferable or disappointing that this feature from the story today would be implausible.
- 2) Tom Sawyer cannot be completely discounted by the adults in his community given his resourcefulness and penchant for accomplishing what other children would not dare do. Select one case of Tom's misconduct and illustrate how he is rewarded for his rascality rather than punished for his insolence.
- 3) The reader is frequently privy to Tom's internal thoughts? Why might Twain have made this choice?
- 4) Tom Sawyer and Huck Finn are both orphans. What do you make of Twain's choice to make them so?

- 5) Like Alice's Adventures in Wonderland, The Adventures of Tom Sawyer also concerns fear of maturation and the loss of innocence. Point to one detail from the story that illustrates these themes.
- 6) What details from the story indicate that Tom could be successful in school if he chose to be? Why does Tom choose not to apply himself?
- 7) Analyze the time Tom spends with Huck and Joe on the island. Given that the boys have such an aversion to authority, why do they find themselves unhappy despite their new-found autonomy?
- 8) How does the plot thread involving Injun Joe affect the novel?
- 9) What might the cave symbolize in the story? How is that symbol significant in terms of the various individual who enter and exit the cave?
- 10) Does the ending—Tom and Huck's sudden wealth—deter from the story's realism?

Historical Fiction

Task

Read Number the Stars. Offer detailed answers to the assignment questions. Be sure to offer quotes from the story in support of your answers.

Purpose

The distinction between realistic fiction and historical fiction is simply that the latter is written in the present yet set in a time frame far enough in the past to be considered part of history rather than contemporary. Twenty years is typically the dividing point. Not surprising, subjects considered taboo for children's literature in present time—a war, for instance—become more acceptable after the passing of time. Examining historical children's fiction offers insight into way literature can be used to supplement the teaching of other subject matters in the curriculum.



- 1) List some things you did not know about the Nazi occupation but learned from this novel.
- 2) How might historical novels serve to supplement the teaching of history?
- 3) Describe briefly an example of quick-thinking that takes place in the novel. How was disaster averted as a result?
- 4) Annemarie Johansen is a middle child. Explain how this status factors into the story.
- 5) Much of the fiction we have read in this class examines the maturation process. How does this play out in Number the Stars.
- 6) Lowry uses symbolism throughout the story. Select one symbol and explain its significance in the tale.
- 7) Lowry alludes to a fairy tale in the novel. Describe the scene and explain how the allusion functions.
- 8) The importance and fragility of families is expressed in the novel. Provide examples of this theme.
- 9) In what ways does the definition of bravery shift during the novel?
- 10) Number the Stars includes an afterward written in the author's voice and spoken directly to the reader. What is the purpose of this afterward and what impact does it have on the story?

Modern Realistic Fiction

Task

Read Walk Two Moons. Offer detailed answers to the assignment questions. Be sure to provide quotes from the story in support of your answers.

Purpose

The shift from classic realistic fiction to modern realistic fiction is generally marked by the publication in 1964 of Harriet the Spy by Louise Fitzhugh. Like classic realistic fiction, modern realistic fiction often features main characters with less than perfect natures. Modern realistic fiction, however, tackles problems related to family, peers, maturation, sexuality, and society heretofore unlikely to be explored in literature aimed at children. An examination of modern realistic fiction assists in understanding the lives of modern young people and the trials and tribulations they face in a culture increasingly driven by technology and the acquisition of commodities.



1. Walk Two Moons is told using the first-person narrative technique. Posit some reasons as to why Creech made this choice.
2. Much of modern realistic fiction centers on a personal dilemma or crisis. What is the crisis Salamanca Tree Hiddle (Sal) faces as we understand it at the beginning of the novel?
3. Characterize Sal's grandparents. In what ways do the eccentricities of Sal's grandparents factor into the tale?
4. Characterize Sal's father. Which of his choices have contributed to Sal's personal impasse? Why does he allow her to resolve this impasse, for the most part, on her own?
5. Phoebe Winterbottom eagerly judges people and freely expresses those opinions to Sal. In what ways is that problematic for reader? In what ways does that endear her to the reader?
6. What personal crisis does Phoebe face? How does Phoebe's predicament, and the resolution of that predicament, reflect upon Sal's situation?

7. The tale of Walk Two Moons is presented in a frame narrative. Posit theories as to why the author chose to have Sal relating this story to her grandparents rather than directly to the reader. What impact does the frame have on the tale itself?
8. Explain the novel's title. What is its source? In what ways does the title relate to the novel?
9. Place factors frequently in the novel. Select an example and explain its significance to the overall story.
10. What is the crisis Sal faces as we understand it at the end of the novel? In what ways does this shift shed a different light on the story Sal has told us?
11. At several points in the novel, the reader, and indeed Sal herself, misunderstands the true nature of a situation. Select one element of the story that isn't as it first appears. What impact does the realization have on Sal? On the reader?
12. Ultimately, this is a story of a literal and an emotional journey. How does the actual trip reflect upon and contribute to Sal's maturation?

Children's Poetry

Task

Locate seven poems, one appropriate for each child development stage: 0 – 2, 2 – 4, 4 – 7, 7 – 9, 9 – 12, middle school, and young adults. Attach the poems to this assignment. Offer detailed answers to the assignment questions.

Purpose

Sometimes considered highbrow, poetry in the form of nursery rhymes in fact is usually a child's earliest introduction to literature. Unfortunately, as children grow, they often have less and less exposure to poetry despite the fact that excellent poetry for children is widely available not only in poetry collections but also on the internet. Studying poetry suited to each development stage fosters a sense of the rewards of reading and teaching poetry to children of all ages. Likewise, a familiarity with children's poetry can assist the instructor hoping to encourage students to try a hand at writing poetry themselves.



- 1) What poetic elements of your selection for a 0 – 2 year-old make it especially interesting and age-appropriate for such children?
- 2) What poetic elements of your selection for a 2 – 4 year-old make it especially interesting and age-appropriate for such children?
- 3) What poetic elements of your selection for a 4 – 7 year-old make it especially interesting and age-appropriate for such children?
- 4) What poetic elements of your selection for a 7 – 9 year-old make it especially interesting and age-appropriate for such children?
- 5) What poetic elements of your selection for a 9 – 12 year-old make it especially interesting and age-appropriate for such children?
- 6) What poetic elements of your selection for a middle school student make it especially interesting and age-appropriate for such young people?
- 7) What poetic elements of your selection for a young adult make it especially interesting and age-appropriate for such young people?

Modern Fantasy

Task

Read The Lightning Thief. Offer a detailed answer to the assignment question. Be sure to offer quotes from the story in support of your answer.

