LIS 681
BOOKS & MEDIA FOR CHILDREN (HITS Course)
Instructor: Mrs. Nālani Naluai
Syllabus - Summer May 24 – July 2, 2010
MWF 5:00 – 7:15 p.m.  Kuykendall 204

Accessibility
Telephone contact: cell (808) 388-4509 or desk (808) 843-3445 or (808) 842-8090
Email: naluai@hawaii.edu or nanaluai@ksbe.edu
Office hours: By appointment only, as an adjunct faculty member I am not regularly on campus. Please call or email me to make an appointment.

Student Learning Outcomes
Students will …
• explore literature for children and the important role it plays in child development
• apply principles and methods of selecting and evaluating literature for children
• discover resources available on children’s books and media
• examine different media available with regards to children’s literature
• integrate methods of using literature to enrich curriculum
• study current issues in the field of children’s literature
• investigate Hawaiian literature – it’s authors, purpose, use in Hawaiian immersion schools, and with language instruction
• explore multi-cultural literature and its role in children’s literature today

Students for whom the course is intended
This course is intended for pre- and in-service school library media specialist, elementary school teachers, children’s librarians, and those who desire to expand their knowledge in children’s literature and develop an awareness of various media available to them for use within a classroom or library setting. This course will also help library media specialist and teachers nurture young readers helping them gain an understanding and appreciation of children’s literature.

Prerequisites
None

ALA Core Competencies Addressed:
Foundations of the Profession:
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1J. Effective communication techniques (verbal and written).

Information Resources:
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
2C. Concepts, issues, and methods related to the management of various collections.
Technical Knowledge and Skills:
4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

Reference and User Services:
5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

Continuing Education and Lifelong Learning:
7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

LIS Program Learning Objectives
- Demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.
- Demonstrate an understanding of the development, organization, and communication of knowledge.
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments.
- Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources.
- Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users.
**Teaching Philosophy**
As an instructor my goal is to provide learning opportunities that help to build a strong foundation in children’s literature, its history, progression over time, and various genre so each student feels prepared and confident when working with or teaching young children. I encourage a dynamic learning community and individual creativity that promotes an understanding of the concepts presented and a love for children’s literature.

**Teaching Methods**
Methods of teaching will include lecture, readings, discussion – both in-class and online, written assignments, individual and group presentations, and guest lecturers. The assignments are designed to become part of a collaborative resource of books and activities that can be used in a library or classroom setting to promote reading and the use of media among children.

**Instructor’s Expectations**
Students will …
- attend each class session on-time or notify the teacher before the start of class if they will be tardy or absent
- be prepared with assignments
- submit all work electronically
- be responsible for the missed class session by reviewing the slides, class notes, and posting comments online

**Technology Requirements**
Assignments must be prepared using a word processing program, and all slide presentations should be created using the Microsoft PowerPoint software or other presentation application. All work is to be uploaded to the class web site, as well as a flash or thumb-drive, which should be brought to class as a back-up.

All assignments must include a cover sheet with following information: student name, date, course number & title, semester, and assignment title. The required 12-14pt font is required for written assignments, and the font size for PowerPoint slides may vary according to content but must be large enough to be read when projected. Font style is the student’s choice and presentation slide layouts and themes should vary according to a topic or theme. It is important to note that the contents of a PPT slide should contain at least 1 graphic/picture and include only the important points, not the entire text of information. The “notes” section of the slide layout is to be used for the text of your presentation.

