LIS 681 BOOKS AND MEDIA FOR CHILDREN
HITS
Fall Session, 2011
Instructor: Rebecca Knuth
Syllabus

ACCESSIBILITY

Office telephone: 956-5815
Home phone: 926-1718 (please don't call after 9:00 pm)
Email: knuth@hawaii.edu

Office hours:
   Tues. 4-7:30, Thurs. 2:30-4:30,
   Whenever my door is open
   By appointment

DESCRIPTION/SCOPE OF COURSE

Students will learn about 1) the development of literature for children and the role of traditional literature in
that development; 2) the principles and methods of selecting and evaluating literature for children one through
twelve years of age; 3) how to access biographical information on outstanding authors and illustrators and their
contributions; 4) the place of non-print media in children’s collections; 5) methods of using literature with
children; and 6) current issues in the field of children's literature.

STUDENTS FOR WHOM THE COURSE IS INTENDED:

This course is intended for librarians who plan to provide or already are providing library services to children
in public or school libraries; pre-school, elementary, or junior high school teachers; and anyone else who is
interested in children and their literature.

PREREQUISITES: none

LIS PROGRAM LEARNING OBJECTIVES

- To demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library &
  information science and technology
- To demonstrate an understanding of the development, organization, and communication of knowledge
- To demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing
  information sources
- Apply basic competencies and knowledge that are essential for providing, managing, and designing
  information services and programs in a variety of information environments
To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
To demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources
To demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers
To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
To demonstrate basic competencies required for instructional program development in particular information environments
Faculty incorporate their research findings in the courses they teach

COURSE LEARNING OBJECTIVES

Students who complete this course will:

* be exposed to a wide range of traditional and modern literature and materials for children, including highly recommended, popular, or controversial books.
* have the opportunity to evaluate literature for children according to standard criteria of literary criticism and to develop skills for the critical analysis of the various types of materials
* examine the professional literature and discuss research studies about children's materials
* explore ways of using literature with children in the public or school library setting
* understand the purpose and value of booktalking and have the experience of preparing a booktalk
* examine the complexities inherent in issues related to both censorship and multicultural materials
* relate developmental needs and interests of children to their literature;
* formulate a philosophy related working with children and their materials

COURSE/TEACHING PHILOSOPHY

I believe that instructors and students form communities in which they share in learning. Each person's enthusiasm, expression of thoughts and perspectives, and positive and supportive behavior contributes to a learning environment where people can expand their worlds and build a foundation for future learning. As an instructor, my role is to participate as one of the learners while facilitating student learning by structuring experiences and content.

TEACHING METHODS

Includes readings, written assignments, lectures, videos, speakers, small group & team work, discussions, presentations, book talks.

RESEARCH METHODS: Historiography, Case Study, Literary analysis and Criticism, Interview
TEACHER'S EXPECTATIONS

Students will come to class having done the readings and completed assignments due that day. All students should bring copies or the originals of their assignments to class for use in discussions. It is wise to keep copies or back-up files of assignments in case of loss. Manoa students will turn in their assignments at the end of class. Neighbor island students should send assignments as attachments to knuth@hawaii.edu by the end of class. If a student misses a session, he/she should contact the instructor, watch the recording of the class on VOD and write a one page single-spaced summary of the class (can be in the form of bulleted points). Students will lose 4 pts for every session missed unless they submit a summary.

PROFESSIONAL EXPECTATIONS

All students in the LIS Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students.php?page=profexp

TECHNOLOGY REQUIREMENTS

Students are expected to use word processing for assignments, powerpoint for presentations, and automated systems (HL Catalog, indexes, etc.), and the WEB to enhance the content of assignments.

COURSE INFORMATION

TEXTS

Norton, Donna E. Through the Eyes of a Child. ***6th edition. Columbus, Ohio: Merrill Publishing Co. 2003 [this book is not the current edition which is listed at over $120]. This 6th edition is available from the instructor, Rebecca Knuth, for about $10 [I ordered 13 used copies; first come, first served]. You can order it “used” from Amazon.com—be sure to allow several weeks for delivery—used copies are currently listing for about $18 including shipping.

