

<p>(HITS) LIS 689 Asian American Resources for Children and Youth Summer 2011</p>
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Summer 2011: Meets Mondays, Wednesdays and Fridays -- starting May 23, 2011 to July 1, 2011 at 5:00 to 7:15 p.m. Room: Webster 204

Instructor: Nyla Fujii-Babb
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Office: Instructor is adjunct faculty and is not regularly on campus
Office Hours: Please call or email to make an appointment

Course Description

The course focuses on an examination of Asian American resources for children and youth and for the library professionals working with them. It includes an overview of the socio-historical roots of various Asian groups in the United States; a survey of trends and issues related to multi-ethnic authoring and publishing; the creation of and application of evaluative criteria for information in this area; and an exploration of curricular and library program promotion of these resources.

Prerequisites: none

Student Learning Outcomes Addressed:

SLO 1: Understand, apply and articulate the history, philosophy, principles, ethics of library and information science and the related professions.

1a. Apply LIS theory and principals to diverse information contexts

1c. Develop and apply critical thinking skills in preparation for professional practice.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2c. Develop, manage, and assess information services for special 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.

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.

4a. Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standards

4b. Integrate emerging technologies into professional practice.

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.

5a. Communicate and collaborate with diverse colleagues, information seekers and community stakeholders.

5b. Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

5c Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability.

Professional Expectations:

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

Course Objectives:

The student will be able to

- Articulate an understanding of the historical and cultural roots of various Asian groups in America
- Articulate an understanding of past and current issues and themes reflected in the literature and media about and by Asian Americans and the newer demographics of mixed Asian Ethnicities in America
- Select and critically evaluate a range of resources about Asian Americans focusing on a specific theme, topic, or issue
- Communicate knowledge about these resources as an advocate in an articulate and creative fashion.

Evidence for these objectives will be documented through

- Participation in class discussion and in literature circles
- Creation of response logs to readings and resource speakers
- Creation of a critically annotated mediagraphy on a specific topic, theme or issue related to Asian Americans.
- Design and implementation of a short program focusing on the selected theme, topic or issue related to Asian Americans and targeting 2 specific audiences.

Teaching Philosophy and Method:

In this course emphasis is on inquiry-driven learning and the practical application of theory to practice; therefore, in addition to traditional lectures the following strategies will be incorporated into the course:

- Interactive discussions and literature circles
- Cooperative learning activities
- Reflective and analytical writing
- Creative and persuasive student presentations with peer and instructor feed back
- Guest speakers augmented by student or teacher-lead discussions

Research Methods:

While formal research methodologies are not part of the major assignments in this course, students focus on an important element that is crucial in literary research, i.e., the ability to critically analyze selected literature using multiple lenses including historical, social, cultural, and linguistic perspectives.

Requirements

The Instructor as Adjunct Faculty is not on campus full time and so **cannot accept Incompletes (INC)** for this course. **All work must be completed on time as posted on the attached Course Schedule.**

Course Assignments and Scoring

Assignments and their respective scores:

Literature Circles (4)	5 points each = total of 20 points
Response Logs (2)	15 points each = total of 30 points
Mediagraphy	25 points
Presentation	25 points
Maximum possible points	100 points

Letter Grades for the course:

A+	97-100	B-	81-83
A	94-96	C+	77-80
A-	91-93	C	74-76
B+	87-90	C-	71-73
B	84-86		

Course Text and Readings:

The following readings are available in multiple copies from the Hawaii State Public Library System for a three week loan and will be required for the literature circle discussions. See the appended Course Schedule and Assignments for dates.

Literature Circle 1 A and B **Due June 1 continued on June 3** with evaluation due June 4 via email

Yang, Gene Luen. 2006. American Born Chinese, New York and London: First Second
Yamanaka, Lois Ann. 1996. Wild Meat and the Bully Burgers. New York: Harcourt Brace.