**Course Text - Required**

**Course Text - Optional**
Essentials of Children’s Literature, 6th edition
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Class Content</th>
<th>Assign.</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/24 Mon</td>
<td>☐ - Introduction to Children's Literature&lt;br&gt;📖 - Galda, Chapters 1 &amp; 2 (p 3-49) &lt;br&gt;😊 - #1 Favorite childhood book</td>
<td>Select books for all assignments &amp; create list</td>
<td>5/26 Wed</td>
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<td>2</td>
<td>5/26 Wed</td>
<td>☐ - Picture books, Feeling Like a Kid, &amp; Book talking&lt;br&gt;📖 - Galda, Chapter 3 (p 53-129) &lt;br&gt;😊 - Handouts #2) Griswold, #2a) Booktalking (online)&lt;br&gt;🔗 <a href="http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk/index.htm">http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk/index.htm</a>.&lt;br&gt;🔗 #2b) To Teach or Entertain (CCL – Stahl)&lt;br&gt;☐ - #2 Children’s literature: To Teach or Entertain</td>
<td>Book review - Picture book</td>
<td>5/28 Fri</td>
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<td>3</td>
<td>5/28 Fri</td>
<td>☐ - Fantasy &amp; Science Fiction&lt;br&gt;📖 - Galda, Chapter 6 (p 205-225) &lt;br&gt;😊 - Author, Cornelia Funke (via Skype) &lt;br&gt;🔗 - Handouts #3) Fantastic Fantasy by Cornelia Funke, (online)&lt;br&gt;🔗 <a href="http://www.scholastic.com/corneliafunke/bio.htm">http://www.scholastic.com/corneliafunke/bio.htm</a>.&lt;br&gt;🔗 #3a) Author Biography – Cornelia Funke, (online)&lt;br&gt;🔗 <a href="http://www.bookbrowse.com/biographies/index.cfm?author_number=804">http://www.bookbrowse.com/biographies/index.cfm?author_number=804</a>&lt;br&gt;☐ - #3 Realism or Fantasy (CCL – Stahl)</td>
<td>Book review - Fantasy or Sci-fi</td>
<td>6/02 Wed</td>
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<td>5/31 Mon</td>
<td>❏ - Memorial Day – Holiday (No School)</td>
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<td>Class #</td>
<td>Date</td>
<td>Class Content</td>
<td>Assign.</td>
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| 4      | 6/02   | ☐ - Poetry & Voice, and Folklore: A Literary Heritage  
☐ - Galda, Chapters 4 & 5 (p 137-200)  
😊 - Vicky Dworkin, Children’s Librarian, HSPL  
larında - Handout #4) Oral and Written Literary Tradition (CCL-Stahl)  
'&& - #4 Oral & Written Literary Traditions | Book review - Poetry or Folklore | 6/04 Fri |
| 5      | 6/04   | ☐ - Multi-Cultural Literature  
CppGuid - Multi-cultural & International Books (CLB)  
呖 - Handout #5) Multi-cultural & International Books (CLB)  
😊 - Author, Kawika Eyre  
itura - #5 Hawaiian Cultural literature, reflections on Kawika’s presentation | Book review - Multi-cultural | 6/07 Mon |
| 6      | 6/07   | ☐ - Contemporary Realistic Fiction  
まぁ - Galda, Chapter 7 (p 229-250)  
😊 -  
呖 - Handout #6) Boys’ Books & Girls’ Books: Gender Issues (CCL – Stahl)  
itura - #6 Boys’ Bks & Girls’ Bks: Gender Issues | Book review - Realistic Fiction | 6/09 Wed |
| 7      | 6/09   | ☐ - Historic Fiction  
まぁ - Galda, Chapter 8 (p 253-278)  
😊 - Teresa Sakurada, Manga-Heart Books  
呖 - Handout #7) Subjection of the Child or Subversion of the Adult (CCL – Stahl)  
itura - #7 Subjection of the Child or Subversion of the Adult | Book review Historical Fiction | 6/14 Mon |
|        | 6/11   | Kamehameha Day – Holiday  
(No School) |                              |                       |
| 8      | 6/14   | ☐ - Biography & Memoir  
まぁ - Galda, Chapter 9 (p 283-300)  
😊 - Alana Deppe Moriota, Follette  
呖 - Handout #8) Technology in the Media Cntr  
itura - #8 Technology in the Media Center | Book review of Park or Selznick book | 6/16 Wed |
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<tr>
<th>Class #</th>
<th>Date</th>
<th>Class Content</th>
<th>Assign.</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>9</td>
<td>6/16</td>
<td>☐ - Author focus: Linda Sue Park &amp; Brian Selznick</td>
<td>Book review</td>
<td>6/21 Mon</td>
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<td>Wed</td>
<td>☗ - Linda Sue Park (online)</td>
<td>Biography</td>
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<td><a href="http://www.lindasuepark.com/bio.html">http://www.lindasuepark.com/bio.html</a></td>