Purpose

A book is deemed “fantasy” when the setting, characters, or incidents are not merely implausible but impossible in reality. The most successful modern fantasy mixes ordinary characters with extraordinary worlds. Oftentimes the hero or heroine comes from humble beginnings or even a hostile environment to achieve great heights theretofore unimaginable. The popularity of this genre with readers cannot be overestimated. The seminal example, the Harry Potter series, has sold an estimated 375 million copies worldwide and become a cultural phenomenon. A thorough analysis of the elements of the modern fantasy offers insight into children’s reading preferences.



Using your notes from the discussion on The Hero with a Thousand Faces by Joseph Campbell, offer a detailed examination of Percy Jackson’s journey in terms of the stages Campbell identifies.

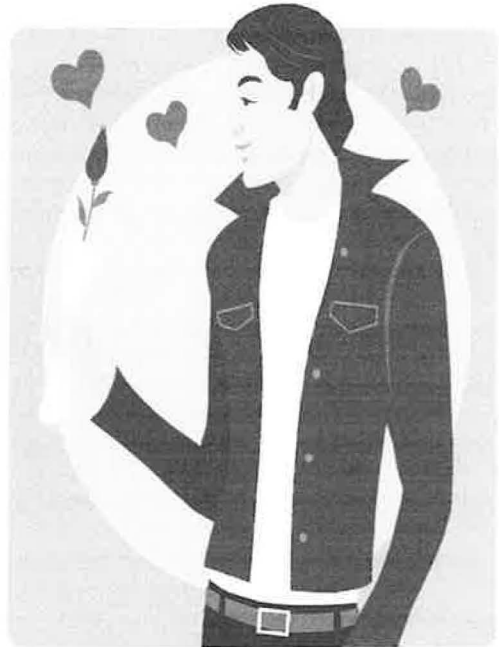
Cultural Phenomenons and the Resurgence of Reading

Task

Read Twilight. Offer detailed answers to the assignment questions. Be sure to provide quotes from the story in support of your answers.

Purpose

Like Harry Potter before it, Twilight has become somewhat of a cultural phenomenon. The book bridges several genres—modern fantasy, the romance novel, and serialized fiction—to name a few. The fourth and last book in the series, published in August 2008, sold 1.3 million copies within 24 hours of its release. The Twilight series has spawned hundreds of websites created by dedicated fans. Likewise, a motion picture series based upon the books promises to draw large audiences. Nevertheless, much like realistic fiction, cultural phenomenons such as Twilight have often been embroiled in controversy despite, or perhaps because of, their huge popularity among young people. Close analysis of this text offers an opportunity to address issues regarding the censure of books and, more importantly, the question as to whether or not content matters when a book inspires scores of young people to read.



- 1) Like the Harry Potter series, the Twilight series is attracting adult as well as young adult readers. Posit some theories as to how and why the novel bridges the generation gap.
- 2) The Harry Potter series is credited with drawing an audience difficult to obtain: the reluctant male reader. In contrast, the Twilight series appears to appeal mostly to female readers. Posit some theories as to why this might be the case.
- 3) Isabella Swan moves from Phoenix, AZ to Forks, WA, from living with her mother to living with her father. Why might the author have chosen such a situation for the story?
- 4) In what ways does the setting of the novel, the Olympic Peninsula of the Northwest, contribute to the story?

- 5) Twilight is in essence a reconfigured version of an old tale: the vampire story. What new twists has Stephenie Meyer added to the tale?
- 6) While the theme of sexual awakening is made overt in the story, the vampire theme is a central subtext to that matter. Suggest ways in which vampire lore contains sexual elements. How do such elements play out in Twilight?
- 7) The character of Edward Cullen has a huge fan base. What makes him such a compelling character to readers?
- 8) Twilight belongs to a genre of children's literature identified as the "school tale" (as do both the Harry Potter and the Percy Jackson series). Suggest possible reasons for authors choosing this setting.
- 9) Twilight has been made into a motion picture due out in December 2008. Suggest why or why not this novel will translate well into a film.
- 10) Critics have expressed doubts about the appropriateness of this novel for a young audience. Explain why you agree or disagree with this concern.

Annotated Bibliography of Select Children's Literature Anthologies and Textbooks

Supplemented by Recommended Readings

Anthologies

Recommended

The Norton Anthology of Children's Literature: The Traditions in English (2005)

Crosscurrents of Children's Literature: An Anthology of Texts and Criticism (2006)

At California State University, Northridge, students can choose from a fairly large selection of courses pertaining to children's literature including Children's Literature, Adolescent Literature, and Comics and Graphic Novels. However, most local college and university English departments, if they offer anything relevant at all, offer strictly one children's literature course meant to cover the vast array of history, genres and age appropriateness represented in this immense field.

As such, children's literature anthologies, generally ranging from Orbis Pictus (by John Amos Comenius, published in 1657) and the earliest books targeting children to children's literature produced in the early 20th century, simply do not cover the breadth of material examined in typical children's literature courses.

Anthologies produced for the field of Education have limitations as well. For the most part, these are thorough examinations of all facets of children's literature, but only as they pertain to a specific age group or skill level such as beginning readers or middle school students. Again, such textbooks do not prove particularly useful to a class of this sort.

In fact, given the reality of the rising cost of textbooks combined with the fact that much of what appears in these anthologies is now part of public domain and readily

available to instructors and students alike at reputable internet sources such as www.gutenberg.org/, a case could be made for making an anthology optional at best or not including one on the reading list at all.

Teachers of children's literature, in truth, seem to prefer to provide copies of or links to material covering the early part of children's literature, to encourage student to select their own texts to examine in the picture book and poetry categories, and to order only works covering juvenile and young adult plays, fiction, and non-fiction from the campus bookstore. Cases in point are the two classes I took, as evidenced by the course syllabi.

The role best suited to anthologies of children's literature actually seems to be as resources for instructors. Though many of these textbooks anthologies are dated and difficult to obtain, recent editions include The Arbuthnot Anthology of Children's Literature (1976), The Scott, Foresman Anthology of Children's Literature (1983), and The Riverside Anthology of Children's Literature (1985).

However, most recommended would be The Norton Anthology of Children's Literature: The Traditions in English (2005) for its breadth of historical coverage and Crosscurrents of Children's Literature: An Anthology of Texts and Criticism (2006) published by Oxford University Press for its currency and combination of the literature with its relevant criticism. Both publishers offer support websites worth mentioning. The Oxford UP website (<http://www.crosscurrentsoup.org/>) relies heavily on links to other sources such as the Children's Literature Association (ChLA); as such, it may not be an effective resource for instructors who are familiar with these sources. The Norton website (<http://www.wwnorton.com/college/english/nacl/>), in contrast, offers much in the

way of teaching and study tools and is an excellent resource for instructors and students alike.

