

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK
College of Computing and Information
Department of Information Studies
IST 571: Literature for Children
Fall 2009: Section 27362

Instructor:

Daphne Jorgensen

Draper 113

(O) 518-442-5110 – Student consultations by appointment

E-mail: daphne@nycap.rr.com (*Email is the best method to reach me. Please specify IST571 in subject line.*)

Class Location: Draper 147, Monday – 4:15PM-7:05PM

Blackboard Learning System (BLS): <https://bls.its.albany.edu/webct/logonDisplay.dowebct>

(Log in with NetID and Unix password. You can bookmark the log in page.)

Course Description: Introductory survey of literature for children with the emphasis on twentieth-century authors and illustrators. Problems and trends in writing and publishing. Class discussion and written critical evaluations based on extensive reading.

Pedagogical Approach: The major theories that drive the course are Rosenblatt's reader response (i.e., transactional) theory of literature, as well as, socio-cultural learning theory. The course layout, activities, and assignments are geared towards a three-pronged learning approach - - literature immersion, classroom discussion and activity, and practical application. Students will leave the class with a foundational repertoire of children's literature and the skills with which to create engaging and interactive story hours and programs: i.e. students will know the literature and how to use it in engaging ways that turn children on to reading. Both traditional and nontraditional formats will be discussed.

Course Objectives/Competencies:

The readings, lectures, and course activities are designed to enable you to:

1. become familiar with many authors and illustrators of children's books and recognize the various genres of children's literature;
2. understand the role of literature in the lives of children and the importance of respecting cultural diversity and individual uniqueness;
3. develop and apply criteria for judging the literary and aesthetic qualities of children's books (text and artwork);
4. understand the librarian's/media specialist's role in relating literature to the curriculum and facilitating a literature-based approach;
5. become familiar with professional resources: basic selection tools and resources helpful in identifying appropriate titles to use with children;
6. be aware of current issues and trends in the writing and publishing of children's titles;
7. understand the role electronic technologies play in children's literature for both professionals and the children themselves;
8. develop a professional philosophy of selection, incorporating respect for the child's freedom to read and a knowledge of the librarian's role in resisting censorship.

Student Exit Competencies:

At the conclusion of this class, students will be able to:

1. use basic reference tools in selecting, evaluating, talking, and writing about children's books.
2. demonstrate a reading knowledge of children's books in a variety of genres and from a diversity of cultural backgrounds.

3. demonstrate familiarity with current issues and trends in the field of children's literature.
4. demonstrate ability to read aloud, discuss books with adults and children, and promote enjoyment of literature to both children and professionals.
5. find basic electronic resources on the internet relating to children's literature and library programming;
6. understand how to promote and defend children's rights and respect for divergent views.

Readings: I have placed an order with Mary Jane Books. You can also get the required textbooks through Amazon.com, half.com, or any bookstore. **The required texts will be supplemented by additional readings and resources that will be linked off of our class BLS, as well as children's books you can purchase or check out at your local library.**

Required Professional/ Academic Reading:

Lukens, Rebecca J. *A Critical Handbook of Children's Literature, 8th Edition*. Boston: Pearson Education, Inc., 2007. ISBN: 0-205-49218-5 (If you already own the 7th edition, that's fine.)

Horning, Kathleen T. *From Cover to Cover: Evaluating and Reviewing Children's Books*. HarperTrophy, 1997. ISBN: 006446167X

Recommended Professional/ Academic Reading: (NOTE: Just for your reference. Not required.)

Huck, Charlotte S., Janet Hickman, and Barbara Keifer. (2000). *Children's Literature in the Elementary School*. McGraw Hill. (Good source of information on evaluative criteria for a variety of genre and contains extensive lists of titles for each genre. Could be useful. 7th Edition and higher are of good value and can be purchased inexpensively online - lots of good used books out there.)

Bang, Molly. (2000). *Picture This: How Pictures Work*. SeaStar Books.

Evans, Dilys. (2008). *Show & Tell: Exploring the Fine Art of Children's Book Illustration*. Chronicle Books: San Francisco.

MacDonald, Margaret Read. (1993). *The Storyteller's Start-up Book*. August House.