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<td>Brian Selznick (online)</td>
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<td><a href="http://www.kidsreads.com/authors/au-selznick-brian.asp">http://www.kidsreads.com/authors/au-selznick-brian.asp</a></td>
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<td>☑ - Student presentations of book reviews</td>
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<td>☑ - #9 Critique of class book reviews</td>
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<tr>
<td>10</td>
<td>6/18</td>
<td>Children’s Literature Hawai‘i Biennial Conference</td>
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<td></td>
<td>Fri</td>
<td>Attendance mandatory</td>
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<td>11</td>
<td>6/21</td>
<td>☐ - Non-fiction</td>
<td>Book review -</td>
<td>6/23 Wed</td>
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<td></td>
<td>Mon</td>
<td>☐ - Galda, Chapter 10 (p 303-321)</td>
<td>Non-fiction</td>
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<td>☑ - Kehau Abad, Kamehameha Publishing</td>
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<td>☑ - #10 Reflect on Children’s Literature conference</td>
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<td>12</td>
<td>6/23</td>
<td>☐ - Hawaiian Culture &amp; Language Books</td>
<td>Lesson or library</td>
<td>6/25 Fri</td>
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<td></td>
<td>Wed</td>
<td>☐ - Storybooks Pave New Path in `ōlelo Hawai‘i Revival by Liz Simon</td>
<td>activity</td>
<td>6/28 Mon</td>
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<td></td>
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<td>☑ - Keikilani Meyers, Alu Like, Native Hawaiian Library, Interim Director</td>
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<td>6/30 Wed</td>
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<td></td>
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<td>☑ - Handout #8) Storybooks Pave New Path in `ōlelo Hawai‘i Revival by Liz Simon</td>
<td></td>
<td>or 7/02 Fri.</td>
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<td>13</td>
<td>6/23</td>
<td>☐ - Gaming in the library</td>
<td>Online discussion</td>
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<td>Wed</td>
<td>☐ - “Block Party” by Abbe Klebanoff</td>
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<td>☑ - Handout #9 “Block Party: Nothing attracts boys Like a Lego club”</td>
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<td>14</td>
<td>6/25</td>
<td>☐ - Student presentations</td>
<td>Online discussion</td>
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<td>15</td>
<td>6/28</td>
<td>☐ - Student presentations</td>
<td>Online discussion</td>
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<tr>
<td>16</td>
<td>6/30</td>
<td>☐ - Student presentations</td>
<td>Online discussion</td>
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<tr>
<td>18</td>
<td>7/02</td>
<td>☐ - Student presentations</td>
<td>Online discussion</td>
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<td>Fri</td>
<td>Last class</td>
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## Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>5 points ea X 10 = 50</td>
<td>PowerPoint Presentation of book sets</td>
<td>25%</td>
</tr>
<tr>
<td>Online &amp; in-class discussion</td>
<td>5 points ea X 10 = 50</td>
<td>Online discussion topic and in-class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>5 points ea X 5 = 25</td>
<td>In-class oral presentation of PPT</td>
<td>12.5%</td>
</tr>
<tr>
<td>Visual Presentation</td>
<td>5 points ea X 5 = 25</td>
<td>Layout of PPT slide presentation</td>
<td>12.5%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30 points</td>
<td>Presentation of lesson or literature activity</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance</td>
<td>20 points</td>
<td>Daily attendance</td>
<td>10%</td>
</tr>
</tbody>
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### Letter grades for the Course:

- **A+**: 100-98
- **A**: 97-94
- **A-**: 93-90
- **B+**: 89-87
- **B**: 86-83
- **B-**: 82-80
- **C+**: 79-77
- **C**: 76-73
- **C-**: 72-70
- **D+**: 69-67
- **D**: 66-63
- **D-**: 62-60