Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 121 Literature & Related Resources for Children

Bulletin Description (*25 words maximum*)
This course provides a survey of books and resources for children with emphasis on award winning titles as well as evaluation, storytelling, and presentation skills.

Credit: 3 semester hours.

Course Description
LIS 121 provides a survey of books, related materials, and resources (print and digital) for children. This includes an examination of these resources and exploration of relevant issues. An emphasis is placed on developing familiarity with award winning titles, authors, selection criteria, as well as evaluation, storytelling, and presentation skills.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives
As outcomes of the course, students will gain an understanding of:

   a. The historical background and trends in children's literature
   b. The influence of children's literature on child development
   c. Major periods, authors, and works in children's literature
   d. The criteria and tools used to select/evaluate literature and related materials for children
   e. The strategies employed in promoting children's literary appreciation
   f. Issues regarding censorship, privacy, and intellectual freedom and children's literature

Program Goals and Outcomes
The course contributes towards satisfying the following MS LIS program goal/s:

2B) Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.

B) Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

Units of Instruction

Unit	Title
1	Preliminaries Introductions Course Overview
2	Crossing Academic Boundaries in the study of Children's Literature
3	Promoting Child Development through Literature History of Children's Literature Standards and Literary Elements, and Book Selection
4	Book Banning and Censorship
5	Picture Books: A Book is more than Words Illustrations: Visual Elements/Grammar
6	Storytelling Booktalking
7	Traditional Literature Modern Fantasy Non-Fiction
8	Poetry
9	Historical Fiction
10	Contemporary Fiction/Realism
11	Multicultural Literature
12	Organizing Children's Literature by Genre
13	Motivating Children/Students to Read Creating Lifelong Learners

Learning Activities

Participation: weekly discussion and activities
This class is designed to be highly interactive; therefore, students are expected to actively participate in weekly discussions and activities. In addition to the readings assigned each week, students will listen to and/or view all other assigned content (i.e., presentations, videos, and/or podcasts). Students respond to other students as instructed. These responses must be thoughtful and contribute to the development of robust and respectful discussion.

Annotated Bibliography
For this assignment, each student is required to create an annotated bibliography of 40 fiction titles for children. The target audience is children or adults who will share the books with children. Students will then write a one-sentence annotation for each book, and number their entries 1-40. The bibliography must be APA formatted and include titles in the following 3 categories:

    1: *Their* own personal Top 20 Fiction Titles for Children

This "top 20" list can be any 20 books for children of the student's choosing; however, the books must be similar in some way – e.g., similar topic, theme, genre, etc.

2: 10 Award Winning Picture Books

The bibliography will also include ten (10) award winning children's picture books. Six (6) of the selected titles must be Caldecott winners from any year, the remaining four (4) titles can be winners from any children's award; however, these 4 titles should be published within the past 10 years. Also, all selections must be original fiction, no illustrated folktales or nonfiction.

3: 10 Beginning Readers

Finally, students select any ten (10) Beginning Reader Books.

Book Review

For ONE of the 10 beginning reader books selected, students are required write a book review that should be 250 - 500 words in length. Students are also provided with details on how to write, format, and structure a book review.

Storytime

Students are tasked with locating a children's librarian (in a public or school library – or similar institution), who will permit them to present a storytime to children. The librarian must hold an MLIS (or equivalent degree) and agree to evaluate the student's storytime presentation. Students are required to select age appropriate titles and are encouraged to incorporate age appropriate songs, fingerplays, and/or similar activities. They are also required to design a flyer to promote/advertise their storytime. Once the storytime is completed, students conduct a self-evaluation. The librarian completes an evaluation of the student's storytime. Both the self-evaluation and evaluation forms are available and submitted online.

Author Project

Students are required to create a presentation on a children's author or illustrator they find noteworthy. The presentation should emphasizes the author's contributions to children's literature and include any relevant aspect of the author's early life, background information (personal or professional), major works, professional accomplishments, and anything else they feel noteworthy. Students can use any presentation software/platform they wish – e.g., PowerPoint, Prezi, GoAnimate, Photo Story, Animoto, etc (presentations s/b about 20 slides/frames or 1-2 minutes). The presentation must also include a voiceover component. This is not difficult to do as most presentation tools/software provide this option.

Students are graded on the depth and detail of their research, the analysis of the individual's contributions, the organization and clarity of the information presented, as well as the overall final product.

Assessment

1. Course-Level Assessment
   a. *Participation: weekly discussion and activities*
      The assigned weekly readings and activities are designed to reinforce course objectives through discussion board posts/responses (i.e., active discussion).

Students are expected to consistently contribute to this shared pool of knowledge. Discussion posts/responses are assessed based on demonstrated knowledge and/or understanding of the topics, identification of key points, and ability to present these coherently.

b. *Annotated Bibliography*
This assignment supports the development of a familiarity with award winning and popular children titles, authors, and selection criteria. Students are required to share bibliographies, which means they are exposed to a significant number of children's books.

c. *Book Review*
In writing this book review, students combine the skills of describing what is on the page, analyzing how the book tried to achieve its purpose, and expressing their own reactions. In addition, the assignment supports further development of familiarity with children's books.

d. *Storytime*
The early literacy work that librarians do with caregivers and children is crucial to early literacy development. Research has shown that young children, who attend public library storytimes, benefit from the early literacy content provided in these programs. This assignment is intended to provide real life experience with storytime programming – from development to delivery.

e. *Author Project*
This is the final assignment. As such it supports the development of familiarity with award winning children's authors and illustrators. Each student conducts an in-depth study of an author/illustrator that emphasizes their contributions to children's literature. Students are required to post their presentations in discussions. They are required to view and comment on at least 3 presentation. This means they are exposed to detailed research on four or more authors/illustrators.

Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.

a. Faculty-Selected Assessment. Over a four year period, each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty

member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

In LIS 121, The Author Project and weekly discussion posts/responses are used as a representative measure of student learning of the related program goal/s.

b. Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection, which describes the relationship of the artifact to the respective goal and their learning from the artifact.

Because of the specific nature of LIS 121, the fact that it is specifically focused on children and children's literature, it is suggested that the students use the Bibliography or Author Project in conjunction with an artifact from another course, should they decide to use work in this course as evidence of satisfying the related program goal/s.

Grading Scheme

The course grade will be determined from the following activities. The percentage in parenthesis is that of the overall course grade.

a) Participation/Discussion Posts (50%)

b) Annotated Bibliography (10%)

c) Book Review (10%)

d) Storytime (10%)

e) Author Project (20%)

Bibliography

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Rogers, K., & Writt, H. (n.d.). No rose-colored glasses needed: Learning about illness and disabilities through children's literature. *Kentucky Libraries*, *74*(1), 14-19.

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Sotto, C. D., & Ball, A. L. (2006). Dynamic characters with communication disorders in children's literature. *Intervention in School and Clinic*, *42*(1), 40-45.

Taxel, J. (1997). Multicultural literature and the politics of reaction. *Teachers College Record*, *98*, 417-448.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

    Asynchronous or synchronous Lecture
    Assigned weekly reading
    Weekly assignments (individual and group)
    Active participation in online discussions
    Research for semester-long projects (term papers, projects)
    Presentations (online or face to face)
    Academic Service-Learning projects (where appropriate)