LIS 681 – BOOKS AND MEDIA FOR CHILDREN
Summer(2) 2018

Slack: July 2 – August 12, 2018

INSTRUCTOR INFORMATION

Instructor: Dr. V
Office: Hamilton Library 003C
Office Phone: (808) 956-6703
Office Hours: By appointment only, please email request
Email: irvinv@hawaii.edu
URL: http://www2.hawaii.edu/~irvinv

COURSE DESCRIPTION

History and criticism of children’s literature; contemporary books and media; trends in book publishing and media production; developmental needs and interests of children; selection and evaluation, and research studies. Students interested in providing library services to children in public, school, or community-based libraries; teachers; and anyone else interested in children and literature are encouraged to join this course. Prerequisite: None, but LIS 601 is strongly suggested before taking this course.

COURSE EXPECTATIONS

The culture of this class is unique. Thus, the following points are for your understanding:

• It is anticipated that you understand that LIS 681 is a graduate-level course that is reading, writing, and research intensive. Per university guidelines, you should expect to spend at least nine (9) hours each week beyond class time engaged in using various text(s), conducting research, actively participating in all online discussions, visiting libraries and their collections, and using a variety of print and online resources to compose, submit, and discuss your work.

• It is anticipated that you understand that class lectures, activities, and course materials are presented to appeal to a wide audience of varying levels of understanding in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.

• It is anticipated that you possess the professional expectations and competencies per the stipulations of the UHM LIS Program, as well as basic, current computer skills, and that you comply with the university’s academic integrity policy.

• It is anticipated that you will consistently log-in to the online course platform and respond to class notifications in order to stay up-to-date with all class activities and announcements.

• It is anticipated that you read and follow all policies and instructions for class culture, discourse, and assignments, particularly for weekly tasks due on the course platform, Slack.

• It is anticipated that you adhere to on-time and correct submission of all assignments.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.
Email irvinv@hawaii.edu if you have any questions about this course’s content.
COURSE LEARNING OBJECTIVES
Students who complete this course will:

- Understand and synthesize the developmental needs and children seeking services in library settings
- Gain exposure to a wide range of traditional and modern literature and materials for children, including highly recommended, popular, and controversial books
- Acquire experience evaluating children’s literature and media using standard criteria of literary criticism to develop skills for critical analysis of the various types of materials
- Have familiarity with LIS and related-discipline professional literature and research studies on children's materials
- Be proficient in using literature with children in the public or school library setting
- Appreciate the complexities inherent in issues related to censorship and multicultural materials
- Understand the purpose and value of program/learning units focusing on children’s literature and media; and have the experience of preparing program/learning units for public library or school media setting

TEACHING PHILOSOPHY
This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding children’s services in public and school-based library settings. Learning to identify children’s literary and literacy needs, to advocate for children and their reading interests and tastes, and to be able to assume a leadership role for serving children from diverse backgrounds, is vital for the professional competency of the children’s, youth services, or school-based librarian. The broad goal of this course is to help students acquire the ability to critically assess materials targeted for children, and to engage with community resources for the purpose of solidifying children’s library services in local communities.

TEACHING METHODS
This course is taught seminar style, using a variety of pedagogical approaches, including but not limited to: lectures, field research, collaborative projects and presentations, class and small group discussions, writing projects, intensive reading, and guest speakers. This course is taught both online and with some face-to-face sessions.

RESEARCH METHODS
This course employs various research methods such as ethnography, practitioner inquiry, action research, case studies and critical evaluation, to facilitate class discourse, field assignments, and scholarly composed and delivered written and presented work.

COPYRIGHT NOTICE
Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni’s projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor’s nor course alumni’s) without express written consent of your Instructor.

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COURSE MATERIALS

LIS 681 TEXT(s).
- You will be asked to locate a variety of research articles and children’s materials from your local library. Please see class schedule.
- Also available via alastore.ala.org and Amazon Prime.

LIS 681 Citation/Writing Style = APA
Professional attention to detail requires producing work that respects language conventions, even if they are not our own. This attention to bibliographic detail is especially important when citing children’s books due to the many elements that are required for adequate citation (e.g. multiple authors, illustrators, series).

In this vein, we are using APA style for citation and writing conventions for this course. Unless otherwise specified, all course assignments should follow American Psychological Association standards for spelling, grammar, and for concise, unbiased writing conventions.