Textbooks

Recommended

Essentials of Children's Literature, Carol Lynch-Brown and Carl M. Tomlinson.

In contrast to anthologies, there is a plethora of textbooks that examine the field of children's literature. Rather than review an exhaustive list of less impressive books, it would be best to focus on the one highly recommended over the others.

Thumbing through Essentials of Children's Literature, one can spot immediately a significant difference between this textbook and most others covering this field. Lynch-Brown and Tomlinson's extensive use of graphics not only makes for more interesting pages, it facilitates the ease in which a student can locate and relocate material relevant to a particular subject. The book's content reflects a thorough knowledge of the field and yet it does not bog the student down with excessive and unnecessary detail. The textbook in fact focuses on key points regarding the field and then emphasizes these details in easy-to-read tables.

More importantly, however, this textbook is an invaluable resource to K-12 educators and as such is a tool they most likely will consult throughout their careers. Each section covering categories of children's literature features lists of "Excellent books to Read Aloud," "Milestones," and "Notable Authors and Illustrators." The last of these lists is particularly comprehensive; its usefulness to teachers cannot be overemphasized.

Categories of literature is covered in part two of the textbook. Part one is an overview of current thinking on the role of children's literature in learning. Part three

offers teaching strategies and ideas for curriculum development. The textbook ends with four particularly informative and helpful appendixes that are for the most part lists: "Children's Book Awards," "Professional Resources," "Children's Magazines," and "Transitional Books.

Recommended Reading

The following is a list of reading recommended for its relevance to the field of children's literature.

Bettelheim, Bruno. The Uses of Enchantment. New York: Knopf, 1975.

Campbell, Joseph. The Hero with a Thousand Faces. 1949. Novato: New World Library, 2008.

Clark, Beverly Lyon. Kiddie Lit: The Cultural Construction of Children's Literature in America. Baltimore: Johns Hopkins University Press, 2003.

Hunt, Peter. Understanding Children's Literature. 2nd ed. New York: Routledge, 2005.

Lynch-Brown, Carol and Carl M. Tomlinson. Essentials of Children's Literature. 6th ed. Boston: Pearson, 2008.

Murry, Gail S. American Children's Literature and the Construction of Childhood. Woodbridge: Twayne, 1998.

Nodelman, Perry. Words about Pictures: The Narrative Art of Children's Picture Books. Athens, University of Georgia Press, 1988.

Stahl, J.D., et al. Eds. Crosscurrents of Children's Literature: An Anthology of Texts and Criticism. New York: Oxford University Press, 2006.

Zipes, Jack D. Fairy Tale as Myth: Myth as Fairy Tale. Lexington: University Press of Kentucky, 1994.

Zippe, Jack D. Happily Ever After: Fairy Tales, Children and the Culture Industry. New York: Routledge, 1997.

Zippe, Jack D., et al. Eds. The Norton Anthology of Children's Literature: the Traditions in English. New York: Norton, 2005.

Annotated Catalog of Select Web Sites Related to Children's Literature

As lengthy as this annotated catalog is, it is by no means an exhaustive list. Each field related to children's literature (writers, illustrators, publishers, sellers, reviewers, librarians, teachers, readers, etc.) has its own set of websites dedicated to that area. This list, however, offers instructors and students of children's literature a place to start. It lists major websites dedicated to children's literature, and it covers all fields of interest. Please note that these websites were purposely *not* organized by field as most websites that target one area of interest in children's literature all the same offer much to users interested in other facets.

Given the time-consuming process of exploring all the sites noted here, it is fitting to recommend one above the others. "The Children's Literature Web Guide" at <http://www.acs.ucalgary.ca/~dkbrown/> is probably the most useful starting place. (See description below.)

American Library Association (ALA)

<http://www.ala.org/>

This is the website for the professional organization of American librarians. Though the website for ALSC, a division of ALA, is more useful for day to day teaching activities, the ALA website offers insights into the working world of librarians. In addition, the site includes links to specific projects sponsored by the ALA such as Celebrating Banned Books Week which can supplement learning in the children's literature classroom.

Association for Library Service to Children (ALSC)

<http://www.ala.org/ala/alsc/alsc.cfm>

This is an incredibly useful site for instructors and students of children's literature. The ALSC awards most of the esteemed prizes for children's literature (both the Caldecott and the Newbery, for instance). The site includes links to historical lists of its various award winners. Such lists can be useful when guiding students to select works for papers or projects. In addition, the site contains links to a wide array of subjects related to children's literature such as literacy resources, a guide to intellectual freedom rights for young people, a list of recommended web sites for children, etc. Students working on activities or projects related to K-12 classroom teaching of children's literature are likely to find this website a useful resource.

The Association of Booksellers for Children (ABC)

<http://associationofbooksellersforchildren.com/>

This has the potential to be a useful website; however, much of it is under construction at this time. Some of the most promising aspects of the site are the "resources" and "programs. In particular though, the "find a store" page, which presumably will provide a national directory of children's bookstores, could be a valuable source of information.

California Readers

<http://www.californiareaders.org/>

This organization is a self-described "group of educators, librarians, authors, artists, parents, booksellers, and others sharing our goal to connect California authors and artists to the students and educators in the Los Angeles Unified School District." The group organizes a California Collections list of 100 books each for elementary school, middle school, and senior high school and sponsors prizes for schools that develop curriculum

and projects based upon these collections. In addition, it offers materials to assist in coordinating author/artist visits to schools.

California Young Reader's Medal

<http://www.californiayoungreadermedal.org/>

Sponsored by the California Association of Teachers of English, the California Library Association, the California Reading Association, and the California School Library Association, the California Young Reader's Medals are nominated and voted upon by the students of California. The medal categories include Primary (K-2), Intermediate (3-5), Middle School/Junior High (6-8), Young Adult (9-12), and Picture Books for Older Readers (all ages). In addition to providing information regarding current and past nominees and winners of the awards, this website offers instructions as to how to participate in the nominating and voting process.

The Children's Book Council

<http://www.cbcbooks.org/>

The Children's Book Council is a professional organization of publishers and producers of children's literature and related materials. It sponsors the Children's Choice Book Awards and Children's Book Week. As such, information regarding both can be obtained from this website. The site contains an extensive directory of authors and illustrators of children's literature that includes links to their personal websites. This directory is an incredibly valuable tool for instructors using the web to enhance teaching of contemporary children's literature. Likewise, the site offers lists of children's literature compiled by topic (such as the election process, for example) which the K-12

instructor might find useful when developing curriculum. The site also includes advice for getting children's literature published and information on careers in publishing.

