SP14 LIS 681: Books and Media for Children - SYLLABUS
Tuesdays 5-7:40 – room 3F | http://www.hawaii.edu/lis

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Office hours: Tues 4-5, Fri 9-10:30; drop in when the door is open; by appointment

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.

STUDENT LEARNING OBJECTIVES
SLO 1
Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
1a) Apply LIS theory and principles to diverse information contexts
1b) Demonstrate understanding of the historical context of information services and systems
1c) Develop and apply critical thinking skills in preparation for professional practice
1d) Craft and articulate a professional identity

SLO 2
Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
2b) Work effectively in teams
2c) Develop, manage, and assess information services for specific users and communities
2d) Create instructional and outreach programs

SLO 3
Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
3b) Organize, create, archive and manage collections of information resources following professional standards
3c) Search, retrieve and synthesize information from a variety of systems and sources

SLO 4
Evaluate and use the latest information technologies, research findings and methods.
4c) Apply current research findings to professional practice

SLO 5
Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
5b) Demonstrate understanding of the social and cultural context of information services and systems
COURSE LEARNING OBJECTIVES
Students interested in providing library services to children in public, school, or community libraries; teachers; and anyone else interested in children and literature are encouraged to join this course. Those completing it will:
- be exposed to a wide range of traditional and modern literature and materials for children, including highly recommended, popular, and 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 professional literature and discuss research studies on 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 booktalks
- examine the complexities inherent in issues related to both censorship and multicultural materials
- relate developmental needs and interests of children and literature
- formulate a philosophy related working with children and literature

SCHEDULE
Week 1 – January 14 Introduction
Review syllabus; discuss expectations; consider models of inquiry.

Week 2 – January 21 Historical Perspectives
Readings:
Books:
Alice’s Adventures in Wonderland – Lewis Carroll
Charlotte’s Web – E. B. White
Popo and Fifina – Langston Hughes and Ama Bontemps
Secret Garden – Frances Hodgson Burnett
Where the Wild Things Are – Maurice Sendak

Week 3 – January 28 Picture Books
Readings:
Books:
And Tango Makes Three – Peter Parnell and Justin Richardson
The Chicken-Chasing Queen of Lamar County – Janice N. Harrington
A Gift for Papá Diego – Benjamin Alire Sáenz
Goodnight Hawaii – Adam Gamble
The Invention of Hugo Cabret – Brian Selznick
Mr. Wuffles! – David Wiesner
Pancho Rabbit and the Coyote – Duncan Tonatiuh
Stevie – John Steptoe
This is Not My Hat – Jon Klassen
Too Many Mangos – Tammy Paikai and Don Robinson
Water in the Park: A Book About Water and the Times of Day – Emily Jenkins and Stephanie Graegin
Where are my Slippers?: A Book of Colors – Dr. Carolan and Joanna Carolan

Week 4 – February 4 Awards | Evaluation | Reviews
Readings:

Books:
How the B-52 Cockroach Learned to Fly – Lisa Matsumoto and Michael Furuya
A Game for Swallows: To Die, to Leave, to Return – Zeina Abirached
One Crazy Summer – Rita Williams-Garcia
The Snowy Day – Ezra Keats
The True Blue Scouts of Sugar Man Swamp – Kathi Appelt

Week 5 – February 11 Adventure | Fantasy
Readings:

Books:
Akata Witch – Nnedi Okarafor
Coraline – Neil Gaiman and Dave McKean
The Graveyard Book – Neil Gaiman and Dave McKean
How I Became a Ghost – Tim Tingle
One Came Home – Amy Timberlake
True Meaning of Smekday – Adam Rex
Week 6 – February 18 **Information Books**
Readings:
Books:
*Bomb: The Race to Build - and Steal - the World's Most Dangerous Weapon* – Steve Sheinkin
*Come Sit by Me* – Margaret Merrifield
*Everyone Poops* – Taro Gomi
*The Great American Dust Bowl* – Don Brown
*The People Shall Continue* – Simon J. Ortiz

Week 7 – February 25 **Folk and Fairy Tales**
Readings:
Books:
*Ella Enchanted* – Gail Carson Levine
*The Lion and the Mouse* – Jerry Pinkney
*Lon Po Po: A Red-Riding Hood Story from China* – Ed Young
*The Stinky Cheese Man and Other Fairly Stupid Tales* – Jon Scieszka and Lane Smith
*The People Could Fly: The Picture Book* – Virginia Hamilton, Leo Dillon, and Diane Dillon, Ph.D.

