



School of Library & Information Studies

**LS 521: Materials & Services for Children
Fall 2020 – Online**

Instructor: Dr. Jamie Campbell Naidoo
Office: 541 Gorgas Library
Email: jcnaidoo@slis.ua.edu (Please use this email for all communications)****
Phone: 205-348-1518
Office Hours: After class & other times by appointment.

I. Descriptive Information of Course:

- A. Course Number and Title: LS 521 – Materials & Services for Children
- B. Catalog Description: Explores materials (print and non-print) and programs appropriate for children ages 6 to 12.
- C. Course Description: This course introduces a wide variety of print and non-print resources suitable for children ages 6 to 12 and provides the appropriate techniques for their effective evaluation. Literature-based activities and library programs for children are explored with an emphasis on creating inclusive programs and collections representative of all children. Among the topics the course addresses are: origins and development of literature for children; distinctive genres of children's literature and their characteristics; nature and function of illustrations; social issues addressed in children's literature today; problematic aspects of contemporary children's literature; critical approaches to choosing developmentally appropriate, quality children's literature; cultural representation and racism in materials for children; management of children's library services; and effective planning, promotion, and evaluation of children's library programs in both school library media centers and public libraries, incorporating new digital media as appropriate.
- D. Course Credit: 3 credit hours
- E. Prerequisites: None

II. Overview of Course Goals:

Students will be involved in activities and projects throughout the course that will:

- ❖ Examine the principles of children's librarianship including information about collection development, programming, outreach services, management, and administration;
- ❖ Explore the role of the Association for Library Service to Children's Competencies for Librarians Serving Children in Public Libraries in contemporary children's librarianship;
- ❖ Provide an overview of the history of children's library services;
- ❖ Provide a brief overview of the history of children's literature from its origins as oral literature intended for adults to a written literature encompassing all major genres;
- ❖ Examine the characteristics of the various genres of international children's literature;
- ❖ Highlight the importance of blogs, Pinterest, and social media on children's literature and related topics for children's librarians, critically thinking about the informational and recreational needs of all diverse children;

- ❖ Examine the history of cultural representations and stereotypes in children's literature and the influence that systemic racism has upon contemporary children;
- ❖ Explore the various literary awards given to children's literature;
- ❖ Explore the ways in which the illustrations in a picture book convey meaning;
- ❖ Examine some of the social themes in contemporary works of children's literature;
- ❖ Explore the social, political, and literary issues (including censorship and book-banning) raised by many contemporary works of children's literature and materials;
- ❖ Highlight the importance of intellectual freedom in libraries, identifying the various censorship attempts towards children's materials and the appropriate resources for dealing with book challenges;
- ❖ Examine the importance of multiple literacies (traditional reading literacy, media literacy, digital literacy, information literacy, cultural literacy, etc.) in helping children explore digital children's books and digital apps;
- ❖ Cultivate the ability to effectively evaluate children's books, movies, audiobooks, websites, magazines, digital apps, etc. using a variety of techniques including child appeal, literary merit, quality of illustrations, treatment of social issues, and developmental appropriateness for target audience;
- ❖ Provide an opportunity to develop personal characteristics such as self-assurance, good communication skills, and enthusiasm as well as the proper techniques for sharing literature with children through activities such as read-alouds, booktalks, group book discussions, etc.;
- ❖ Promote the use of professional publications and children's review media to guide in the selection and use of materials for children;
- ❖ Promote the use of digital media in children's librarianship;
- ❖ Identify some of the common reference resources used by children's librarians;
- ❖ Cultivate appreciation of the role of developmentally appropriate, quality literature in enhancing library programming and children's life-long learning;
- ❖ Examine how the youth department of the public library can partner with community-based organizations (and local school libraries) to best meet the informational needs of diverse children and their families.

III. Course Objectives and Student Outcomes:

During the course, students will:

1. Read and explore a variety of children's books as well as other required professional readings and participate in class discussions regarding genre, social issues, cultural authenticity, developmental appropriateness, relevancy, etc.
2. Evaluate the effectiveness and usefulness of a variety of materials produced for children based on the following criteria: merit (quality of content), quality of illustrations, uses in meeting children's learning and developmental needs, depiction of cultural groups, and treatment of social issues.
3. Participate in class activities, sharing techniques for using books with children through the use of read alouds, booktalks, book trailers, and formal book discussions.
4. Write professional-quality reviews of new children's books to be posted on SLIS's blog The Crimson Review of Children's and Young Adult Literature (<http://sliscrimsonreview.blogspot.com/>).
5. Examine some of the management dilemmas faced daily by librarians serving children and determine appropriate solutions.