The Children's Literature Council of Southern California

<http://www.childrensliteraturecouncil.org/>

This organization promotes children's interest in literature in the Southern California region. One of the most valuable assets of this website is its "Wet Print" list, a catalog of recently printed works of interest to children. The organization awards prizes whose categories change from year to year; the recipients are works produced by Southern Californians.

The Children's Literature Web Guide

<http://www.acs.ucalgary.ca/~dkbrown/>

Produced by the Director of the Doucette Library of Teaching Resources at the University of Calgary, this unassuming site in fact offers countless resources. The website directs users to a vast array of invaluable tools on the web provided by "fans, schools, libraries, and commercial enterprises" for the enjoyment of children's literature. Enough cannot be said of this site. In fact, were it not for its lack of sources related to the Southern California region (a reasonable absence given that the website is the product of Canada), this site alone could stand in for the Annotated Catalog of Select Web Sites Related to Children's Literature section of this report.

Flamingnet Book Reviews

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

Launched in 2002 by "Seth" of Baltimore, Maryland when he was in fifth grade, Flamingnet is a book review website whose reviews of literature aimed at young people

eight to eighteen are written by the young people themselves. The website has drawn the attention of publishers and users alike. In addition to book reviews, Flamingnet offers “If you liked . . .” recommended readings, lists of books grouped together allowing readers who enjoyed one work to find other works similar to it. Flamingnet also offers a newsletter for those who subscribe to its free members. In addition, students can learn how to become a Flamingnet reviewer themselves.

The Horn Book, Inc.

<https://www.hbook.com/>

Although this is a subscription site, there is much available here, subscription notwithstanding. The Horn Book site offers guides, reviews, author interviews and much more. A subscription provides access to hundreds of reviews with, best of all, a subject index.

Norton Anthology of Children’s Literature

<http://www.wwnorton.com/college/english/nacl/>

This companion website to the Norton Anthology of Children’s Literature, like most of Norton’s websites supporting its anthologies, offers much in the way of teaching and study tools and is an excellent resource for instructors and students alike.

Project Gutenberg

www.gutenberg.org/

This site offers thousands of “ebooks” and related material that are no longer covered by copyright and hence have entered the public domain. It is a particularly useful site for locating material acceptable for reproduction for discussions of fairy and folk tales and children’s book illustrations.

Publisher's Weekly

www.publishersweekly.com

A mainstay of the publishing industry, Publisher's Weekly reviews not only children's books but comic books as well. Its newsletter, "Children's Bookshelf," offers insight into recent publications and curiosities related to children's literature. This is a subscription website, but as with other such sites, much can be accessed without a subscription.

Shen's Books

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

This online bookstore touts itself as "the best place in the world to find multicultural literature for children." It has in fact quite a supply. In addition to an extensive online catalog of the bookstore's texts, a resource in itself, the website provides groupings of published versions of tales. Thus one might look for versions of "Cinderella" stemming from different cultures or reflecting different attitudes ("Cinder Edna" by Ellen Jackson and Kevin O'Malley or "Prince Cinders" by Babette Cole, for example.)

Society of Children's Book Writers and Illustrators (SCBWI)

<http://www.scbwi.org/>

Students interested in writing or illustrating children's books themselves should be guided to the website of the international professional organization representing such writers. Students themselves can actually join the organization at the Associate level. In addition to membership instructions, the website provides information on organizational events, publications, and awards and grants that may be of interest to students and instructors alike.

Society of Children's Book Writers and Illustrators Tri-Regions of Southern California

<http://www.scbwisocal.org/index.html>

This website of the regional chapter of SCBWI includes pages covering the Orange, Los Angeles, and Ventura/Santa Barbara districts of the SCBWI Tri-Region. Included here is a calendar listing daily local events offered for would-be writers and illustrators of children's literature. In addition, the website offers suggestions, guidelines, and connections for getting work critiqued and putting together a portfolio.

Annotated Catalog of Select Academic Conferences, Publishers' Conventions,
and Local Annual Events Focusing on Children's Literature

Of these three categories, the local events is best suited to meet students' interests. In fact, the Orange County Children's Book Festival in the fall and the Los Angeles Times Festival of Books in the spring really should be incorporated into the syllabus as a suggested student activity or better yet, an instructor-led field trip.

While usually only of interest to instructors, academic conferences can be a worthwhile experience for students as well. In particular, Mt. SAC students might be encouraged to attend the Children's Literature Conference at Antioch University Los Angeles. It is a local conference with a reasonably priced registration fee. It secures renowned authors to speak of their experiences writing. It awards the Horace Mann Upstanders Book Award, an ennobling honor.

Finally, students and instructors who count themselves as bibliophiles will enjoy the conventions listed here. In general, however, this category is of least value to the curriculum.

Conferences

First Annual Children's Literature Conference
Antioch University Los Angeles
Culver City, CA
Saturday June 7th
<http://www.upstandersaward.org>

Antioch University Los Angeles has established the Horace Mann Upstanders Book Award given to a work of K-6 fiction. The award honors "new children's literature that best exemplifies the ideals of social action and in turn encourages young readers to become agents of change themselves."

The 2008 conference featured Eve Bunting (whose work Smoky Night received the 1995 Caldecott Medal) and Susan Patron (whose work The Higher Power of Lucky received the 2007 Newberry Medal) as keynote speakers. These highly regarded authors signed copies of their works for conference attendees.

The 2008 Horace Mann Upstanders Book Award was presented to Frank and Devin Asch for their work Mrs. Marlowe's Mice. Mrs. Marlowe's Mice follows the story of a widow cat who provides a safe haven for mice in her home. Suspicious neighbors inform Catland Security. Officers arrive to investigate. Though the mice hide, eventually one accidentally reveals himself, and Mrs. Marlowe must do some quick thinking to "prove" that she is not harboring mice. The illustrations mix photographs and computer-generated graphics to depict a world that evokes Nazi Germany.

Nineteenth Annual Conference on American Literature
American Literature Association
San Francisco, CA
May 22nd – 25th
<http://www.calstatela.edu/academic/english/ala2/>

The Annual Conference on American Literature alternates yearly between Boston, MA and San Francisco, CA. The Children's Literature Society organizes panels specific to the field of children's literature. Two panels focusing on children's literature were offered at the 2008 conference: "Hollywood and Children's Literature" and "Politics and Children's Literature." "Roundtable: Teaching Little Women" was also offered by the Louisa May Alcott Society.

Frankly, this was a disappointing conference experience. Unless the instructor was interested in other panels, attendance solely for the children's literature panels is not recommended based upon the 2008 conference.