Additionally, in respect of native/indigenous cultures everywhere, all assignments must be written expressing correct diacritics and language conventions for all native/indigenous languages (Hawaiian, Spanish, German, etc.). For more information on diacritics, see: http://bit.ly/2G0SfnE

WEEKLY ARTICLES. Bibliographic information for assigned weekly articles will be made available through the #articles channel on the course Slack platform (https://lis681-smr2-spr18.slack.com). Note: most weeks have readings, some don’t. Always check.

ADDITIONAL TEXT REQUIREMENTS.
- UH email
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) library card to access the HSPLS catalog and databases

TECHNOLOGY REQUIREMENTS
- This online course requires the following:
  - Daily access and use of a desktop or laptop with high speed internet access;
  - Download and installation of Slack, an online collaboration platform from which all class discourse will be facilitated. The url for the course platform on Slack is: https://lis681-smr2-spr18.slack.com
  - Download of Adobe Acrobat products for reading materials and submitting assignments.
ALOHA, ‘OHANA, KULEANA.
LIS 681 aligns its agenda with the Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana. With these values in mind, the following intentions are anticipated for all LIS 681 students:

Courseware Technology. This course utilizes the following platforms for course management:

a) Slack. Slack (http://www.slack.com) is an online collaboration platform targeted towards corporate, non-profit, and educational institutions as a digital workspace for working groups. Slack is used in higher education as a more user-friendly course management system. For this course, Slack will be employed to post class readings and materials, to email updates/announcements, to facilitate online class discussions and meetings (as appropriate), and to submit assignments, and to send assignment feedback. It is your kuleana to correctly and effectively learn how to navigate Slack. The Slack location for this course is: https://bit.ly/2KHqKBc
   a. You can only log in to the course using your UH email address.
   b. Slack can be used on the web and downloaded and installed (for free) on all your devices.
   c. Important: Be sure that you turn on notification settings for Slack channels so that you are notified of any announcements on your devices.

b) Laulima. Laulima (https://laulima.hawaii.edu/portal) is UH’s course management system. For LIS 681, Laulima will only be used by your Instructor for course-wide email, as appropriate. It is your kuleana to correctly and effectively navigate Laulima.

Attendance. Attendance to class is your professional obligation akin to showing up for work. At the very minimum, for an online course, “attendance” means logging into the class at least once a day (for a summer session class), substantively participate in all class discussions, responding to Slack notifications, and attending on-campus sessions as appropriate. To be excused for lateness or absence due to illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least one (1) week in advance of the anticipated missed class session, to receive accommodations for due dates and missed work. Unexcused lateness/absences affect your class participation score, which can affect your overall course grade.

Emailing Dr. V. For LIS 681, professionally composed email becomes an important part of your coursework during the semester. Thus, be sure to email me using your UH email only, putting the correct course number in the email subject line so that I receive your query as priority email. This stipulation is very important. If you don’t do this, your email will likely be missed. This should be done consistently throughout the semester, even as we get to know one another.

For example: From: youremailaddress@hawaii.edu
   Subject field: LIS 681: My class presentation

Additionally, be sure your emails are professional in tone and presentation, with appropriate address and salutation (this is an important professional competency). You can review established guidelines for composing professional emails at: http://bit.ly/1IMGzo4. Lastly, unless otherwise requested, I do not accept assignments via email.

Submitting Assignments. You are responsible for correctly following directions for all tasks and assignments (read instructions carefully – kindly ask questions when you need clarity). You are responsible for the correct and on-time submission of your work; this includes effectively navigating the class course management platform (Slack and/or Laulima). Assignments are due by 11:59 PM HST, on the date due (usually on class day), unless otherwise specified. Late assignments are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions, so please do not ask). If you cannot submit your assignment on time, you need to inform me inasmuch advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit correctly and on time. Thus, if you submit late, expect a delay in communications and response.

IMPORTANT: Be sure to put your last name as part of your filename when submitting assignments online. Be sure to put your first and last name on all pages of your assignments. I do not accept assignments by email.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.

Email irvinv@hawaii.edu if you have any questions about this course’s content.

#version(c), 06.25.2018
ALOHA, ‘OHANA, KULEANA. (continued)

Support Services. Confidential counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. The CSDC website: http://manoa.hawaii.edu/counseling/. Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.

KOKUA. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I am happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations for LIS 681. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. Special accommodations cannot be made unless documented and prescribed by KOKUA.

