LIB 5190 – Critical Evaluation of Library Media for Children
Appalachian State University

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Office Hours: Mondays 1:00-4:00
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Course:
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Course Description

Focusing on materials for children, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by children, library media programs and services are surveyed and demonstrated.

Methods of Teaching and Course Objectives

Using a base of professional literature, student research and presentations, discussions, and development of literature based lessons or programs, the student will be able to do the following upon completion of this course:

1. trace the development of children's literature
2. evaluate and select books and other materials for children according to appropriate criteria
3. identify current authors and/or illustrators of children's material
4. identify interests, needs and problems of children and relate books and other materials to those interests, needs and problems
5. recognize the principles behind methods of conducting literature discussions and the principles of facilitating such discussions using selections of children's literature
6. demonstrate a positive attitude and interest in children's literature through sharing and presentations of literary works and review journals
7. articulate the elements and philosophy behind a literature based curriculum and the part played by the school library media program in implementing such a curriculum and the part played by public library cooperative endeavors
8. recognize the relationships between images, artistic techniques, and story

9. recognize the influence of media upon the child, how the negative influences can be controlled, and how the different types of media can be used to positive educational advantage in the library and in the classroom
10. recognize the need for a multicultural and global view of children's literature and the importance of literature that reflects positively on race, ethnicity and gender.

The methodologies and strategies selected for this course are based on a significant body of research in the area of social constructivism. Much thought has gone into designing a rich, engaging, and meaningful learning environment. To better understand social constructivism, please review the Reich College of Education Conceptual Framework. The RCOE Conceptual Framework is an excellent primer on this theory and how it applies to teaching and learning here at Appalachian State University:
< http://www.ced.appstate.edu/about/conceptualframework.aspx >.

Main Text:

Kiefer, B., Hepler, S. & Hickman, J. (2007). Charlotte Huck's Children's Literature (9th ed.). Boston: McGraw-Hill.
ISBN-13: 9780073122984
ISBN: 007312298X

Learning Needs and Accommodations

If you are a student with special needs of some kind, and feel that I should be aware of those, please let me know so we can work together to best meet them.

"Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at http://www.ods.appstate.edu/ or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations."

Academic Misconduct

Appalachian State University values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to ASU's handbook on academic integrity for the official statement.

Course Assignments
All assignments must be completed at the time indicated. Assignments turned in late will have lesser points assigned than those turned in on time. All assignments must be in electronic format where appropriate. Sources should be properly cited when applicable according to the bibliographic citation method of the *APA Manual* (5th ed.). Save everything on a disk or your computer in case there is a discrepancy about work turned in.

Note: In order to acquire the greatest understanding and appreciation of children's literature, this course will require extensive reading and online discussion of children's literature in addition to the regularly assigned readings in the course textbook. It will not be possible to complete the requirements for this course without this commitment.

1. Literature Circles
During the study of the specific genres, students will be placed in literature circles based on choice of sections in the textbook. The literature circle group will select a book(s) to read from their section and determine a schedule for reading and method of discussion. The discussion may be conducted using the discussion board or groups may schedule a time to meet in Chit Chats. For literature circle discussions on the discussion board, students should anticipate logging into the board and posting almost every day. If a discussion is scheduled in Chit Chats, a brief (1 paragraph) summary of the discussion should be posted to the discussion board by one group member. Each individual will use a blog to record notes, questions, connections, reflections, and thoughts about the reading. The blog will serve as a springboard for the literature circle discussions.

Online literature discussions will also occur with children in schools and/or public libraries. Student groups in this class will be responsible for collaborating with the media coordinator, teacher, and/or public librarian to determine reading materials, processes, and schedule for the discussions. The course instructor can assist and facilitate the planning. Each student group will keep an ongoing online journal that records group processes, decisions, thoughts, understandings, and reflections from conducting the literature discussions with students.