Required Children's Books We Will All Read (no need to purchase: plan ahead and use your library):

The Watsons Go to Birmingham - 1963 by Christopher Paul Curtis (historical)
The Higher Power of Lucky by Susan Patron, illus. by Matt Phelan (contemporary realism)
The Giver by Lois Lowry (science fiction) **OR** *A Wrinkle in Time* by Madeleine L'Engle (science fiction)
The Underneath by Kathi Appelt (fantasy) **OR** *Savvy* by Ingrid Law (fantasy)
Captain Underpants by David Pilkey (any issue: humorous Quick Pick, Easy Reader, Graphic Novel)
Any Newbery Award or Honor book of your choice

You will also choose books to read from a variety of genres. You will be reading widely from a variety of genres for this class. Most of this literature immersion will be done on your own. You will also read some books related to class activities. Three group activities include an analysis of fairy tales; Mock Caldecott Committee; and an analysis of images (i.e., perceptions, social commentary, norms, patterns) related to a specific theme in children's literature. **You will get credit for all the reading you do in the class. Generally, you will read at least 5 picture books, and at least two juvenile (i.e., novel length/**

chapter) book for every genre.¹ You will be compiling a book collection that will include at least 45 brief annotations about your readings, and these will be organized in a specific way (i.e., with the template). These book collection write-ups can be used in your own readers' advisory during your professional practice. We will talk about the book collection in detail in class. You will be using the book collection template **and** a self assessment rubric. These will be handed in at the end of the semester, but you should be doing your write-ups throughout the semester in order to avoid a very stressful end-of-semester load. (Genres: See the list under *Genre Studies* on page 7 of this syllabus. These correspond with the self assessment rubric for the Book Collection project and the Course Calendar. You can also use search aids for genre ideas/ subgenres that might be of interest to you.) My goal is to get you to read widely and not just to stick to one or two comfortable genres. See what's out there and immerse yourself in a variety of children's books. Have fun with this!

Supplemental articles will be linked off our course BLS, or references given for online retrieval.

Course Policies:

Class Participation: Students should attend class regularly, be punctual, and come prepared. This is a highly interactive class with a great deal of expected class participation. In order to fully participate in course content and discussion, attendance is necessary, and will impact the class participation portion of your grade. (Please see more details below.)

Class Attendance: In order to get the full benefit from the course, students are expected to attend every session and to arrive on time. In the event of an *unavoidable* absence, students should make arrangements with the instructor in advance. Students are allowed one unexcused absence per term, although it is highly recommended that students try to make every session since key concepts are covered every week. (Since this is a blended class in which five sessions are completed online, I expect that face-to-face absences will be kept at a minimum and only in the event of an unavoidable emergency. However, given the current health climate, please do not attend class if you have flu-like symptoms. The key is to communicate with me. Thanks.) If you miss a class, you are still responsible for all the assignments for that date. More than one absence per term will result in a five-point deduction per absence (beyond the one permitted absence). Lateness will result in a one-point deduction per occurrence. Having said that, life happens: in the event of an emergency or illness, please see the instructor for an extra credit assignment to make up an excessive absence (only one extra credit allowed). **No absences are excused on dates you are expected to do a presentation (including group activities because members are depending on you).**

Online Class Attendance & Participation: This is a hybrid, or blended course, which design incorporates both online and face-to-face learning activities. We will discuss in class what this means in terms of attendance and participation. Basically, during the weeks we replace online activities for a face-to-face meeting, students are expected to "attend" and participate in the online activities in a timely manner, or they are considered absent. (Note: The high class participation requirement is reflected in the evaluation, as about one-third of your grade is related to participation.)

Prerequisites: None

Phones and Distractions: Please turn off your cell phone.

¹ *Specific minimum requirements per genre and per format are listed in the Book Collection Self Assessment Rubric.*

Graduate Level Quality: When you are working as a professional, you must be able to communicate well. Because of the importance of good communication in the working world, your writing and presentation styles will be part of the grades you receive in this course. I expect well-written, logically organized, carefully edited papers and presentations. Grammar, spelling and clear speaking do count. Citations to every source mentioned in written work are mandatory.