Professionalism and Class Participation. Professionalism involves taking kuleana for your communications and interactions with your classmate-colleagues and LIS 681 faculty and staff. Class participation includes taking personal kuleana in exhibiting aloha in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course. Positive dynamics ensures a good learning experience for the LIS 681 ‘ohana, and is mutually observed and assessed by the LIS 681 faculty and staff, accordingly. Refer to the Professional Expectations Notice and the UHM LIS Program requirements for student Computer Literacy Skills for details on the prerequisite technical and professional competencies you need in order to successfully experience this course. Points are deducted from your class participation score (10% of your course grade) for distracting, disruptive, unprofessional behavior in LIS 681. Note: Be aware that your professional behaviors are easily observed and evident to faculty and staff who write references for scholarships, internships, and job applications.

Important considerations for exhibiting aloha for LIS 681 class culture include:

- Class participation for a summer session:
  - On-time participation is anticipated. You need to log on at least once a day to create an effective interactive setting for classroom discussion with the class group, online. Reason: for summer sessions, a “semester week” is the equivalent of 3 calendar days. For example: Monday – Wednesday = Week 1, Thursday – Saturday = Week 2, and so on. If you work it out on the calendar, you will see the correlation that a 6-week summer session, when broken down this way, equivocates to a 14-week full semester. Thus, consistent communication and participation is vital for building an effective community of practice, especially online.
  - Replies and postings should be substantive; meaning your contributions need to be thoughtful, meaningful, and contributory to the topic being discussed. Cursory responses like, “Yes!” “Me too!” etc., should be handled with Slack emoticons instead of as actual replies. To reply, write.
  - Be sure to post an emoticon to instructor postings/announcements so that I am notified that you have read the post.
- Respecting class time:
  - For this online course, respecting class time means the following:
    - Regular, consistent response to classmate-colleague discourse.
    - On-time and correct submission of assignments.
- Being flexible:
  - Because collaborative work is organic, consider the class schedule as tentative and subject to change, depending on the dynamism and emergent pedagogical needs of the class group, and/or based on LIS, university, and even world developments and events. Be sure to read all class-wide email that is sent by LIS 681 faculty and/or staff and take notes on in-class announcements so that you are informed of all updates.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor. Email irvinv@hawaii.edu if you have any questions about this course’s content.
ACADEMIC HONESTY AND INTEGRITY
In keeping with the American Library Association’s Code of Ethics (2008), the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, the department applies the university’s Academic Integrity Policy with vigor. Additionally, due to the significance of copyright within the realm of library and information science, the UHM LIS Program anticipates your compliance to its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Successful execution of all copyright/intellectual property standards counts significantly towards assessment. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

STUDENT LEARNING OUTCOMES (SLOs)
The UHM LIS Program’s curriculum is framed around the following student learning outcomes:

- **SLO1** | Design, provide, and assess information services
- **SLO2** | Apply history and ethics to develop a professional LIS identity
- **SLO3** | Create, organize, manage and discover information resources
- **SLO4** | Evaluate and apply information technologies
- **SLO5** | Engage with diverse communities and/or indigenous cultures
- **SLO6** | Demonstrate skills necessary to manage and work effectively within information organization

LIS 681’s course deliverables address the UHM LIS SLOs, as follows:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>SLO</th>
<th>DUE DATE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and Reading Modules (Collaborative)</td>
<td>SLO1</td>
<td>Weekly modules, with tasks, as assigned</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>SLO4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO5</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SLO6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm: Children’s Literature Review Project (Individual)</td>
<td>SLO2</td>
<td>Presentation upload July 28, 2018 via Slack, 11:59 PM</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>SLO5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final: Author/Illustrator Cultural Study (Team project)</td>
<td>SLO3</td>
<td>Cultural group picks July 12, 2018 via Slack, 11:59 PM</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>SLO4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SLO6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class discourse, assigned field research, professionalism, office hours, emails, etc.</td>
<td>SLO2</td>
<td>As indicated</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>SLO5</td>
<td></td>
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</table>

NOTE: Reading children’s literature across various formats/media and genres make up the bulk of the reading done in this course. You will be reading titles across all assignments. In sum, expect to read about 40 children’s books for this course.

