SP15 LIS 681: Books and Media for Children - SYLLABUS
Wednesdays 5-7:40 – HL 3G | http://www.hawaii.edu/lis

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Office hours: Mon & Wed 4-5 and 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

PROFESSIONAL EXPECTATIONS
All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at [http://www.hawaii.edu/lis/students/professional-expectations-notice/](http://www.hawaii.edu/lis/students/professional-expectations-notice/)

WEEKLY SCHEDULE

Week 1 – January 14 – Introductions, Initial Project Questions
Review syllabus; discuss reading experiences and expectations.

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 - Publishing
Reading:
No class meeting. Please review this video and post responses in Laulima forum.
Week 4 – February 4 – **Picture Books**

**Reading:**

**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
The Invention of Hugo Cabret – Brian Selznick
This is Not My Hat – Jon Klassen
Too Many Mangos – Tammy Paikai and Don Robinson

Week 5 – February 11 – **Easy Readers**

**Reading:**
- 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 6 – February 18 – **Folk/Fairy Tales**

**Reading:**

**Books:**
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 - Virginia Hamilton

Week 7 – February 25 – **Awards**

**Readings:**
Books:
The Giver – Lois Lowry
The Graveyard Book – Neil Gaiman
How the B-52 Cockroach Learned to Fly – Lisa Matsumoto and Michael Furuya
One Crazy Summer – Rita Williams-Garcia
The Snowy Day – Ezra Jack Keats

Week 8 – March 4 - #WeNeedDiverseBooks
Review http://weneeddiversebooks.org

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
Better Nate than Ever – Tim Federle
Counting by 7s – Holly Goldberg Sloan
How I Became a Ghost – Tim Tingle

Week 9 – March 11 – Information Books

Reading:

Books:
Bomb: The Race to Build - and Steal - the World's Most Dangerous Weapon – Steve Sheinkin
Come Sit by Me – Margaret Merrifield
The Great American Dust Bowl – Don Brown
The People Shall Continue – Simon J. Ortiz

Week 10 – March 18 – Series

Reading:

Books:
Junie B. Jones – Barbara Park and Denise Brunkus
Goosebumps – R. L. Stine
Harriet the Spy – Louis Fitzhugh
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 – Local/Global

**Reading:**

**Books:**
- Just Because - Rebecca Elliott
- Jambo Means Hello: Swahili Alphabet Book – Muriel Feelings and Tom Feelings
- Whose Slippers are Those? – Marilyn Kahalewai

Week 12 – April 8 – Critical Perspectives

**Readings:**

Week 13 – April 15 – Graphic Novels

**Reading:**

**Books:**
- Babymouse – Jennifer Holm and Matthew Holm
- Peanut – Ayun Halliday
- Smile - Raina Telgemeier

Week 14 – April 22 – Censorship


**Books:**
- Are You There God? It’s Me, Margaret. – Judy Blume
- Bridge to Terabithia – Katherine Paterson and Donna Diamond
- Captain Underpants – Dav Pilkey
- King and King – Linda de Haan

Week 15 – April 29 – Work Day

Week 16 – May 6 – Final Discussion and Reflections; New Questions
ASSIGNMENTS

Assignment 1 – You Pick (20 points)
Select one book that represents 10 weekly categories being discussed. Bring it to class to discuss (e.g., why you chose it - reviews, recommendation, link to curriculum, favorite, special, etc.), share excerpts, variations, how you would booktalk (and/or demo, perform, etc.). 3-5 min/week.
Tips:
http://nancykeane.com/booktalks/faq.htm

Assignment 2 – 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. Post in Laulima by March 15. Please submit your topic to instructor for review at least one month prior to due date. Be prepared to discuss your bibliography in class on March 18.

Assignment 3 – UHM Juvenile Literature Collection Review (60 points)
The UHM Program in Library & Information Science maintains a collection in Hamilton Library of approximately 7000 volumes of juvenile literature that is used by the school library program... Juvenile literature materials in the general collection consist of approximately 20 active periodical subscriptions as well as many more books and periodicals in Education, Literature, Psychology, and other related fields - http://www.hawaii.edu/emailref/subject_guides/subject_guides/subject_guides/juvenile_lit
During the course of the semester, our class will develop a PBL unit to explore the collection and make recommendations for future developments.