Time Required: This is a graduate level 3-credit class. The University at Albany uses the Carnegie units as the standard: for every credit hour, there should be 2-3 hours of homework. This translates to about 9-12 hours of coursework per week, or 135-180 hours per semester. In a face-to-face class, we have about 40 contact hours, and so it is reasonable to expect 95 – 120 hours of outside coursework for a rigorous graduate level course. In a blended class, we have less in-class seat time, but more outside work. Please see the “Time Management” document in BLS.

E-mail and Listserv: Each student is expected to have an e-mail account for this class. All students are required to subscribe to the class listserv by Friday, 9/4 in order to facilitate ease of communication between the instructor and students and among class members. Please see instructions about how to subscribe to **IST571** in our class BLS.

Incompletes: No incompletes will be given in this class without the express permission of the instructor in advance. (The exception, and only if discussed with instructor: if more time is needed to make up the experiential portion of the class, i.e. field work at a library.)

Academic Integrity: Please see the Graduate Studies “Academic Integrity, Conduct & Research Regulations” page for information about academic integrity standards, examples of dishonesty, and possible penalties: <http://www.albany.edu/gradstudies/academics/a4.shtml>. Basically, whatever you produce for this course should be your own work and unique to this course. You cannot present the work of others as your own. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. You should not submit any work for this course that you've also presented or will present to another course. Failure to follow these guidelines is a serious infraction of University regulations, and you will receive zero points for the work in question. Other penalties are possible including a failing grade in the course, referral to the University Judicial System, or dismissal from the University. You lose valuable opportunities for practice and deny faculty and peers opportunities to guide you to new insights and creativity. If you have ANY questions about whether your work duplicates something you or someone else has done elsewhere, please talk to me about it. I, of course, only expect the best from everyone.

Open lines of communication: An attitude of openness, respect, a willingness to listen to others, and a community spirit are desirable. There are no stupid questions. Learning can be a vulnerable and risky enterprise. I expect that you will listen carefully to each other and help one another articulate emerging thoughts. We will work explicitly on these skills, as they are important in both this class and in our professional practice. Students will have a formal opportunity to evaluate the course and the instructor at the end of the semester. Please feel free to discuss issues and concerns with me as the semester progresses. I use a reflective teaching practice and will be periodically asking for your feedback as we experience the semester together. I am always concerned with what helps or hinders your learning and will try to make modifications where possible.

Learning Accommodations: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information,

visit the website of the UAlbany Office for Disabled Student Services
 (<http://www.albany.edu/studentlife/DSS/guidelines/accomodation.html>).

Advice: *read, read, read*

Grading System

Assignments, listed below, will each receive a specific number of points. Total number of points accumulated by the end of the semester will determine your final grade.

A	95-100	B+	87-89	C+	77-79	D+	67-69	E	<60
A-	90-94	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Class Assignments: All course activities, readings, and assignments are directly linked to the course objectives and expected exit competencies.

Student Performance Evaluation (based upon the following weightings):

Class Participation (a variety of activities).....	10 points
Collection of Readings in Children's Literature.....	18 points
Engaging Kids Presentation.....	15 points
Online Participation.....	24 points
Final Project.....	18 points
Children in Libraries (field experience).....	15 points
*Peer Evaluation is used for Group Work and is factored in to the final average.	

Class Participation – 10 Points
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A variety of activities, including: *Early Childhood Reading Reflection; Reader response to various texts (preparation for class discussions); Mock Caldecott Committee; Assigned Readings & Class Contributions; classroom discussion and group work (see note above in re peer evaluation).*

Early Childhood Reading Reflection

Please share with the class some reflections about your childhood reading experiences and how they may have influenced your perspectives as a teacher/librarian. What genre(s) or author(s) did you favor? What about now? (IN CLASS during Orientation)

Mock Caldecott Committee

Working in groups, and using a set of picture books nominated by group members, you must identify the illustrator to whom you would award the Caldecott Medal.

Assigned Readings & Class Contributions

Students are expected to be ready to discuss the scheduled topic each week. You will be given an extensive bibliography of references pertinent to this class. Selected entries will be assigned across the course of the semester. We will take time each week to discuss what you have found in your reading. It might be helpful (even necessary in some cases) to bring some of the children's materials with you to show as we discuss them in class. Some required readings are noted on the syllabus and course calendar. More will be given as we go through the semester.