Week 8 – March 4 **Historical | Contemporary Realistic Fiction**
Readings:
- *My Heart is on the Ground: The Diary of Nannie Little Rose, a Sioux Girl, Carlisle Indian School, 1880* (review essay on Oyate.org).
Books:
*The Birchbark House* – Louise Erdrich
*Bud, Not Buddy* – Christopher Paul Curtis
*Better Nate than Ever* – Tim Federle
*Counting by 7s* – Holly Goldberg Sloan
*Roll of Thunder, Hear My Cry* – Mildred D. Taylor
Week 9 – March 11 **Graphic Novels | Media**

Readings:

Books:
*Babymouse* – Jennifer Holm and Matthew Holm  
*The Brave Little Toaster* – Thomas M. Disch  
*Drama* – Raina Telgemeier  
*The Legend of Zelda: Ocarina of Time* – Akira Himekawa  
*Kipper* – Mick Inkpen

Week 10 – March 18 **Series Books**

Readings:

Books:
*Junie B. Jones* – Barbara Park and Denise Brunkus  
*Goosebumps* – R. L. Stine  
*Harriet the Spy* – Louis Fitzhugh  
*Magic School Bus* – Joanna Cole and Bruce Degen  
*The Secret of the Old Clock* – Carolyn Keene  
*A Series of Unfortunate Events* – Lemony Snicket and Brett Helquist

March 25 - **Spring Break**

Week 11 – April 1 **Censorship | Intellectual Freedom**

Readings:

Books:
*Are You There God? It’s Me, Margaret.* – Judy Blume  
*Bridge to Terabithia* – Katherine Paterson and Donna Diamond  
*Captain Underpants* – Dav Pilkey  
*Green Eggs and Ham* – Dr. Seuss  
*In Our Mothers’ House* – Patricia Polacco
Week 12 – April 8 Easy Readers
Readings:
- NPR. “Celebrating the 100th Birthday of Dr. Seuss: A New Book Looks Back at the Life of Theodor Geisel.” 2004.
Books:
Battle Bunny – Jon Scieszka, Mac Barnett, and Matthew Myers
Frog and Toad are Friends – Arnold Lobel
Like Pickle Juice on a Cookie – Julie Sternberg and Matthew Cordell
Ling & Ting: Not Exactly the Same! – Grace Lin
Tomás and the Library Lady – Pat Mora and Raul Colon

Week 13 – April 15 Poetry | Performance
Readings:
Books:
Dark Emperor and Other Poems by of the Night – Joyce Sidman
Good Masters! Sweet Ladies!: Voices from a Medieval Village - Laura Amy Schiltz and Robert Byrd
Love That Dog – Sharon Creech
The Swamps of Sleethe: Poems From Beyond the Solar System – Jack Prelutsky
Where the Sidewalk Ends – Shel Silverstein

Week 14 – April 22 Local and Global
Readings:
Books:
The Gift of Aloha – Gill McBarnet
Just Because - Rebecca Elliott
Jambo Means Hello: Swahili Alphabet Book – Muriel Feelings and Tom Feelings
That Night’s Train – Ahmad Akbarpour
The Story of Chinaman’s Hat – Dean Howell and Don Robinson

Week 15 - April 29 Cultural Politics | Critical Practice
Readings:

Books:
*Arrow to the Sun: A Pueblo Indian Tale* - Gerald McDermott  
*Five Chinese Brothers* – Claire Hutchet Bishop and Kurt Wiese  
*Little House on the Prairie* – Laura Ingalls Wilder  
*Maggie Goes On a Diet* – Paul Kramer  
*King and Family* – Linda De Haan and Stern Nijland

Week 16 – May 6 **Semester Highlights & Wrap Up**

**ASSIGNMENTS**

**Assignment 1 – You Pick** (30 points)  
Select one or two books that represent 10 weekly categories being discussed (historical perspectives, picture books, adventure | fantasy, information books, folk and fairy tales, historical | contemporary realistic fiction, graphic novels | media, series, easy readers, poetry | performance). Bring them to class to discuss (e.g., why you chose them (e.g., reviews, recommendation, link to curriculum, favorite, special, local, terrible, etc.), excerpts, variations, how you would booktalk (and/or demo, perform), handouts, media, reviews, etc.). Week 14 (local and global) is make-up in case you miss one. 5-8 min/week.

Tips:  
http://nancykeane.com/booktalks/faq.htm  

**Assignment 2 – Reviews** (20 points)  
- SELECT any five children's books published since 2010.  
- COMPARE how the following four review journals dealt with these titles: School Library Journal, The Bulletin of the Center for Children's Books, Horn Book, Booklist. Look especially for reading/interest level recommendations, overall enthusiasm of the evaluation, any distinguishing features of the book, etc. Please include date of the review. Choose a book that has been reviewed by at least three journals. If all four journals did not review each of your selected books, simply note that.  
- SUBMIT your comparisons in the form of a table or chart. Due April 8.

**Assignment 3 – Annotated Bibliography** (20 points)  
Choose a topic of interest to research related to books and media for children. Select 10 articles to inform inquiry in this area. Your research may include information from the following sources: reviews or articles from children's literature blogs or journals (Booklinks, Horn Book, School Library Journal, VOYA, etc.), online databases (Comprehensive Children's Literature Database), author websites, and children's literature scholarship (e.g., Children's Literature Association Quarterly, The Lion and the Unicorn, etc.). You may use other sources as well. Create an annotated bibliography
using a standard citation format. Due April 22. Please submit your topic to instructor for review at least one month prior to due date.

**Assignment 4 – Final Paper/Project** (30 points)
a. Write a term paper exploring any topic of interest to you emphasizing books and media for children. >10 pages. Due May 13. Be prepared to discuss during class. Please submit an abstract to instructor for review at least one month prior to due date.

~ or ~

b. Create an online resource (blog, wiki, etc.) to explore any topic of interest to you emphasizing books and media for children. Include sections such as:
   1. Introduction of the "text(s)" you have chosen. Use "tags" or labels that express in as few words as possible what a reader might find enjoyable about the books. Try to surprise your audience with narrative elements of appeal that they might not have noticed in their reading, offering them the opportunity to think more deeply about the appealing aspects of the book(s). This aspect of the assignment requires creativity and broad thinking, so expect to revisit this multiple times as you work.
   2. An annotated bibliography of resources (from books to movies to games and beyond). Try not to give too much plot away, just as you would in a booktalk: "teasers" but not "spoilers!"
   3. A section for children/students: activities or links to activities (quizzes, bookmarks, discussion questions, more recommended reading, etc.) to extend their interest in reading.
   4. For teachers/librarians: activities or links to activities (writing activities, story hour concepts, role-playing possibilities, science/math/social studies etc. connections, interactive games, party ideas, etc.) that would help them use the materials.

Due May 13. Be prepared to discuss during class. Please submit an outline to instructor for review at least one month prior to due date.

~ or ~

c. You may create an alternative assignment. Due May 13. Please set a time to discuss your interests with the instructor in order to request this option by April 1.

**Assignment Notes:**
- If you are interested in working with a team to complete one or more assignments, please discuss this with me prior to initiating work.
- Late assignments should be avoided. Cases will be considered on an individual basis with instructor discretion.