6. Interview a current children's or school librarian to learn more about the day-to-day functions of the children's department in a public library or school library.
7. Participate in a choice assignment where they either (A) Develop a Digital Book Trailer or Digital Children's Story using various technologies and new digital media to extend the services offered by the school library media center or the children's department in a public library; or (B) Design their own mini graphic novel for children, using their knowledge of graphic novels for children and Web 2.0 technologies, to extend the services offered by the school library media center or children's department in a public library.
8. Participate in a choice assignment where they either (A) Evaluate a current library program for children and devise a literature-based library program that demonstrates the appropriate use of children's literature to enhance and promote children's life-long learning; or (B) Participate in a banned book defense incorporating the principles of intellectual freedom as they relate to minors.
9. Use professional publications for children's librarians to complete the following assignments: banned book defense, children's services blog/Pinterest page, and literature-based library program assignment.
10. Practice some of the principles of children's librarianship through successful completion of the library program, banned book defense, and/or children's services blog/Pinterest page.

IV. Readings and Discussion Books

Required Texts:

- ❖ Larson, Jeanette. (2015). *Children's Services Today: A Practical Guide for Librarians*. Rowman & Littlefield.
- ❖ Trelease, Jim and Cyndi Giorgis. (2019). *The Read-Aloud Handbook*. 8th Edition. Penguin.
- ❖ Vardell, Sylvia. (2019). *Children's Literature in Action: A Librarian's Guide*. 3rd Edition. Libraries Unlimited.
- ❖ Various Required Readings available on **Blackboard**.

Books to Obtain for Book Discussions (You don't have to purchase these. Rather, borrow them from a public or school library):

- ❖ Craft, Jerry. (2019). *New Kid*. HarperCollins.
- ❖ Lin, Grace. (2009). *Where the Mountain Meets the Moon*. Little, Brown.
- ❖ McManis, Charlene Willing and Traci Sorrell. (2019). *Indian No More*. Tu Books.
- ❖ Wegelius, Jakob (2017). *Murderer's Ape*. Delacorte Press.
- ❖ Woodson, Jacqueline. (2018). *Harbor Me*. Nancy Paulsen Books.

Recommended Text:

- ❖ Horning, Kathleen T. (2010). *From Cover to Cover: Evaluating and Reviewing Children's Books*. Revised Edition. HarperCollins.

Required Technology Equipment & Online Classroom:

- ❖ Students must have access to a webcam and computer microphone.
- ❖ Access to the online classroom is available via Zoom. Please use the following link to access our live classroom: <https://uasystem.zoom.us/j/91250357209>

- ❖ Access to online readings, the discussion boards, and assignments is available via Blackboard. You'll submit all your assignments there.

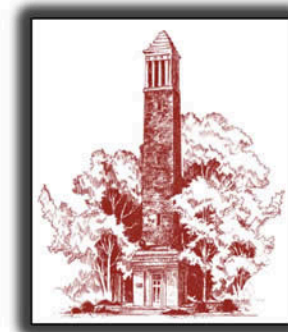
V. Administrative Details:

Americans with Disabilities Act - Student Assistance

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please contact them to discuss your specific situation by calling (205) 348-4285 or visiting their website <http://ods.ua.edu/>.

Academic Responsibility

You agreed by enrollment in UA to strictly adhere to the academic responsibility code of the University as described by the Capstone Creed (available at: <https://sa.ua.edu/about/the-capstone-creed/>), and the Academic Misconduct Disciplinary Policy (available at: <https://provost.ua.edu/academic-misconduct-disciplinary-policy/>). All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct is suspected.



THE CAPSTONE CREED:

"As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."

Statement of Equity, Diversity, and Inclusion

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement. Microaggressions will be called out and addressed. Racist behavior will not be tolerated.

UA ACT Ethical Community Statement

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website provides a list of reporting channels that can be used to report incidences of illegal discrimination or harassment (based on genetic or family medical history information, race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, disability, protected veteran status or any other legally protected basis), sexual assault, sexual

violence, retaliation, threat assessment or fraud. For more information, refer to <https://www.ua.edu/campuslife/uact/>

Syllabus Contract & Changes Statement

This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the “announcements” section of Blackboard.

COVID-19 Statement (Mandatory statement though we are an online course)

All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. All students must be familiar with and abide by the requirements outlined in the UA Return Plan | UA System Comprehensive Health and Safety Plan. Students must (1) wear a mask or face covering at all times while participating in face-to-face class sessions; and (2) adhere to social distancing standards. More information on these requirements and UA Healthcheck system and screening can be found at <https://healthinfo.ua.edu/returnplan/>. You are expected to visit the site and comply with all noted requirements related to in-person class attendance.

