LIS 689  
Asian American Resources for Children and Youth

Instructors in different terms: Nyla Fujii-Babb, Violet H. Harada

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

LIS Program Objectives
This course addresses the following objectives of the LIS Program enabling students to:
1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology.
2. Demonstrate an understanding of the development, organization, and communication of knowledge.
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments.
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science.
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources.
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information sources.
7. Demonstrate basic competencies required for program development in particular information environments.
8. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available.
9. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users.
10. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

With the attainment of these objectives, students are expected to be ready to interpret and apply the understanding gained to performance and leadership in the field.

Course Objectives for Learner
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 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 a response log 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 a specific audience.

**Teaching Philosophy**

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 feedback
- Guest speakers augmented by discussion

**Requirements**

**Course Assignments and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Literature Circles (4)</td>
<td>5 points each = total of 20 points</td>
</tr>
<tr>
<td>Response Logs (3)</td>
<td>10 points each = total of 30 points</td>
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<tr>
<td>Mediagraphy</td>
<td>25 points</td>
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<tr>
<td>Presentation</td>
<td>25 points</td>
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</tbody>
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Maximum possible points: 100 points

**Letter Grades for the course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
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<td>C+</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>71-73</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
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**Course Text and Readings**

Literature Circle 1

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.

Literature Circle 2

Literature Circle 3

Literature Circle 4
Selected articles will also be made available during the course. Deadlines will also be announced.

**Technology Requirements**

- Post and respond to messages via email
- 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 Internet and search for online information
- Explore various technologies designed to enhance public performance or presentation for example: Powerpoint, Publisher, Adobe Pagemaker, etc.

**Specific Guidelines for Assignments**

### Literature Circles

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

**Task:** To participate in 4 literature circles based on the required reading texts. The class will divide into smaller groups to discuss the selected readings and compare themes, insights and questions.

**Assessment:** The class will use an instructor-designed model to self-evaluate their own performance in the literature circles.

### Response Logs

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

**Task:** Create 3 response logs.

- A log is 250 to 500 words.
- Two of the logs should deal with any 2 of the articles assigned in class by the instructor. *You may substitute an article of our 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 third log may be a response to any one of the guest speakers.

**Format:** 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 1/3rd of the log).
- Personal response to the main points (2/3rd 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

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....

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.

Mediographies
Note: You may work in pairs

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 mediography consisting of
- At least 5 print resources (books, periodicals, journals, newspaper articles, etc.).
- At least 3 nonprint item (web sites, 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: Each annotation should include
- Complete bibliographic citation for the resource (use style manual of your choice).
- Descriptive summary of the resource (no more that 1/3 of the annotation).
- Evaluative analysis of the resource (at least 2/3 of the annotation).

Example of format to use

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...
Note: You may work in pairs

Objective: To effectively promote resources dealing with an issue, theme or topic that is relevant to Asians in America.

Task: To design and deliver a 20 to 30 minute program related to the topic, or theme, or issue chosen. This assignment should be built around your mediagraphy.

Audience: Instructor and colleagues in class

Planning Considerations:
- Select the target audience for your program (preschool, elementary, secondary, parents, etc.)
- Brainstorm with your partner for creative ways to interest your target audience in your chosen topic, theme or issue. 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.
- Rehearse, rehearse, rehearse!
- Come early to set up.

Assessment: Use the following criteria to assess your own program. The instructor will apply the same criteria in scoring them.

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 intended target audience.
- Organize my program so that my delivery is smooth and effective.