Literature Circle 2 A and B **Due June 6 and continued on June 8** with evaluation due June 9 via email

DelaCruz, Melissa. 2005. Fresh Off the Boat. New York: Harper Collins
Yep, Laurence. 1975. Dragonwings. New York : Harper Row

Literature Circle 3 **Due June 13** with evaluation due June 14 via email

Headley, Justina Chen. 2006. Nothing but the truth (and a few white lies),
New York : Little Brown
Yee, Lisa. 2011. Aloha, Kanani. Middleton, WI: American Girl

Literature Circle 4 A and B **Due June 15 continued on June 17** with evaluation due June 18 via email

Cheng, Andrea. 2000. Grandfather Counts. New York : Lee & Low Books
Choi, Sook Nyul. 1993. Halmoni and the Picnic. Boston : Houghton Mifflin
Choi, Yang Sook 2006. Behind the Mask. New York: Farrar, Straus and Giroux
Garland, Sherry. 1993. The Lotus Seed. San Diego : Harcourt

Rattigan, Jama Kim. 1993. Dumpling Soup. Boston : Little Brown
 Say, Allen. 1993. Grandfather's Journey. Boston : Houghton Mifflin
 Wells, Rosemary. 1998. Yoko. New York : Hyperion Books for Children
 Wells, Rosemary. 2001. Yoko's Paper Cranes. New York : Hyperion Books for Children
 Wong, Janet. S. 2002. Apple Pie 4th of July. San Diego : Harcourt

Selected articles

- Instructor designed viewer's guides will be provided to assist in the discussion of the DVDs viewed on May 25, May 27 and June 3rd.
- Articles will be posted on LIS 689 Asian American Resources for Children and Youth Course Homepage in LAULIMA- Resources : READINGS, LINKS files and listed in the appended Course Schedule and Assignments. Some articles must be read online using the University of Hawaii or Hawaii State Public Library System's Online Periodical EBSCO search engines. Those pre-posted and pre-listed items **must be read by the due dates** indicated to prepare the class for the guest speakers, for the literature circles, or for topics to be discussed in class.
- All articles listed may be used to fulfill the requirement for 1 of the 2 required response logs.

To access the resources of the Hawaii State Public Library System:

- Visit your nearest public library -- see <http://www.librarieshawaii.org> website for information on the locations, open hours, and to access the catalog and databases.
- To get a library card -Bring **identification with a local mailing address**
- Or if your identification does not include a correct and current local mailing address, **ALSO bring in an item with your current, correct, local mailing address** such as a utility bill with your name on it, a rent receipt, a postmarked and cancelled letter sent to you, etc.
- Allow at least a WEEK or more when placing a hold on a title you need to read for class. Reserving a book is free at the public library but fines are charged if you do not pick it up on time.

If you are going to call upon a librarian in the public library system to assist you with your mediagraphy or with your program presentation, please understand that they are very busy.

- Do call first and make an appointment.
- Allow the librarian at least a day to pull together the resources that you need.

If you just walk-in you will be probably competing with class visits, or reference desk duties. The librarian will not be able to assist you as fully as he/she would like.

Technology Requirements:

- Post and respond to messages via email.
- Download and print readings, and other resources sent by fellow students, the teacher, and other guest speakers via email attachments.
- Produce reports on PC or MAC word processing programs.
- Use various databases including library online catalogs for the University of Hawaii and for the Hawaii State Public Library System and their shared databases for periodical research.
- Access Course Homepage via LAULIMA and refer to posted messages, announcements, and links.
- Access Internet and search for online information.
- Explore various technologies designed to enhance public performance or presentation for example: Powerpoint, Publisher, Adobe Pagemaker, among others.

Specific Guidelines for Assignments:**Literature Circles: See due dates in each Literature Circle Assignment**

Objective: To exchange perceptions, interpretations, and questions about literature read.

Task: To participate in 4 literature circles based on the required reading texts. See the appended Course Schedule and Assignments for due dates. The class will divide into smaller groups to discuss the selected readings and compare themes, insights and questions.

Criteria for assessment: The class will use an instructor-designed discussion guide posted in LAULIMA-Resources: LITCircle file for each literature circle to self-evaluate their own performance.

Since this is a HITS class, the designated discussion recorders in each group will submit a one-page summary including:

- 1) major discussion points and ideas;
- 2) the names of each of the participants in the group;
- 3) and a simple assessment of each members participation in the discussion to the instructor via email attachment within 24 hours of the discussion for evaluation.

Response Logs: may be turned in anytime but no later than June 20, 2011

Objective: To examine new information, clarify values and thinking; and to communicate personal perspectives in a logical articulate manner.

Task: Create 2 response logs. See appended Course Schedule and Assignments for due dates.

- A log is 250 to 500 words.
- One of the logs should deal with any of the articles assigned in class by the instructor and as posted in the Course Schedule and Assignments. *You may substitute an article of your own with the instructor's prior consent and provided the instructor is given a copy of the article to preview at least two days in advance.*
- The second log may be a response to any one of the guest speakers or DVD presentations. You may cite other readings as applicable to your selected main subject.

Format for the log: Each log should include:

- Complete bibliographic citation of the resource (using a style manual of your choice).