Online Class Discussion and Activities – 24 Points

Scattered Due Dates

A variety of activities and discussion of assigned readings that will be posted in our class BLS.

Collection of Readings in Children's Literature - 18 Points

Due 12/10 (written collection), however students should be reading & writing throughout the semester

Throughout the semester you will be expected to read and view and interact with materials for children. You are expected to "write up" at least 45 of these items. The purpose of this activity is to demonstrate the depth and breadth of your knowledge and reading of children's literature, as well as provide you with a solid personal repertoire of materials you can use to draw from for curriculum or reader advisory. The written collection is due at the end of the semester and should be sent to me electronically in the form of one Word or RTF file. This is the culmination of all of your reading for the semester. You will be evaluated on both the depth and the breadth (number of books and the range/variety within the genres). You will also be evaluated on the organization and accuracy of the collection. Therefore, you should submit a well organized and labeled collection of readings. **There is also a self-assessment rubric for this project that must be submitted with this annotated bibliography.** See BLS for more information.

Engaging Kids in Libraries: Turning Kids on to Reading - 15 Points

Due November 2 and 9 (NOTE: You *MUST* be prepared to present on your scheduled date for credit.)

Each student will have the opportunity to choose the kind of presentation that will best support his or her own learning: storytelling or booktalking. Each of these presentations comes with its own set of criteria that will reflect an equal amount of rigor (i.e. in preparation). The storytellers will tell a story to the rest of the class. The booktalkers will give a formal booktalk for some of the items you read, view or listen to for this class. Select the grade(s) of your choice for the audience. There are several options for this project (and I am open to proposals for variations on the assignment). More details and information are provided in the assignment handout. *There is a short, but required, written component.*

Children in Libraries (field experience) – 15 Points

Due 12/10, original time sheet to DIS and a copy to me.

DIS and you are in a partnership to insure the successful completion of 100 hours of field experience as a pre-requisite for internships, certification and your degree. This course has a required experiential component of 12 and 1/2 hours. Pertinent forms and information are in BLS and at the DIS office.

Final Project – 18 Points

Due 12/10*, proposal due by 11/2 (*Note: Final completion deadline is 12/10 for those who need more time. However, be prepared to show your work in progress at our Final Project Fair on 12/7.) Choose one of these options (details about each assignment are found in the class BLS space):

- Create your own picture book
- Images in Books Project - What subtle or often not so subtle messages about people, places, events, etc. are being portrayed in children's literature? In this project, you will analyze the depiction of an image in a group of novels or picture books for young people. I suggest that you choose an image that is important to you in some way and analyze a group of books that depict that image.
- Create an Original Story Hour *Unit* for children from start to finish. You will share part of it with us. The story hour packet should be complete (e.g., outline with realistic time line, copies of craft ideas, directions, recipes, songs, stories or bibliography of books used, path

finders, etc. Basically, include anything that would give a sense of the story hour unit. A simple outline is not enough. Please see assignment details in BLS.

- A traditional research paper on a selected topic, author, or illustrator (length ten pages, excluding endnotes, bibliography, and attachments)
- Your own idea (***submit proposal for approval***)

Course Calendar: *is subject to revision based on the flow of the class.*

In addition to the text readings, there are many resources linked off of the course BLS, and each student should be immersing themselves with supplemental reading of children's books.

Following are the topics that will be covered in our class:

- Reader Response, Early reading experiences
- Search aids and resources
- Picture Books & evaluation
- Children's Book Awards (particularly Caldecott and Newbery)
- Engaging kids in libraries: storytelling, booktalking
- Multicultural, images in picture books (seeing oneself in the literature, images or cultural impressions that are conveyed or implied in children's literature)
- Book Discussions in Libraries
- Web resources for children
- Censorship and selection policies
- Turning kids onto books, using different media, books kids love to read, Quick Picks
- Graphic Novels
- Library programs

Genre studies:

- Folklore - Fairy Tales/ Folk Tales (also referred to as *Traditional Literature*)
- Multicultural Literature (often contained within other genres)
- Historical Fiction
- Contemporary Realism (also referred to as *Realistic Fiction*)
- Science Fiction
- Fantasy
- Biography (a subgenre of *Nonfiction*) and Memoir (which can be fiction or biography)
- Informational (a subgenre of *Nonfiction*)
- Poetry