General Grading Rubric. Unless otherwise specified, assignments are assessed on a point-for-percentage basis, typically based on the following criteria:

- Originality and depth of ideas, insights and professional assessments
- Demonstrated ability to use scholarly sources to support ideas and opinions
- Compliance with course criteria and standards
- Fulfillment of all requirements for particular assignment
- Timeliness of submission (submitting too early can be just as bad as submitting too late)

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor. Email irvinv@hawaii.edu if you have any questions about this course’s content.
ASSESSMENT

Assessment. Successful application of class discourse and course material includes but is not limited to: critical thinking and insight exhibited in class discourse and demonstrations, keen observations and insights in your fieldwork, cogent presentation of assignments, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to instructor assessment for major assignments.

Assignment grade weights:

- Weekly Discussion and Reading Modules 40%
- Midterm – Children’s Literature Review 30%
- Final – Author/Illustrator Cultural Study 30%
- Class Participation 10%

Total: 110%

A point-for-percentage evaluation scale is used to cumulatively assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, per LIS program policy, a GPA of 3.0 is required for continued registration and graduation from the LIS program. This means that you must pass LIS courses with a final grade of “B-” or higher to be considered as passing in the LIS program.

| A+ 100+ pts | B+ 87 – 89.9 | C+ 77 – 79.9 |
| A 94 – 99.9 | B 84 – 86.9 | C 74 – 76.9 |
| A- 90 – 93.9 | B- 80 – 83.9 | C- <= 73.9 |

Feedback. I provide full feedback on the midterm and most weekly assignments, particularly during the early part of the semester (before the midterm). Due to the time I take to carefully read and evaluate everyone’s work, you can expect to receive your grade and feedback within three weeks of an assignment’s due date. After the midterm, feedback is provided on an as-needed basis.

Feedback is offered on the final project by email request only, at my discretion. What this means is: I am more likely to provide feedback for students who score low (lower than a B) on the final project and/or in the course.

Extra Credit. There is no extra credit available for this course.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 12 of the term) to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvinv@hawaii.edu.

Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.

Email irvinv@hawaii.edu if you have any questions about this course’s content.
**ASSIGNMENT #1**

**WEEKLY | DISCUSSION and READING MODULES.** This course is organized by five (5) learning units on *Slack*. Each unit is composed of two learning modules plus one (1) topic in the reading module. In each unit, two discussion modules will cover topics we need to cover for this course. You will be participating in every module, based on the instructions posted in each module. Two modules open every Monday of the term. Module tasks/activities are due by the following Sunday, no later than 11:59 PM, HST. Check each module for dates – mark the dates on your calendar. Be sure to follow the instructions for each module.

There are five (5) reading modules, one per unit, for 5 of the 6 weeks of this course, as follows:

Unit 1) #booksmedia – classic (western) children’s literature
Unit 2) #booksmedia – picture books / read alouds
Unit 3) #booksmedia – digital stories
Unit 4) #booksmedia – cultural study
Unit 5) #booksmedia – awards

I am overlapping due dates on modules so that you have about 10 days to get through each weekly unit, as opposed to one week (see schedule below). *Mark the dates on your calendar so that you don’t lose track or momentum in the course.* The unit schedule is as follows:

**Unit ONE: July 2 – July 12, 2018**
#module1 - Topic: History of children’s literature in the U.S.
#module2 - Topic: Childhood development and reading
#booksmedia – classic children’s literature

**Unit TWO: July 9 – July 19, 2018**
#module3 – Topic: Book formats and genres
#module4 – Topic: Authors and illustrators
#booksmedia – picture books – read alouds

**Unit THREE: July 16 – July 26, 2018**
#module5 - Topic: Media formats for children
#module6 - Topic: Web-based resources
#booksmedia – digital stories

**Unit FOUR: July 23 – August 2, 2018**
#module7 - Topic: Elements of learning units for library instruction
#module8 - Topic: Makerspaces for children’s learning
#booksmedia – cultural study

**Unit FIVE: July 30 – August 9, 2018**
#module9 – Topic: Diverse representations in children’s publishing
#module10 – Topic: Issues and concerns in children’s library services
#booksmedia – awards

**NOTE1:** For this course, it is **vital** that you keep abreast of due dates. Read this syllabus, module and channel instructions, and assignment guidelines fully and carefully. Create a calendar of dates for discussion modules and for submitting tasks and projects (or you can print out the one provided in #coursematerials). This organizational approach can be the difference between you enjoying this course or enduring this course (because it’s a summer-compressed course). **Be sure to read and following instructions for each module.**

**NOTE2:** Reading modules make up the bulk of the reading done in this course. However, you will be reading titles across **all assignments.** In sum, expect to read about 40 children’s books in total, for this course.