Readings in packet; materials required for assignments

GRADES

Grades will determined by a combination of assignments, including oral presentations, a booktalk, and classroom participation. 4 pts each for Assignments 1, 3, 10, … 8 points each for Assignments 2, 5, 7, 8, 9, 11….12 pts. For Assignment #6
## SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Theme</th>
<th>Readings</th>
<th>Notebook and Assignments Due</th>
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<tbody>
<tr>
<td>8-23</td>
<td>Introductions Course Overview/ syllabus &quot;Feed Me a Story&quot; video</td>
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<td>8-30</td>
<td>Child development Leo Lionni activity Lobel, <em>Fables</em>, “The Camel Dances” Author’s and Illustrators Websites [<a href="http://www.acs.ucalgary.ca/~dkbrown/authors.html">www.acs.ucalgary.ca/~dkbrown/authors.html</a>] The Children’s Literature Webguide</td>
<td>Norton 1 Knuth: preface, &amp; Ch. 1-2</td>
<td>Assignment #1: Review the charts on page 4-6, 11-14, 27-31 of the text. Pick one area of development (language, cognitive, or social) and one age level and find three of the books listed. Write a rationale as to why each book stimulates the specific type of development in children of that particular age. <strong>Length:</strong> half a page single spaced per book. Bring the rationale and books to class for sharing.</td>
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<td>9-6</td>
<td>History of C. Literature Beatrix Potter Video Small group discussion</td>
<td>Knuth Ch. 3-7</td>
<td>Assignment #2 Write a two page essay on how children’s literature has reflected adults’ notions of the child and expectations</td>
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<tr>
<td>9-20</td>
<td>Artists and Illustrations Eric Carle Video 15176 Randolph Caldecott_____ Trina Schart Hyman_____ David Wisniewski_______ Barbara Cooney ________ Leo and Diane Dillon___ Paul Goble _________ Arnold Lobel _________ Allen Say ________ Ezra Jack Keats _________ Tomie de Paola _________</td>
<td>Norton 4</td>
<td>Assignment #4: Sign up for one of the outstanding illustrators of children's books listed below. Find as many of the illustrator's works as you can (at least 6—be sure to include any Caldecott Award and C. Honor books by the illustrator). Analyze the artist's use of the elements of art—line, color, shape, and texture—and the various media and styles used by the artist. Compare the books. Common themes or content? Does the artist use a similar style in all works, or does the style change with the subject matter of the text? Are there any changes in the use of artistic elements, style, media when you compare earlier books to later. Weave information about the author’s life into a power point presentation heavy on images from the books, but be sure to focus on illustrations. Bring books to class. (9 Min). Write a bibliographical/cover sheet to distribute to class</td>
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<td>9-27 6</td>
<td>Artists and Their Illustrations:</td>
<td>Caldecott Books</td>
<td>Assignment #5</td>
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<tr>
<td>David Wiesner</td>
<td>Hearne articles</td>
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<td>Chris Van Allsburg</td>
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<tr>
<td>Maurice Sendak</td>
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<td>Paul Zelinsky</td>
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<td>Bryan Collier</td>
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<td>Marla Frazee</td>
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<tr>
<td>Mo Willems</td>
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<td>Beth Krommes</td>
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<tr>
<th>10-4 7</th>
<th>Traditional Literature</th>
<th>Norton 6 Journal articles on fairy tales</th>
<th>Ass. #6: PRESENTATIONS (10 Minutes): ** Explain and demonstrate how to use: Reference Resource books on folk and fairy tales</th>
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<tbody>
<tr>
<td>Discuss: On list of Caldecott winners, circle those based on traditional literature</td>
<td>**Storyteller’s Sourcebook GR 74.6 M3 Mythical and Fabulous Creatures REF GR 825 M87 1987 Dictionary of Imaginary Places GR 650 H36 1980 **</td>
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<td>**Children’s books around Hawaiian myths and legends and the reference book: Hawaiian Mythology REF GR 385 B43 1970 **</td>
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<td>**Little Red Riding Hood versions **</td>
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<td>**Fractured/off beat/feminist fairy tales **</td>
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Assignment #7: Read journal articles on fairy tales. Write a 3 page essay arguing for or against the use of fairy tales with children.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>10-11</td>
<td>Multicultural Literature</td>
<td>Ass. #6: PRESENTATIONS (10 minutes)</td>
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<td>8</td>
<td>Why Mosquitos Buzz…</td>
<td><strong>Coretta Scott King Award and Choosing Books for African American Children</strong></td>
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<td>Video</td>
<td><strong>Creation Tales</strong></td>
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<td>Belpre Award Video</td>
<td><strong>The History and Controversy of Little Black Sambo</strong></td>
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<td><strong>Brer Rabbit &amp; Trickster Tales</strong></td>
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<td>*10-18</td>
<td>Evaluating and Selecting Literature</td>
<td>Read Missing May</td>
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<td>9</td>
<td>Intro to literary elements</td>
<td><em>Awards for children’s resources</em> (Carnegie Medal/ALSC Notable Children’s Video/Scott O’dell, Laura Ingalls Wilder Award/Batchelder, etc. Regina Medal/Sydney Taylor Books Award/Christopher Books)</td>
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<td></td>
<td>Video: Choosing videos for children</td>
<td>**Resources for articles on C. Lit (Journal might include ALAN Review, Children’s Literature in Education, Hornbook,Children’s Literature Assn. Quarterly, Lion and the Unicorn, Reading Teacher) **</td>
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<td>Group discussion &amp; answer the questions on p. 99 (Evaluation Criteria)</td>
<td><strong>Reviews and review sources for children’s materials</strong> (might include from list above)</td>
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<td>10-25</td>
<td>Contemporary Problem Fiction</td>
<td><strong>Newberry Award: History, Issues, decision process, Criteria &amp; Resources</strong></td>
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<td>10</td>
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<td><em>The Higher Power of Lucky (2007)</em></td>
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<td>Be prepared to meet in small groups to discuss the book</td>
<td><em>Holes (1999-Sachar)</em></td>
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<td>In terms of contemporary problem fiction</td>
<td><em>Criss Cross (2006)</em></td>
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<td><em>Wrinkle in Time (1963)</em></td>
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<td><em>Kira-Kira (2005 -Kadohata)</em></td>
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**11-8**