Activities:

- Mock Caldecott Awards
- Storytelling, Booktalking Presentations
- Sharing Final Project
- Images project
- Online and face-to-face discussions
- Traditional Literature – various versions of fairy tales/ folk tales

Meeting Schedule: **A detailed meeting schedule, with weekly themes, readings and assignments is given to registered students and is available all semester in our course BLS space. Following is a general outline. Registered students must use the detailed semester schedule.**

IST 571: Literature for Children
 Fall 2009: Section 27362
 Syllabus

Date	Wk	Theme	Readings and Assignments Due
8/31 (f-2-f)	1	Orientation, search aids and resources, early childhood reading experiences, BLS intro	Horning - 6 Explore class BLS, read Information documents Subscribe to Class LISTSERV <i>by 9/4</i>
9/7		SUSPENDED	
9/14 (f-2-f)	2	Picture Books & evaluation, Caldecott Award	Lukens – 1, 2, 3, Appendix A Horning – Intro, 1, 5 Field Experience form completed Bring in a Caldecott book
9/21 (Web)	3	Genre: Fairy tales/ folk tales, search aids and resources, preparing for Caldecott Medal	<i>BLS (see BLS for specific reading and activities)</i>
9/28		SUSPENDED	
10/5 (f-2-f)	4	Engaging kids in libraries: storytelling, book talking Genre: Fairy tales/ folk tales	Storytelling and book talking resources in BLS Horning - 3 Bring in your fairytales Bring in your Caldecott book to show to your group
10/12 (Web)	5	Genre: Historical Fiction, Book Discussions in libraries	<i>Watsons Go to Birmingham</i> <i>BLS (see BLS for specific reading and activities)</i>
10/19 (f-2-f)	6	Genre: Multicultural, images in picture books (seeing oneself in the literature, images/perceptions that are conveyed)	Lukens - 4 - 10 Horning – 7 Be prepared for Caldecott voting Mock Caldecott Award – final votes in class Bring in multicultural book; in class sign up for presentation.
10/26 (Web)	7	Multicultural discussion continued, Images Groups started, Intro to Turning Kids onto books, books kids love to read, Quick Picks	Horning - 6 (review) Lukens - Appendixes B, C, D <i>BLS (see BLS for specific reading and activities)</i>

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 Fall 2009: Section 27362
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11/2 (f-2-f)	8	Storytelling and Book Talking presentations / Intro to sensitive topics, censorship and selection policies	Prepare for presentation Lukens pp. 304-306 Engaging Kids presentations Submit final project proposals
11/9 (f-2-f)	9	Storytelling and Book Talking presentations / Intro to Science Fiction and Fantasy	Prepare for presentation Engaging Kids presentations
11/16 (Web)	10	Genre: Contemporary Realism; Sensitive topics, censorship and selection policies continued; Genre studies continued - Science Fiction and Fantasy Author or Illustrator studies; Using Different Media	<i>The Higher Power of Lucky</i> <i>Censorship articles in BLS</i> <i>The Giver</i> OR <i>A Wrinkle in Time</i> -AND- <i>The Underneath</i> OR <i>Savvy</i> See BLS for specific activities
11/23 (f-2-f)	11	Group Images presentations. Turning Kids onto books – Graphic Novels, nontraditional, Quick Picks, discussion of Newbery and “quality” literature; Intro to Biography and Poetry	Remember to bring in the books you used for your image/ perception study in order to aid in your presentation to the class. <i>Captain Underpants</i> <i>What Johnny Likes to Read</i> Any graphic novel, nontraditional formats. Please bring in your Newbery choice and be prepared to talk about it.
11/30 (Web)	12	Genre studies continued - Biography and Poetry	<i>BLS (see BLS for specific reading and activities)</i> Lukens – 11, 12 & 13 Horning – 2, 4
12/7 (f-2-f)	13	Final Projects (works in progress), Course Evaluations	WORK ON FINAL ASSIGNMENTS Final Projects Fair – Fun!
12/10		▪ Collection of Readings, Final projects, Field Experience Forms, Wrap Up online	