*Note: This course is constantly updated and subject to change. Any changes will be announced by your Instructor.*
*Email irvinv@hawaii.edu if you have any questions about this course’s content.*
ASSIGNMENT #2

MIDTERM | CHILDREN’S LITERATURE REVIEW PROJECT.
DUE | Upload – Saturday, July 28, 2018, 11:59PM HST, via Slack, Direct Messages

RATIONALE. A clean, tight, collection is pivotal for effective children’s library services. Children’s collections tend to be highly categorized by genre and by format. Additionally, over 20,000 new titles, PreK-Grade 6, are published in the U.S., each year (www.ala.org). Thus, one of the most important aspects of being an effective children’s library / library media specialist is to maintain a library collection that is relevant, diverse, and appropriate for children’s and caregiver reading. To this end, you must have a solid foundation in classic and contemporary children’s literature, covering a diverse array of topics, formats, and story.

In this project, you will work to authentically enact professional practices to select and review library materials for an active children’s library collection. To complete this assignment, be sure to follow the instructions herein.

SET UP. Choose your titles based on the following genres and formats:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Format</th>
<th>Genre</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>Boardbook</td>
<td>n/a</td>
<td>3</td>
</tr>
<tr>
<td>PreK</td>
<td>Concept book (alphabet, #s, shapes)</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>PreK-K</td>
<td>Pop-up book</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>Grades K-2</td>
<td>Picture book</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>Grades K-2</td>
<td>Picture book</td>
<td>poetry</td>
<td>1</td>
</tr>
<tr>
<td>Grades K-2</td>
<td>Easy Readers</td>
<td>humor</td>
<td>2</td>
</tr>
<tr>
<td>Grades K-6</td>
<td>Illustrated</td>
<td>fairytale</td>
<td>2</td>
</tr>
<tr>
<td>Grades K-6</td>
<td>Picture book</td>
<td>folklore</td>
<td>2</td>
</tr>
<tr>
<td>Grades 2-5</td>
<td>Folio</td>
<td>informational non-fiction</td>
<td>1</td>
</tr>
<tr>
<td>Grades 2-5</td>
<td>Picture book</td>
<td>informational narrative (non-fiction)</td>
<td>1</td>
</tr>
<tr>
<td>Grades 3-6</td>
<td>Chapter book</td>
<td>historical fiction</td>
<td>2</td>
</tr>
<tr>
<td>Grades 3-6</td>
<td>Audio Book</td>
<td>biography</td>
<td>1</td>
</tr>
<tr>
<td>Grades 3-6</td>
<td>Paperback</td>
<td>poetry – anthology</td>
<td>1</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>Series</td>
<td>fantasy / sci fi</td>
<td>1</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>Verse</td>
<td>realistic fiction</td>
<td>1</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>Digital stories</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>Grades 5-6</td>
<td>Print (hardcover / paperback)</td>
<td>graphic novels</td>
<td>2</td>
</tr>
<tr>
<td>Grades 5-6</td>
<td>eBook</td>
<td>historical fiction</td>
<td>1</td>
</tr>
<tr>
<td>Grades 5-6</td>
<td>Hardcover</td>
<td>cultural reference</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Books should be readily available via the Hawai‘i State Public Library System (HSPLS).

- You can incorporate titles that you annotate for the weekly #booksmedia channel on Slack.
- You can incorporate titles you learn about from class discourse on Slack.
- You can incorporate authors/illustrators that you intend to apply to your final project.
- All in all, you can apply this reading program across all assignments. Plan accordingly.

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FORMAT. Follow the following format specifications. Attention and respect for project format and specifications is an important part of your project assessment grade/score.

Introduction. In this section, introduce your project with a discussion on the developmental, literary and literacy connections between children’s literature and its readers. “Readers” include children of various ages and reading levels, caregivers, parents, and community-based educators (teachers, librarians, clergy, social workers, daycare providers, cultural practitioners, etc.). Synthesize, discuss, and cite at least three (3) of the course readings.

Children’s Literature Review. In this section, provide a brief introduction of the focus of your literature review. Briefly discuss why you chose the titles you chose, any challenges, surprises, salient impressions from your research and critical analysis process. Then – for each section of the literature review, provide a level 2 sub-heading, APA-style, italicized (not bold). For information on this specification, see: https://bit.ly/1brwcD2.