Each panel had three presenters scheduled. At both panels, one presenter inexplicably failed to show. In addition, the panels were predominantly made up of graduate students. While these presenters offered insightful and interesting presentations, the panels nevertheless seemed somewhat unprofessional given the high proportion of student presenters. In general, this was a lackluster representation of scholarship in the field, and this is somewhat surprising given popularity of the topic of children's literature in the field of criticism today.

Presentation highlights included the notion of readers' selective memory or "misremembering" in relation to Huck Finn, particularly the plotline relating to Huck's failure to inform the slave Jim that the slaves have been emancipated. In addition, an examination of the growing view of children as a consumer group and the impact this has had on the making of children's books into films was particularly interesting. Also, the release of a new Penguin Classic edition of Little Women with an introduction by Jane Smiley was noteworthy.

Conventions

ALA Annual Conference and Exhibition

American Library Association

Anaheim, CA

June 26th – July 2nd

<http://www.ala.org/ala/eventsandconferencesb/annual/2008a/home.cfm>

Book Expo America 2008

Association of American Publishers, Inc. and American Booksellers Association

Los Angeles, CA

May 29th – June 1st

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

Similar to one another, these two conventions/trade shows are massive events that draw enormous numbers of people. They are each frequently held in the greater Los Angeles area. The panels and presentations are generally open only to members of the associations. However, librarians and instructors can obtain free exhibit passes to the ALA Annual Conference and Exhibition from Mt. SAC vendors, and an educator's pass to Book Expo American is available for a nominal fee. Attending such conferences is probably of little interest to students and only of minor interest to instructors. However, those who are bibliophiles or star struck by writers will likely find the experience thrilling. Hundreds of authors are in attendance, and vendors regularly schedule author autographing events at their booths. In particular it is worth noting that as so many of the children's literature awards are given by the Association of Library Service to Children (ALSC), a division of the American Library Association (ALA), many current and past award-winners are on hand at the ALA Annual Conference and Exhibition.

Local Events

Fourth Annual Orange County Children's Book Festival
Orange County and Orange Coast College
Costa Mesa, CA
September 29th and 30th
<http://www.kidsbookfestival.com>

The Annual Orange County Children's Book Festival held at Orange Coast College is a must-see for students and instructors of children's literature. The event is organized around designated "stages" or "areas" including the Animal Stage & Petting Zoo area, the Superhero Stage, the Multi-Cultural Stage, the Storytellers area, and the OC Family Stage. At each site there are children's activities, items of

interest, and of course authors reading, all of which is related to that particular area's topic.

Students with children should be encouraged to bring them to the festival as this event revolves around the idea of inspiring a love of reading in children. The festival is free as is the parking.

Fourteenth Annual Los Angeles Times Festival of Books
Los Angeles Times and University of California, Los Angeles
Westwood, CA
April 26th and 27th
<http://www.latimes.com/extras/festivalofbooks/index.html>

The Annual Los Angeles Times Festival of Books held at UCLA is a must-see as well for students and instructors of children's literature. While the event aims to appeal to readers of all genres, there is an entire area devoted to children's literature. Here authors entertain large numbers of children and parents with wild renditions of beloved children's stories.

More importantly for the student and instructor, however, are the many author panels. Here topics such as "Young Adult Fiction," "Tween Writing," and "Graphic Novels" are discussed by the authors who produce such works.

This is such a colossal event with so much of value to offer, students and instructors alike might consider attending both days, one with their children (if they have them) and one dedicated to watching panels.

The event is for the most part free. Tickets to the panels are sold through Ticketmaster at .75 cent each plus service charges. A supply of free tickets is held back for each day of the event. Those interested must arrive early and stand in line. There is a four-ticket per person maximum on that day, first come first served.

However, the children's literature events are not as much in demand as others featuring well-known authors and personalities.

Model for a Service Learning Component to LIT 40

The original proposal regarding the Service Learning Component for this project was painless and uncomplicated. It entailed ideas such as contacting literacy programs and public libraries, for example, to locate an opportunity for community service related to children's literature. However, in the spring of 2007, during a casual conversation regarding this sabbatical project with former Library and Learning Resources Dean, Kerry Stern, I learned of Mt. SAC Library's recent and ongoing sizeable acquisition of children's literature. Its relevance to this project was immediately clear.

As such, the service learning component of LIT 40 (SL 4) now entails the planning, development, and orchestration of a publicity campaign and event showcasing this new collection of children's literature to the college and surrounding community. The main event involves a Children's Literature Day to be held at the Mt. San Antonio College Library. Funding allowing, the event will feature author readings and other activities promoting children's literature. The project will be orchestrated primarily by Mt. San Antonio College students, particularly those enrolled in LIT 40.

The anticipated outcomes for this Service Learning component include but are not limited to the following:

- 1) Encourage our student-parents to visit the Mt. SAC Library with their children.
- 2) Encourage our student-parents to check out children's books from the Mt. SAC Library.
- 3) Encourage a relationship between the Mt. SAC Library and the Mt. SAC Child Development Center fostering use of the Mt. SAC Library by the student-families served by the Center.

- 4) Raise awareness in the community of the collection of children's literature available at the Mt. SAC Library.
- 5) Encourage leadership skills in the students who will organize and orchestrate the publicity campaign and event.
- 6) Pave the way potentially for an annual event at Mt. San Antonio College promoting children's literature.

Working with Adrienne J. Price, Director of Grants, Richard Morley, Interim Executive Director, Mt. SAC Foundation, Maria Tsai, Research Analyst, Research & Institutional Effectiveness, and Janette Henry, Child Development Center Director, I have begun to apply for grants to fund the project. (See sample grant application.)

With assistance from Lane Braver, I have organized a service learning course with sections scheduled for fall 2008 and spring 2009. Reference and Collection Development Librarian Chisato Uyeki, Library Department Chair Emily Woolery, Child Development Center Director Janette Henry, the Child Development department, and the teachers of the other sections of Children's Literature, Kathy Henkins (fall 2008) and Rocio Avila (spring 2009), have assisted in efforts to recruit students for the service learning project, SL 4. (See sample orientation flier.)

Target Corporation Early Childhood Reading Grant

Early Childhood Reading - Store - School, Library, Public AgencyEarly

E-mail questions to Community.Relations@Target.com

Organization Name

Mt. San Antonio College

Street Address or P.O. Box

1100 N. Grand Ave.

City

Walnut

State

CA

ZIP Code

91789-1341

Main Phone Number

(909) 594-5611

Main Fax Number

General E-mail Address

Website

www.mtsac.edu

Which best describes the organization?

EDUCATION-Higher Education

Mission statement:

To provide accessible and affordable quality learning opportunities in response to the needs and interests of the individuals and organizations.

