

**LAE 6616 (Section 5189): Seminar in Children's Literature  
Literature for the Writing Program  
Summer B, 2006**

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Class sessions: Tues. and Thurs. Periods 7-E1  
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“If young people knew the almost criminal enjoyment I get out of *writing*, they would be so jealous.” Christopher Paul Curtis  
[http://vnweb.hwwilsonweb.com/hww/shared/shared\\_main.jhtml;jsessionid=JZSMEOFX X2TQ1QA3DIMSFF4ADUNGIIV0?\\_requestid=25813](http://vnweb.hwwilsonweb.com/hww/shared/shared_main.jhtml;jsessionid=JZSMEOFX X2TQ1QA3DIMSFF4ADUNGIIV0?_requestid=25813)

### **Course Description**

Welcome to this course on children's literature! The purpose of this course is to gain exposure and knowledge about well-written children's books from different cultures, genre, and writing styles. Children's book authors can be excellent mentors into writing for elementary school students. This course will give you the opportunity to read many books that have won writing awards and to analyze why the books are of award-winning quality.

### **Course Objectives**

1. Find and read recently published books (**2000-2006**, except for Newbery) that have won literature awards for writing
2. Learn about authors who write award-winning books and their writing processes
3. Analyze why books that have won writing awards are good books
4. Analyze what constitutes good writing in different genres
5. Examine language in children's literature

### **Primary Methods of Instruction**

The primary methods of instruction in this course will be lecture and discussion, small group discussion, and cooperative learning

### **Prerequisite or Co-requisite**

Tomlinson, C. & Lynch-Brown, C. (2005). *Essentials of Children's Literature* (5<sup>th</sup> Edition). Boston: Allyn & Bacon.

### **Class Attendance and Participation**

Class attendance and participation are important elements in your learning. Absence diminishes the quality of this class for others; therefore full attendance and punctuality are requested for all scheduled classes. Please turn cell phones off during class.

Attendance means being on time and present in class with class assignments ready to turn in and with books that you have read sticky noted (or notes taken on them) to share with classmates.

**Bring the articles assigned, either highlighted or with notes for class discussion to the Tuesday meeting each week.**

### **Class Assignments**

- 1. Weekly reports.** Read award-winning books and for each book you read, write: (a) bibliographic annotation, (2) genre, (3) the awards the author won, and (d) your opinion and evidence on why the book won an award for writing. Give examples from the book. Submit in class each Thursday. How many books are enough? This class requires 20 hours a week of work – class will take 3 hours, which leaves 17. People read at different rates, but a conservative estimate would be 4 novels or 12 picture books or some combination of those each week.
- 2. Author report.** Find an author who has recently won an award for writing and whom you enjoy reading, but who is not someone you have read extensively for other classes. Read at least two of the author's books. Look up what the author has to say about how and why s/he writes. Create a handout for class members with a short annotated bibliography of the author's most recent and/or award-winning books, information on the author's writing process, and how that information could be useful in a writing curriculum. Quotes from the author are good. Give source information. (Sign up in class by the second class.)
- 3. Language analysis report.** With two or three other students, explore an area of language with regard to children's literature. Create a power point or other visual to support your report to the class. Potential topics include:
  - Dialect in children's books
  - Bilingual children's books
  - Multi-genre books
  - Children who write as story plot (Alphabiography, poets, etc.)
  - Language play in books
  - Biographies of writers
  - Drama/plays in books

### **July 11 and 13**

Read books from the Notable Books in the Language Arts award lists.

Fu, Danling and Lamme, Linda. (2002). Writing lessons with Gavin Curtis. *Journal of Children's Literature*, 28 (1): 63-71.

### **July 18 and 20**

Read Pura Belpre and Coretta Scott King award books for writing (and others)

Well-written literature by cultures: Latina, Asian, African, American Indian.

Dialect and second language in children's books

### **July 25 and 27**

Read Newbery Award-winning or runner up books published **since 1996**.

[www.ala.org/alsc/newbery.html](http://www.ala.org/alsc/newbery.html)

Labbo, Linda D. (2005). Books and computer response activities that support literacy development. *The Reading Teacher* 59 (3): 288-292.

### **August 1 and 3**

Other Awards for writing: Boston Globe-Horn Book Awards, Bank Street Children's Book Committee

Danielson, Kathy Everts and Harrington, Jeanne (2005). From "The Popcorn Book" to Popcorn! Multigenre Children's Books. *Reading Horizons*, 46 (1): 45-61.

Find at least one multi-genre book to include in your reading for this week.

### **August 8 and 10**

Outstanding writing in picture books. Read picture books whose authors have won awards for writing.

Lantz, K. (2005). Using Picture Books to Teach Fairy Tales From the Collection of the Mazza Museum: International Art from Picture Books. *Art Education*, 58 (6): 25-32

“Just as when I was a child, I still read voraciously, not settling on any one author as my favorite. I always skim the first few pages before I buy a book, not to see what it's about, but to see how well it is written. I don't have time to read a thick book full of just plot. I need gentle nuances, poetic expressions and powerful mastery of words. A good book should paint a picture and I should be able to see the colors in it. A good book should sing to me, and I should be able to hear each note. When I find one, I treasure it. So I've read a wide variety of authors who *write* well. They make me humble and they inspire me to *write* better.” Draper, Sharon. (2002). To Instruct, to Inspire, to Entertain: The World of Sharon Draper. *Teacher Librarian* 30 (1): 47-49.

### **Online Resources**

Notable Books for the Language Arts:

<http://www.childrensliteratureassembly.org/notable2006.htm>

Children's Literature Comprehensive Database (Child) in UF library databases

Lisa Bartle's Database of Award-winning Literature: <http://www.dawcl.com>

UF Library: ERIC and Wilson Web (refereed articles only)

**Evaluation**

Five weekly book reading and analysis papers: 15 (75)

Author report - 15

Language Analysis Report - 10

Grading Scale: 100 Points

A = 93-100

B+ = 88-92

B = 83-87

C+ = 78-82

C = 73-77

D = 68-72

F = Below 68

**The Honor Code:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Information on procedures is located in the Student Guide at [www.dso.ufl.edu/stg/](http://www.dso.ufl.edu/stg/) and is set forth in Florida Administrative Code.

**A Note about Plagiarism**

Any writing that you do in this course must be entirely your own work. You must document in APA style, all sources of information that you use for every assignment, including those retrieved from the Internet. You are strongly advised to purchase a current APA style manual if you have not already done so, as APA style (on line through UF library) is required in most College of Education courses.

Develop a note-taking system that works for you when reading information to be used later in a paper. Paraphrase and summarize from original sources as you take notes. If your notes are not copied word-for-word from the original source, but are put into your own words instead, you are less likely to plagiarize. You can only use three words in a row from any source without documenting it.