Sub-headings for the children’s literature review section are as follows:

o Grades PreK – Boardbooks.

o Grades PreK – Concept books.

o Grades PreK-K – Pop-up books.

o Grades K-2 – Picture books (all).


o Grades K-6 – Fairytales – illustrated.

o Grades K-6 – Folklore – picture books.

o Grades 2-5 – Informational books (all).

o Grades 3-6 – Historical fiction, Biography, Poetry anthology.

o Grades 4-6 – Fantasy/Sci Fi, Realistic fiction, Digital stories.

o Grades 5-6 – Graphic novels, Historical fiction, Historical reference.

Format for children’s literature review. For each book, prepare a one-paged (1) review entry as follows:

1. Book Cover. Provide an image of the book cover (upper left side is good) – the image should be large enough to read author(s)/title
2. Bibliographic Citation. Present a complete bibliographic citation of the book (APA style), then packaging information (boldface), in the following fashion:

   >>> ISBN-13 | price | # pages | format | genre <<< all boldface

3. Literary Merit/Value. Give a brief introduction discussing the book’s literary value for school-age readers and educators. Discuss developmental levels, lexile scores, and literacy-related value. Cite peer-reviewed LIS research to substantiate your statements.
5. Socio-cultural representation. Discuss book's usefulness in understanding culture presented; discuss social issues addressed.
6. Author/Illustrator Information. Introduce author(s) with any applicable biographical or professional information; mention any honors or awards bestowed on the book and/or author(s), if applicable; discuss type and style of illustrations.

Conclusion. Express your professional recommendation(s) for this collection of books.

a) Suggest ways in which your collection might be used in library programming,

b) Give your professional recommendation for libraries and community organizations where your book collection would best serve. Think of multiple possibilities and ways in which libraries can engage with the community.

References. Provide a reference list of all cited resources (not children’s titles) in APA style.
Entitle it: “References”.

Appendix I. Provide a reference list of all children’s titles, in APA style.
Entitle it: “Appendix I - Children’s Literature Review Bibliography”.

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OVERALL PROJECT SPECIFICATIONS.

- This project is to be written in paragraph form (single-spaced paragraphs, justified margins, double spaced between each graph).
- 12-pt. font, Times New Roman or similar font.
- Provide a cover page with all pertinent information in APA citation style.
- Be sure that your first and last name is in the header of all pages of your document, except the cover page.
- In compliance with APA style for in-text citations and headings, be sure to outline your project, as follows:
  - Cover/title page – traditional APA
  - Introduction.
  - Children’s literature review.
    (Provide book cover images for each children’s title covered.)
    - PreK – Boardbooks.
    - PreK – Concept books.
    - PreK-K – Pop-up books.
    - K-2 – Picture books.
    - K-6 – Fairytales.
    - Grades 2-5 – Informational books.
    - Grades 3-6 – Historical fiction, biography, poetry anthology.
    - Grades 4-6 – Fantasy/Sci Fi, realistic fiction, digital stories.
    - Grades 5-6 – Graphic novels, historical fiction, cultural reference.
  - Conclusion.
  - References. – traditional APA
  - Appendix I. – traditional APA

PROJECT SUBMISSION:

-- Word document only (.doc or .docx)
-- This project should take you no more than 25 pages – don’t forget you are doing paragraph form, not double-spaced for the paper. You should follow traditional APA for the cover page, reference list, and appendix bibliography.


Questions? Kindly contact Dr. V via Slack DM or email: irinv@hawaii.edu.
ASSIGNMENT #3

FINAL | AUTHOR / ILLUSTRATOR CULTURAL STUDY.

DUE: Cultural Group picks: Thursday, July 12, 2018, 11:59 PM HST, via Slack, Direct Messages
DUE: Project upload due: Saturday, August 11, 2018, 11:59 PM HST, via Slack, Direct Messages

Listed below are 20 cultural groups. Choose three groups that you’d like to study. DM (direct message) me your picks in order of preference, via Slack, asap, and I will DM you back approval on your pick. Reason: first come, first serve, so that there are no duplicate groups covered. Once your group is chosen and approved, read 15 children’s books from that group. Your book list should be a balanced mix of authors and illustrators from that cultural group (e.g. 8 authors-7 illustrators or 5 authors/illustrators-3 titles each, 5 pictures books-5 chapterbooks-5 folklore, etc.). You can organize your study however you deem fit, as long as there is a balanced coverage of your cultural group’s children’s literature. If you have an idea of how to approach your 15 books and you want some feedback, don’t hesitate to DM me.