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<tr>
<th>12</th>
<th>Awards</th>
<th>Norton 7</th>
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|    | Modern Fantasy & First group of booktalks | **Dr. Seuss Award, Easy Reading Books, and High interest low vocabulary books**  
**Magical or magic realism and children’s books**  
**#9 BOOKTALKS Give a 5-minute booktalk on a fantasy book. Include information on the author, etc.**  
1. *Tale of Despereaux*  
2. *Ella Enchanted*  
3. *The Graveyard Book*  
4. *Moorchild*  
5. *When You Reach Me*  
6. *Alcatraz vs. the Evil Librarians*  
7. *Flight of the Phoenix*  
8. *All the Lovely Bad Ones* |

**11-15**

| 13 | Historical Fiction  
Paper Clips video  
2nd booktalks | Norton 10 |
|----|------------------|----------|
|    | 4. *Cracker! The Best Dog in Vietnam*  
5. *War Games*  
6. *Emily’s Fortune*  
7. *Moon Over Manifest* | **Notable Lists (including NY Times) and Best Books for Children (Selecting Books)**  
**Holocaust Books for children: Books and Issues:**  
**Fiction**  
**Non-fiction, memoirs, autobiographies & biographies**  
**#9 BOOKTALKS Give a 5-minute booktalk on a historical fiction book; Include information on the author, etc.**  
1. *Crispin: The Cross of Lead*  
2. *Under the Blood Red Sun*  
3. *Two Suns in the Sky* Bat-Ami |

