LIS 681 COURSE SYLLABUS

Course Description

Non-Core. 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.

- Instructor: Meera Garud (meera@hawaii.edu and 808-956-5807)
- Office: Hamilton 2F. Office hours: Thursdays 2:30-4:30 pm and by appointment.
- Sessions meet in Hamilton 3G on Saturdays, 1:00 to 3:30 pm (except where noted in schedule).

Students interested in providing library services to children in public, school, or community-based libraries; teachers; and anyone else interested in children's literature are encouraged to join this course.

Goals

Primary LIS Student Learning Outcome

SLO 3 Resources: Create, organize, manage and discover information resources. Research, share, and discuss theories and best practices for discovering, evaluating, curating, and using books and media for children.

You may use the 681 final collection proposal as a non-core course artifact for SLO 3 for the culminating LIS program ePortfolio. However, there is a limit on how many artifacts can come from non-core courses.

Course Objectives

Students will:

- Identify best practices in scholarly and professional literature about child development, literacy, literature, and literary criticism.
- Demonstrate knowledge of developmental theories and professional selection criteria by discovering, evaluating, and curating a wide range of children's books and media.
- Use various instructional strategies that involve cooperative learning techniques, integration of technology, and higher order thinking skills.
- Demonstrate understanding of literacy development by incorporating children's books and media into programs and/or learning units in libraries or classrooms.
- Display understanding of the collaborative role of librarians and professional colleagues by modeling cooperative literacy program planning.

Expectations

Professional Expectations

All students are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/.

Course Expectations

I hope to build a professional community in which an exchange of ideas and opinions is respected and welcomed. Some students will be participating online and others in person. As members of this unique community, you:

- Will be responsible for establishing your own work schedules and personal deadlines.
- Will be resourceful in locating and retrieving the information needed to complete assignments.
- Will be thoughtful and respectful in your communication with peers, instructors, and resource people.

Students on Oahu:

- Will be ready to start on time in Hamilton 3G.
- Will bring a laptop or device with headphones for occasional group work with neighbor island peers.
- Will include neighbor island peers when conducting demonstrations or leading activities.

Students on neighbor islands:

- Will be ready to start on time via Zoom using a video/audio connection.

- Will participate using audio and the "mute" option when not talking.
- Will learn to independently navigate Zoom and will seek help from the Zoom assistant to troubleshoot.

Textbooks/Resources

There are no required texts for this course. Instead, there is a list of readings posted in Laulima from which you may select what to read. Most of these articles are available through UH Libraries on EBSCO Academic Search Complete or OneSearch. Links are provided for the rest. You are not restricted to the listed readings; I encourage you to find additional readings that you believe are relevant to the topics covered.

Technology Skills and Requirements

Bring laptops (or mobile devices) with headphones (or an audio headset) to class. We will use collaborative apps to enhance discussions. You will be expected to do the following in your assignments:

- Conduct online searches to identify resources and develop content for course projects.
- Create documents using Word/Google Docs and multimedia presentations using PowerPoint or other presentation applications.
- Post work and engage in peer critiquing sessions online using the UH Manoa Laulima system.
- Evaluate a range of current technology applications that might be appropriate for patrons in your library context and incorporate them into course projects.

Teaching Methods

I believe that learning is most effectively achieved when the instructor creates various opportunities for inquiry, interactive study, application of theory to practice, and reflective thinking about lessons learned. In this course, I use some of the following strategies:

- Discussions to wrestle with major ideas and concepts.
- Modeling and guided work sessions.
- Collaborative planning and problem solving.
- Peers serving as collaborative partners and critical friends.
- Teaching demonstrations.
- Guest presentations augmented with follow-up discussions.

Research Methods

I incorporate content analysis as a research method for this course. This involves systematically examining children's resources (and the literature discussing these) in terms of the format, genre, characters, plot, creators, publisher, context, audience, scope, literary and artistic elements, issue(s) raised, and criticism.