To provide quality transfer, career, and life-long learning programs that prepare students with the knowledge and skills needed for success in an interconnected world.

To advance the state's and region's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

What year was the organization founded?

1946

Is your organization a part of a State, the United States, or the District of Columbia (i.e., a public school, public agency, or public library)?

yes

Is this donation being requested exclusively for public purposes?

yes

Tax Status

Schools, Libraries, Hospitals, Churches, Govt units

Tax Status Date

May 30, 2008

Have you ever received a Target Grant?

no

Please list any Target team members that currently serve on your organization's board.

none

Contact Information

Primary Contact for this Funding Request:

Prefix

Dr.

First Name

Tamra

Middle Initial

L.

Last Name

Horton

Suffix

Title

Professor, Department of English

Street Address or P.O. Box

1100 N. Grand Ave

City
Walnut

State
CA

ZIP Code
97189-1341

Direct Phone Number
(909) 594-5611, 4753

Fax Number

E-mail Address
thorton@mtsac.edu

Organization Primary Contact:

Prefix
Ms.

First Name
Adrienne

Middle Initial
J

Last Name
Price

Suffix

Title
Director of Grants

Street Address or P.O. Box
1100 N. Grand Ave

City
Walnut
State
CA

ZIP Code
97189-1341

Direct Phone Number

(909) 594-5611, 5417

Fax Number

(909) 468-4184

E-mail Address

aprice@mtsac.edu

Proposal Information

Request Amount

\$3,000.

Project/Program Title

Please limit your response to 25 words or less

Children's Literature Day at the Mt. San Antonio College Library

Project/Program Start Date

August 25, 2008

Project/Program End Date

December 31, 2008

Proposal Detail:

Which best describes the primary focus of the project/program?

EDUCATION-Family Reading Programs

Please provide a summary of the project/program.

Mt. San Antonio College is a community college in Southern California serving approximately 37,000 students. The Mt. San Antonio College Library has recently acquired a large collection of children's literature. This project entails the planning, development, and orchestration of a publicity campaign and event showcasing this new collection to the college and surrounding community. The main event would be a Children's Literature Day at the Mt. San Antonio College Library featuring author readings and other activities promoting children's literature. The project will be completed primarily by Mt. San Antonio College students enrolled in a fall Children's Literature course and its related service learning component.

Please describe how the project/program fosters a love of reading in children.

This project will encourage student-parents and community members to visit the College Library with their children, check out children's books for their children, and read with their children. This project will foster a love of reading in children by offering an activity for parents and their children that focuses on children's literature.

What is the average age of program participants?

children 6, parents 20

What year was this project/program implemented?

2008

Please list recognition opportunities for Target.

i.e., production/show alignments, newsletters, website, etc.

Target would be listed as a sponsor on all fliers, banners, stage backdrops, contact letters, and other media aimed at the student body and the surrounding community. There would also be an opportunity for Target to have a booth for book sales at the primary event.

What community volunteer opportunities are available?

This is a student-run project. Volunteers will primarily consist of Mt. San Antonio College students enrolled in a community service learning course.

Please indicate your best estimate of the percentage of those served by this project/program for each of the Ethnic Groups listed below. Please input whole numbers only (no decimals), do not input percentage signs, and ensure that your allocations total 100%

Asian or Pacific Islander

27

Bi/Multi Racial

0

Black or African American

6

Latino or Hispanic

42

Native American

1

White or Caucasian

19

Other Ethnic Group not specified above

5

Please indicate your best estimate of the percentage of those served by this project/program for each Gender listed below. Please input whole numbers only

(no decimals), do not input percentage signs, and ensure that your allocations total 100% .

Female

53

Male

47

Please indicate your best estimate of the percentage of those served by this project/program for each of the Age Groups listed below. Please input whole numbers only (no decimals), do not input percentage signs, and ensure that your allocations total 100%

Babies/Toddlers (under 5 years old)

30

Children (5-14 years old)

29

Youth (15-19 years old)

1

Young Adult (20-25 years old)

30

Adults (26-64 years old)

9

Senior Citizens (65 years old and over)

1

Please indicate your best estimate of the percentage of those served by this project/program for each of the Diverse Populations listed below. Please input whole numbers only (no decimals), do not input percentage signs.

Disabled

4

Economically Disadvantaged

44

Gays/Lesbians (GLBT)

3

Veterans

1

Other Proposal Attributes:

Which best describes the geographical area served by this project/program?

Local

Target Store Location

Please select the Target store closest to your organization from the dropdown list below.

Store #1028 West Covina, 2831 E Eastland Ctr Dr, West Covina, CA 91791

Target Division to fund grant request

Target

Type of Support Requested

Grant

Type of Grant Request

Project Support

Measurement

How many people do you anticipate will be served by this project/program?

2,000

What are the anticipated outcomes of the project/program? How will this program benefit the people served?

- 1) Encourage student-parents to visit the College Library with their children.
- 2) Encourage student-parents to check out children's books from the College Library.
- 3) Encourage a relationship between the College Library and the College Child Development Center fostering use of the College Library by the student-families served by the Center.
- 4) Raise awareness in the community of the collection of children's literature available at the College Library.
- 5) Encourage leadership skills in the students who will organize and orchestrate the publicity campaign and event.
- 6) Pave the way potentially for an annual event at Mt. San Antonio College promoting children's literature.

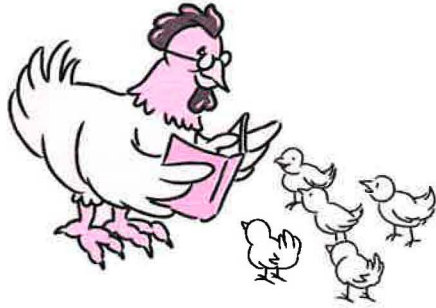
In 2008/2009 we will be asking all grant recipients to complete a program evaluation form.

Attachments

Board of Directors

Project/Program Budget

Organization/Program Donors



Would you like to help organize and run a publicity campaign hailing the new acquisition of children's literature at the Mt. San Antonio College Library?

If so, enroll now in the 1-unit Service Learning Component to Children's Literature SL4: SL/Community Involvement (120520)

Attend one of the introductory meetings listed below to learn more:

Wednesday, September 3rd at Noon in 28B-206

or

Thursday, September 4th at Noon in 14-37

You can also contact Dr. Tamra Horton at either (909) 594-5611, x. 4753 or thorton@mtsac.edu for more information.

What is the project?

The Mt. San Antonio College Library has recently acquired a large collection of children's literature. This project entails the planning, development, and orchestration of a publicity campaign and event showcasing this new collection to the college and surrounding community. The main event will be a Children's Literature Day at the Mt. San Antonio College Library featuring author readings and other activities promoting children's literature. The project will be completed primarily by Mt. San Antonio College students.