**Poetry**

*Joyful Noise* activity

Newberry Awards  
Booktalking with Jodi Bodart Video (1275)

**Novelist K-8**

**Web sources on C. Materials for use by children**

Literary Elements Paper #7

a) Use the Newberry book that you read last week and write a 3-4 page essay about the book addressing these elements of literary style: character, plot (narrative order, conflict, patterns of action), theme, setting, point of view, style, tone. (Refer back to Norton Ch. 9 and Lukens)

b) Attach a xerox of the Newberry Acceptance Speech of the Author of your book (get your own, not a copy from a fellow student)
<table>
<thead>
<tr>
<th>11-22</th>
<th>Informational Books</th>
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<tbody>
<tr>
<td>14</td>
<td>Norton 12</td>
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<tr>
<td></td>
<td>**Drawing Books for Children (Emberley, Ames, see Amazon also) **</td>
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<td><strong>Science Series books (including Scientists in the field series)</strong></td>
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<td>Assignment #9</td>
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<td>Read Chapter 12 carefully; Write a paragraph (1/2 page single space) on each Issue box (546, 559, 569). State the issue and react to it. Be sure to read the whole chapter because it will make it easier to do a good job on the paragraphs</td>
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<td>#9 BOOKTALKS Give a 5-minute booktalk on a Biography or an Informational Book. Include information on the author, etc. *Newberry [# Sibert Award]</td>
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<td>#4. <em>I Face the Wind</em> Cobb ___________________</td>
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<td>#5. <em>My Season with Penguins</em> Webb __________</td>
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<td>11-29</td>
<td>Censorship</td>
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<td>15</td>
<td>Contemporary Fiction</td>
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<td>Assignment #11: Censorship</td>
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<td>Read assigned book from Censored Book List or your book talk selection if it was one of the ones today:</td>
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<td>1) write a well thought-out argument challenging/attacking the book</td>
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<td>2) write a defense of the book (i.e. why it should remain on a library’s shelves)</td>
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<td>3) discuss the various steps a school or public librarian could go through to prevent and then defend against a challenge</td>
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<td>#7 BOOKTALKS Give a 5-minute booktalk on a Contemporary Problem Fiction novel. Include information on the author, etc.</td>
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<tr>
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<td>1. <em>Esperanza Rising</em> ___________________</td>
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<td>2. <em>The Legend of Buddy Bush</em> _________</td>
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<td>3. <em>Bridge to Terabithia</em> ______________</td>
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<td>4. <em>Because of Winn-Dixie</em> _____________</td>
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12-6

SERIES BOOKS:

Diary/Journal Books
Diary of a Wimpy Kid, Jean Ure’s Diary series, Princess Diaries, Dork diaries, Royal diaries

Fairy Series
Rainbow magic Fairies, Jewel Fairies, Disney fairies

Mystery & adventure series
Scooby do Mysteries; 39 Clues; Geronimo Stilton

Fantasy series
Artemis Fowl, Charlie Bone, Camp Half-blood series, Emerald atlas, Secrets of Droon, Magic Treehouse

School Series
My Weird School; Bailey School kids

[these two presenters do not have to do the regular Ass.#11 but must read 2 books from different series & turn in one page reaction]

**The case for & against series books ____________

**Investigative reporting: series books and local venues ________________ [go to two book stores and 2 libraries; see approx. how much shelving in children’s section is devoted to series books; how are they displayed. Jot down the 3 series that seem to have the most space. If possible, get bookstore employees and librarians off-the-cuff ideas about sales of children’s book series.]

Assignment #11

Each person gives a 5 minute presentation of their presentation on your series. Read at least two books in the series and present on the nature of the series & book(s) read

#(some Holocaust books: Devil’s Arithmetic; Number The Stars; When Hitler Stole Pink Rabbit; Hide and Seek; Holocaust Lady; No Pretty Pictures; Ten Thousand Children; Jacob’s Rescue; Terrible Things; Goodnight, Maman; Surviving Hitler: A Boy in the Nazi Death Camps Warren.)