Campus Resources and Services

KOKUA

A student who may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Liliʻuokalani Center for Student Services. https://www.hawaii.edu/kokua/

Counseling Services

Confidential student counseling and support services are available at the Counseling and Student Development Center (CSDC), (808) 956-7927, or in room 312 of Queen Liliʻuokalani Center for Student Services. http://manoa.hawaii.edu/counseling/

UH Manoa Office of Title IX

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff, and students. http://manoa.hawaii.edu/titleix/

Assignments, Deadlines, and Grading

General Instructions

- See assignment instructions (posted on Laulima) for specific assignment instructions.
- Assignments can be modified depending on the type of library/classroom and the learner targeted. Students need to work closely with the instructor to customize assignments.
- Choose a citation style and use it consistently.
- Use formatting to make your work easier to read (for example, use headings and sub-headings to organize thoughts, use page numbers, and use tables and/or bullet points when appropriate).
- Post assignments on Laulima by 11:59 pm on the date listed.
- Late work will be marked down unless the student has sought in writing and obtained the permission of the instructor in advance to submit an assignment after its deadline.
- No credit will be given for assignments submitted two days or more past deadline, unless the instructor determines that extenuating circumstances apply (may require supporting documentation).

Assignments

Reading responses (ongoing through mid-April) • Choose readings and post analytical entries to a shared class journal on Laulima.	160 points
Professional learning community (PLC) share outs (ongoing through March) • Present a children's book/resource and describe how you would use it.	90 points
Author/illustrator book review project (February 22) • Evaluate and write 10 critical book reviews. (100 pts) • Peer critique (25 pts)	125 points
Theme calendar and presentation (March 7) • Compile and present a comprehensive list of themes and topics for a given month.	150 points
Culture/topic book review project (April 4) • Evaluate and write 10 critical book reviews. (100 pts) • Peer critique (25 pts)	125 points
Collection proposal (May 13) • Recommend 25 titles and provide suggestions on how to use them. (200 pts) • Conduct a presentation and demonstration for one of your activities. (100 pts)	350 points ePortfolio Eligible Assignment SLO3
Reflection (May 13) • Compose a personal essay about how you demonstrated mastery of SLO 3, what you learned, and what you hope to learn about children's resources in the future.	50 points
	1,000 total points

Grading

Points will be converted to the following letter grades:

A+ = 970 to 1,000	A = 930 to 969	A- = 900 to 929
B+ = 870 to 899	B = 830 to 869	B- = 800 to 829
C+ = 770 to 799	C = 740 to 769	

Tentative Topics/Schedule

DATE	SESSION/TOPICS	ASSIGNMENT
SA 1/18	Session 1: Introductions • Course overview • History of children's literature in the U.S. • Child development and literacy	• Bring device and headphones • Bring syllabus
SA 1/25	Session 2: Books and Their Creators • Book formats and genres • Authors and illustrators	• Reading response 1
SA 2/1	Session 3: Perspectives • Book reviews • Diversity in children's publishing	• Reading response 2 • Share out 1
SA 2/8	Session 4: GUEST SPEAKERS • Programming • Professional organizations	
SA 2/15	Session 5: Read Aloud • Literary elements • Reading development	• Reading response 3
SA 2/22	Session 6: Reading Strategies • Reading promotion • Motivation	• Author/illustrator book review project • Share out 2
WE 2/26		• Peer critique for author/illustrator book review project
SA 2/29	Session 7: Digital Media • eBooks, audio books, video books	• Reading response 4
SA 3/8	Session 8: Using Resources in Library Instruction	• Reading response 5 • Theme calendar and presentation
SA 3/14	NO CLASS—Spring break	
SA 3/21	Session 9: Non-Fiction In-Depth	• Reading response 6 • Share out 3
SA 3/28	Session 10: Fiction In-Depth	• Reading response 7
SA 4/4	ASYNCHRONOUS ONLINE (See posted resources) Session 11: Early Childhood In-Depth • Infants, toddlers, preschoolers	• Culture/topic book review project
WE 4/8		• Peer critique for culture/topic book review project
SA 4/11	ASYNCHRONOUS ONLINE (See posted resources) Session 12: Elementary Age In-Depth • Schools, homeschool, summers • Multilingualism and English learners	• Reading response 8
SA 4/18	Session 13: Work Session	
SA 4/25	Session 14: Demonstrations	• Present/demo an activity from your final collection proposal (1 of 2 days)
SA 5/2	Session 15: Reflections and Closing	• Present/demo an activity from your final collection proposal (2 of 2 days)
WE 5/13		• Post final collection proposal and reflection