- Summary of the main points made (no more than 1/3 of the log).
- Personal response to the main points (2/3 of the log). Your responses are not restricted but please address at least one of these aspects: personal insights or perspectives gained, relevance to your own teaching/work, new questions generated.

Example of format to use

Lu, Mei Yu. (1998). "Multicultural Children's Literature in the Elementary Classroom. [Eric Digest #ED723552](#). January 1, 1998.

Mei Yu Lu argues that schools need to create an environment that fosters mutual understanding. She discusses the importance of multicultural children's literature in the classroom and guidelines for selection.

The article made me realize anew that we are usually very superficial in cultural studies and that multicultural literature offers a more humanistic approach. In my classroom for example I can see....

Criteria for assessment: Use the following criteria to assess your own logs. The instructor will apply the same criteria for scoring them.

I am able to

- Clearly identify the main ideas.
- Analyze their implications in terms of insights gained, relevance to my work, and/or new questions raised.
- Organize my response in a cohesive and articulate manner.
- While content is most important, correct grammar and spelling will be a consideration in grading.

Mediagraphies: Due Date 11:59pm via email on the date of your presentation

Objective: To evaluate a range of print and electronic/multimedia resources focusing on a specific topic, issue, or theme relevant to Asians in America.

Task: Develop a critically annotated practical mediagraphy consisting of

- At least 6 print resources (books, periodicals, journals, newspaper articles, etc.).
- At least 4 nonprint item (websites, videotapes, DVD, CD-ROM programs, field trip sites, resource speakers, etc.).
- Annotations must be evaluative. Each annotation should be a minimum of 150 words.

Audience: Instructor and colleagues in class.

Format for annotation: Each annotation should include

- Complete bibliographic citation for the resource (use style manual of your choice).
- Descriptive summary of the resource (no more than 1/3 of the annotation).
- Evaluative analysis of the resource (at least 2/3 of the annotation).
- Here again, while not a large part of the grading, correct spelling and grammar will be a consideration. Please proof-read carefully.

Example of format to use

Lum, Darrell H.Y. (1990). Pass On, No Pass Back. Honolulu : Bamboo Ridge Press

This collection of short stories for upper elementary to adult readers deals with growing up “local” in Hawaii. Some of the stories are told in the first person and set in Hawaii circa 1950-1970’s. The Chinese-influenced “pidgin” is reflective of that era in Hawaii history. The stories while nostalgic for adults have a timeless appeal to children and teens for they are told in the child’s voice and deal with issues such as bullying, stereotyping, teasing, fitting-in, etc. For Hawaii-born “pidgin” speakers, the stories beg to be read aloud to the class for they have a cadence and rhythm that can be especially appreciated aurally. Skillfully written so as to be enjoyed and understood by even non-pidgin speakers, the stories are, however, especially useful for motivating local non-readers who have yet to discover that there are good literary stories written about their lives and their lifestyles. ETC.....

Program Presentations: Sign up for dates will be done on May 27

Objective: To effectively promote resources dealing with issues, themes or topics that are relevant to Asians in America.

Task: To design and deliver a 20 minute program (10 minutes for lower grades/ 10 minutes for upper) related to the topics, or themes, or issues chosen. This assignment should be built around your mediagraphy.

You may choose to work with a colleague in teams of 2 but both members of the team will be responsible for their own mediagraphy and one booktalk and one picture book reading per person. Your combined presentation may run 40 minutes.

Audience: Instructor and colleagues in class

Planning Considerations:

- Select the 2 target audiences for your program (preschool or K-3 *and* gr. 4-6 or middle school or high school)
- You will be required to include at least one picture book read-aloud for preschool or early elementary and one booktalk for gr. 4-12 in your presentation.
- Brainstorm with your classmates for creative ways to interest your target audience in your chosen topics, themes or issues. Guest speakers and some of the lectures will introduce you to some tried and true techniques for promoting materials – but do not be closed to experimentation.
- Plan in advance for all the resources you will need. Lion Dancers? Lists of field trips? PowerPoint capability. Video recorder, table space, etc.
- Rehearse, rehearse, rehearse!
- Come early to set up.

Criteria for assessment: Use the following criteria to assess your own program. The instructor and your classmates will apply the same criteria in evaluating the presentation.

I am able to:

- Clearly communicate the focus of my program.

- Creatively present my ideas and resources.
- Design a program that is appropriate and appealing to the 2 intended target audiences.
- Organize my program so that my delivery is smooth and effective.