Choose your top 3 groups of interest:

Aboriginal Australian  Philippines  Kenya  Russian-Ukrainian
African American  Hawaiian  Lebanon  Scotland
Appalachia  Inuit  Mexico  Tanzania
Caribbean - Latino  Ireland  Māori-Marae  Turkey
Chile  Japan  Panama  Yoruba

IMPORTANT: First come, first served on picking honoring your cultural group to research. Send your picks asap based on due date above.

METHODOLOGY FOR THIS PROJECT. Conduct an intense study of the children’s authors/illustrators of your chosen cultural group. Your chosen authors/illustrators should be established in the authorship of either picture books, folklore, or any genre of juvenile fiction (note: many children’s authors are also illustrators).

Your study must cover the following topics:

Culture – introduce the culture of your study. Share aspects of the culture that you are focusing on for as expressed in children’s literature (e.g. in African American children’s literature, historical narratives

Biography – biographical information about the author/illustrator, including online presence

Research – scholarly treatment of his/her contribution to children’s literature covering most notable works

– your professional response to book reviews about their work

– controversies / issues / cultural impact of the authors'/illustrators’ work

Response – your discussion of what you discern defines the authors'/illustrators’ style or technique as literary and cultural representation/contribution to children’s literature

PRESENTATION FORMAT. Compose a full script along with a professional visual presentation reporting the results of your research to share with the class. This presentation can be in one of the following formats: PowerPoint, poster board, video book talk, website (no blogs), or Prezi. Your presentation must thorough and comprehensive for high engagement by your intended audience (your classmate-colleagues). Visual presentations are not text-heavy, hence the need for a script (short paper of what you would actually say). Additionally, be sure to provide as much context and visuality acuity to your project as necessary. Use your creativity in this work. Incorporate various forms of media – video, audio, etc. to bring your author/illustrator study alive. If you need to provide handouts, do so. Approach this project as if it is a paper you are going to present at a professional conference. Submit your group picks, your presentation script and visual aid, as follows:

DUE: Cultural Group picks: Thursday, July 12, 2018, 11:59 PM HST, via Slack DM
DUE: Script and Presentation upload due: Saturday, August 11, 2018, 11:59 PM HST, via Slack DM
**CLASS SCHEDULE | LIS 681 Summer Session II 2018**

*Slack* @ [https://lis681-smr2-spr18.slack.com](https://lis681-smr2-spr18.slack.com)*

*Channels open for entire summer session: #announcements | #coursematerials (syllabus, guidelines, etc.)*

**Unit ONE | July 2 – July 12, 2018**

channel | #module1 - history of children’s lit
channel | #module2 - stages of childhood dev
channel | #booksmedia – classic literature

Original posts due | July 8, 11:59 PM
Responsive posts due | July 12, 11:59 PM

*Cultural Group Picks Due | via Slack*

Thursday, July 12, 2018, 11:59 PM

**Unit TWO | July 9 – July 19, 2018**

channel | #module3 – booksgenres
channel | #module4 – authorsillustrators
channel | #booksmedia – picturebooks/read alouds

Original post due | July 15, 11:59 PM
Responsive posts due | July 19, 11:59 PM

**Unit THREE | July 16 – July 26, 2018**

channel | #module5 - mediaformats
channel | #module6 – webresources
channel | #booksmedia – digital stories

Original post due: July 22, 11:59 PM
Responsive posts (3) due: July 26, 11:59 PM

**Unit FOUR | July 23 – August 2, 2018**

channel | #module7 - learningunits
channel | #module8 - makerspaces
channel | #booksmedia – cultural study

Original post due | July 29, 11:59 PM
Responsive posts due | August 2, 11:59 PM

**Unit FIVE | July 30 – August 9, 2018**

channel | #module9 – publishing
channel | #module10 –issues
channel | #booksmedia – book and media awards

Original post due | August 5, 11:59 PM
Responsive posts due | August 9, 11:59 PM

**Finals Week | August 6 - 14, 2018**

Final | Author/Illustrator Cultural Study
Due | via Slack, Saturday, August 11, 2018, 11:59 PM

All *Slack* channels close: August 12, 11:59 PM

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