What would I be doing?

Students will choose from a variety of activities including selecting the authors to invite, designing posters and flyers, publicizing the event locally, organizing the day's activities, assisting authors and book sellers at the event, and more.

What's in it for me?

Students will gain insight into to the world of children's literature. They will participate in a meaningful community service experience that can be listed on school and job applications. They will have extended informal contact with a professor which could lead to a possible letter of recommendation based upon this service. Finally, they will have fun!

How do I sign up?

Students can register by phone or online for SL4: SL/Community Involvement (120520).

Who do I contact for more information?

Dr. Tamra Horton

Email: thorton@mtsac.edu

Phone: (909) 594-5611, x.4753

Office: 15-11A

Concluding Statement of Project's Value to College

During this this sabbatical, I developed a thorough knowledge of children's literature, its history, its impact on our culture, and the scholarship it has inspired. As such, I have become a valued member of and a resource to the set of instructors who elect to teach LIT 40. Though my studies of children's literature, I have come to agree with those scholars who argue that any legitimate overview of national literature needs to include selections of children's literature from that culture. Thus, my sabbatical project has informed my teaching of literature courses at large.

There had been a hiatus in offering LIT 40, but in its reinvigorated state it is a popular course. In fact, two sections of the course will be offered each semester beginning in fall 2008. To date, both sections of the fall course are filled to capacity with additional students wanting to add. As an instructor newly trained in the field of children's literature, I contribute to English Department's ability to continue to offer this class. In addition, this project serve as a curriculum development resource to other instructors teaching LIT 40. Since the course is the focus of articulation agreements between Mt. SAC and local universities, this project helps further the educational goals of our students as well.

Finally, this project includes a model for a service learning component, one that aspires to provide a major children's literature event to be offered on campus and attended not only by our own students and their children but by the community at large as well. As such, in addition to fostering good will between Mt. SAC and the community, this sabbatical project aims to inform the community about the rewards of reading children's literature.

Support Documents

California State University, Fullerton

Admissions and Records
Fullerton, California 92834-6900

Academic Transcript

Student Name	Student Number	Date	Page
Tamra Horton	805-74-5866 XXX-XX-3568	05-14-08	1 OF 1

Official Transcripts have a colored background. Photocopies are not to be considered Official Transcripts.

Official Extended Education Academic Record

Fall 2007----- (Extended Education)

DEPT/NO	COURSE TITLE	UNITS	GRD/PRV	FOOTNOTE	ENR TYP
ENGL-341	Children's Literature	(3.00)	A		Adjunct

Extended Education Statistics and Degree(s)/Honors Awarded-----

Fall 2007 to Fall 2007

	EARNED	GPA UN	GRD PT	GPA
CSUF	0.00	0.00	0.00	0.00
Cumulative	0.00	0.00	0.00	0.00

Degrees Awarded:

None Awarded

-----End of Extended Education Academic Record-----

END OF OFFICIAL TRANSCRIPT

ISSUED TO STUDENT

Tamra Horton
889 Ottawa Dr
Claremont CA 91711-3331

WHITE SIGNATURE APPEARS UPON BLUE SEAL

[Print](#)

[Close](#)

**Unofficial Transcript
2008 - Los Angeles Harbor College
HORTON, TAMRA L**

Sect#	Course No.	Description	UA	UC	Grade	CR	Code	GP	TR
SPRING 2008 (02/04/2008-06/02/2008)									
	7630 ENGLISH 218	CHILDREN'S LIT	3.00	3.00	A			12.00	CS
	SEMESTER	GPA=4.000,PCT= 0%	3.00	3.00				12.00	
	CUM (FROM SP'2008)	GPA=4.000,PCT= 0%	3.00	3.00				12.00	

Heading	Description	TR	Transferability
UA	Units Attempted	UC	Transferable to University of California
UC	Units Completed	CS	Transferable to California State University
CR	Credit/Non-Credit Course	SU	Transferable to UC and CSU
Code	Grade Notation Code	NDA	Non-Degree Applicable Course
GP	Grade Points	(x.xx)	Units not counted in GPA



4th Annual
Orange County Children's

book festival

Saturday & Sunday

September 29th & 30th 2007

9:30 a.m. - 4:00 p.m.



In association with Orange Coast College
2701 Fairview Road • Costa Mesa, CA

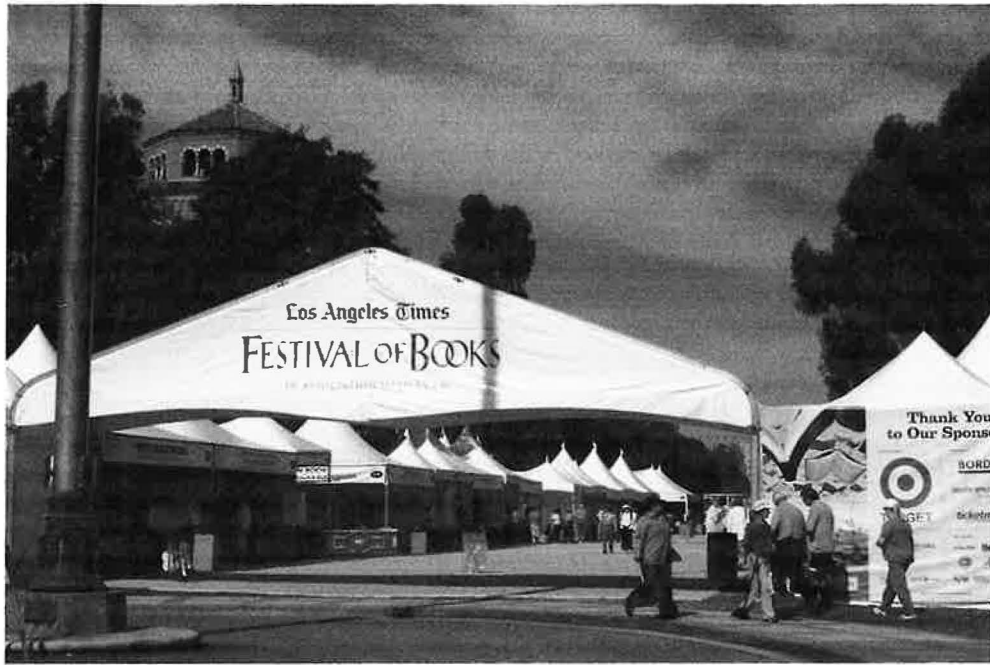


- Authors & Illustrators
- Book Signings
- Exhibitors

- Entertainment
- Wild Animal Arena
- Literacy Resources & Events

- Multi-Cultural Area
- Costume Book Characters
- Super Heroes Stage

Welcome to the Best
Children's Book Festival in the World!