2. Book Sharing
Each student will select an additional book to read from the same section of the textbook as the literature circle. Students should collaborate and communicate with their literature circle members so that no two people are reading the same book. This additional book cannot be the same book that the literature circle group is reading.

Each student will succinctly share the book in class. Include the following in the book sharing:

- Full citation. Note any international aspects of the book that can be told

from the citation (not the subject matter).
- List any awards the book has received.
- Read a page or portion of a page.
- Give a quick page through of some representative illustrations with just a few comments.
- Tell thoughts on why the book was included under this section.
- State in one sentence what the main theme of the book is...i.e. “THIS IS A BOOK ABOUT....a man who wants to be a good father and when his wife dies he discovers that he can be an important person in his child’s life.”

Each student will also submit a review of the book on the Children’s Literature Wiki. The review should be brief (150-200 words) and include the following:
- Full bibliographic information – this should be listed first.
- Brief statement of the topic, theme, and/or description of the contents.
- Critical appraisal of the literary quality, illustrative quality, or clarity and accuracy of presentation. (Note: The textbook provides evaluation criteria that can be useful for this aspect of the review).
- An indication of the book’s value for school or public library collections.
- Student name and date of the review.

The Children’s Literature Wiki will be accessible to students as a collection development tool, even after completion of the course.

3. International Fair - Group Project
Students will work in groups to create a presentation on one of the following international topics:
- International Children's Digital Library
- Bologna Book Fair
- Appalachian State University’s Sister Library Project
- International Board of Books for Young People

The presentations will be done in a poster session format where one or two people will be at the station to present the information while others in the group will visit the other stations. Provide food and recipes from one or more of the countries represented by your topic. Include the significance of the food and the connection to the culture it came from on the recipe handout. Music from at least one of the countries could also be played.

4. Instructional Unit Plan/Children’s Program
The student will assume the role of a media coordinator or public librarian for a specific library and will develop either an instructional unit plan or a series of children’s programs that *incorporate children’s literature*. As a “media coordinator” you will be expected to collaborate with a teacher on this project.

The following components should be included in the project:
- Brief description of the library, the clientele served, and collaborators.

- Media coordinators must include NC Standard Course of Study Objectives. Public librarians must include purpose and/or objectives of the series of children's programs.
- The unit plan including at least one detailed lesson plan or the series of programs with one detailed program description. There is no preset format for the unit plan/program descriptions, although there should be sufficient details such that another media coordinator/librarian could easily use the plans.
- Bibliographic information for the children's literature used.

5. Children's Video Project
Working with a partner, students will create a presentation and instructional guide for an award winning children's video. During the presentation students should show segments of the film, and provide an opinion of the film and if they felt it merited the award it won. Present a written guide to the film that could be used by teachers in a school telling how the video could be used. Relate the film to the NC Standard Course of Study. Be sure and include examples of several curriculum areas that the film could be used for. Sometimes only a part of a film might be relevant for a curriculum area, other times the entire film. The curriculum guide has no preset format. Arrange it in a manner that would be helpful to teachers. Provide citation information for the video, where it can be ordered, and its price.

Attendance and Class Participation
Class participation includes **in-class** and **online** participation. Students are expected to contribute to class discussions and be engaged in class activities, regardless of the forum (in-class or online). It will be necessary to log on the course discussion and/or blog site AT LEAST FOUR TIMES A WEEK to ensure minimum participation in online discussions.

Each student will be expected to attend and actively participate in all class sessions. Classes missed must be approved by the instructor ahead of time when possible. Arrangements to make up missed work will be expected of each student. In some cases, absences may affect points given to some assignments.

Course Evaluation
Grades for the course will be determined on the basis of the following:

Literature Circles	35%
Book Sharing	10%
International Fair	10%
Instructional Unit Plan/Children's Program	20%
Children's Film Project	15%
Attendance and participation	10%
Total	100%

**Syllabus developed with the assistance of Dr. Linda Veltze*