LOS ANGELES TIMES
FESTIVAL OF BOOKS
EVENT #1022
YOUNG ADULT FICTION
ROLFE 1200 (NORTH-B)
SAT APR 26, 2008 12:00 PM

LOS ANGELES TIMES
FESTIVAL OF BOOKS
EVENT #2111
TWEEN WRITING
HUMANITIES A51 (SOUTH-Y)
SUN APR 27, 2008 10:30 AM

LOS ANGELES TIMES
FESTIVAL OF BOOKS
EVENT #2093
YOUNG ADULT WRITING
YOUNG HALL CS 50 (SOUTH-W)
SUN APR 27, 2008 1:00 PM

LOS ANGELES TIMES
FESTIVAL OF BOOKS
EVENT #2113
CHILDREN'S BOOKS
HUMANITIES A51 (SOUTH-Y)
SUN APR 27, 2008 1:30 PM

LOS ANGELES TIMES
FESTIVAL OF BOOKS
EVENT #2114
GRAPHIC NOVELS
HUMANITIES A51 (SOUTH-Y)
SUN APR 27, 2008 3:00 PM

American Literature Association

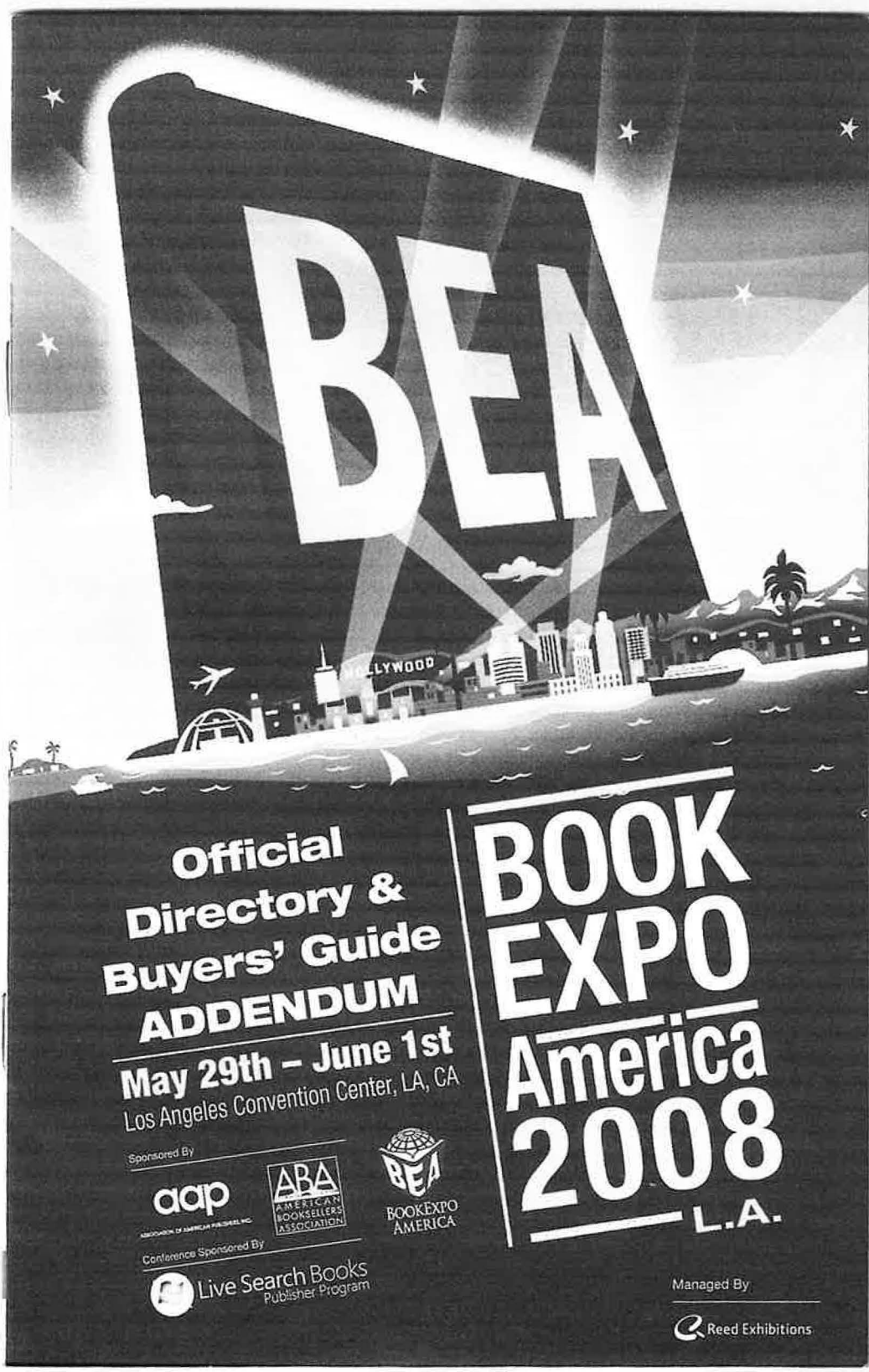
A Coalition of Societies Devoted to the Study of
American Authors

19th Annual Conference on American Literature

May 22-25, 2008

Hyatt Regency San Francisco in Embarcadero Center
5 Embarcadero Center
San Francisco CA 94111
415-788-1234

Conference Director
Maria Karafilis
California State University, Los Angeles



**Official
Directory &
Buyers' Guide
ADDENDUM**

May 29th - June 1st
Los Angeles Convention Center, LA, CA

Sponsored By

aap

ASSOCIATION OF AMERICAN PUBLISHERS, INC.

ABA
AMERICAN
BOOKSELLERS
ASSOCIATION

BEA
BOOK EXPO
AMERICA

Conference Sponsored By



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Publisher Program

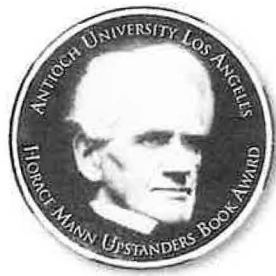
**BOOK
EXPO**
**America
2008**
L.A.

Managed By

Reed Exhibitions



First Annual Children's Literature Conference



Saturday June 7th

Antioch University Los Angeles

**400 Corporate Pointe
Culver City, CA 90230
310.578.1080 x352
www.AntiochLA.edu**



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AMERICAN LIBRARY ASSOCIATION
PROGRAM
GUIDE



Anaheim, CA • Anaheim Convention Center • June 26th-July 2, 2008