Attendance Policy

Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students' regular attendance. You are expected to be on time and prepared for each class. You are also expected to actively participate by taking part in class discussions, promptly completing readings **before** class, and submitting assignments on Blackboard by the due date listed on the class schedule. Class participation points are determined by your attendance and involvement in activities.

Attendance will be informally taken at the beginning of class. A student is considered “tardy” if he/she arrives after attendance has been taken. Two tardies will be counted as one unexcused absence. Only one unexcused absence is permitted without penalty to the course grade. An unexcused absence is an absence without an official document from the appropriate agency (i.e. doctor's note/statement, death announcement, etc.). If a student arrives after 50% of the class time has already passed, then he/she will receive an unexcused absence. It is the student's responsibility to inform the instructor in writing (e-mail) of the reasons for excused absences preferably before the missed class. **Considering the nature of weekend courses, students, who miss more than one class period for any reason, should make an appointment with the instructor to make up work. No student missing more than two scheduled classes (or one weekend of class) will receive a passing grade for the course except in extremely unusual circumstances.**

VI. Academic Course Requirements and Assignments:

During this course, student progress and understanding will be assessed using the assignments listed below. Each bullet represents an assignment for which student performance will be assessed.

- ❖ A Day in the Life of A Children's Librarian: Interview Assignment: It is important for future librarians working with youth to learn about the daily functions of a children's department. One of the best ways to accomplish this is to talk with a current children's librarian about their workload and experiences. For this assignment, students will identify and interview a children's librarian. Interviews should examine the library's programs and services available to various ages of children, the daily functions involved in running a children's department, and any other relevant topic of interest to children's librarians. This informal assignment will NOT include a written component. Instead, students will share the results of their interviews by participating in a class discussion on **September 26th**. Interviews can be conducted in person, via email, phone, Zoom, etc. (Please be cognizant of adding undue burden and stress to your interviewee. Do not just email them a list of questions and expect them to email them back to you completed. The idea is for you to have a conversation with the interviewee.) Questions that COULD be used for the interview include:
 - What are some current issues faced by children's librarians?
 - How long has your interviewee been a children's librarian?
 - What does the librarian like most about their job? Least?
 - What are some of the programs and services offered to children in the community served by your chosen library?
 - According to the children's librarian, which of these programs are most successful? Least successful?
 - How has the pandemic changed the children's librarians' job/daily activities?

- ❖ Book Discussions: Book discussions are a great way for children's librarians to promote reading and enjoyment of quality literature. For this assignment, you will read the assigned discussion books [*New Kid* (**Due September 25th**), *Indian No More* (**Due October 23rd**), *Where the Mountain Meets the Moon* (**Due October 24th**), *Harbor Me* (**Due November 20th**) and *The Murderer's Ape* (**Due November 21st**)]; and participate in the class discussions outlined in the course schedule. Discussion-starter questions will be provided (in class) for each book to spark class discussion. Partaking in book discussions is considered part of your class participation grade.

- ❖ Tally Sheet: It is important for children's and school librarians to be well versed in various genres of literature for children. This assignment provides students with the opportunity to explore a wide variety of recent and classic children's literature. Students will read a wide variety of books by many authors from a variety of genres to meet the requirements of the Reading Tally Sheet that will be distributed in class and made available on Blackboard. Note: Any book read for any of your assignments can be used on this tally sheet. Intentionally, the books used for your assignments will fill many of the slots on your tally sheet. Also note that a "novel" for the Tally Sheet must be at least 90 pages. **Reading Tally Sheets are worth 30 points and are due November 7th.**

- ❖ Media Evaluation: Libraries serving children often provide services in which children can access websites, online games, digital picture books, etc. As a youth librarian you must know how to evaluate websites and digital apps to determine if they are appropriate for children. Similarly, you must also be able to evaluate films and magazines intended for children to discern if you want to add them to your collection or include them in a library program. For this assignment, students will be

assigned one of the following media categories: website, magazine, digital media (digital app or digital picture book), or children's film (movie or cartoon) to review. Students will select an example of their assigned media and prepare a 3-minute oral review, which will be presented in class (via small groups) as outlined on the course schedule. Reviews should discuss child appeal and developmental appropriateness for the intended audience. Additional evaluation criteria will be discussed in class and made available on Blackboard. There is nothing written to submit for this pass/fail assignment due on September 26th and worth 10 points.

- ❖ Read-Aloud Assignment: Read-Alouds either in story time programs or within a classroom setting are staples in programming for children's librarians and school library media specialists. Using guidelines provided by the instructor, students will choose a picture book (from a supplied list) to read-aloud. Chosen books should be claimed in the appropriate thread on the Blackboard Discussion Board. The read-aloud should also be accompanied by a suggestion for an activity that could be used with the book to create the beginnings of a themed program. *Students will make a video recording of themselves reading and post it online in the Blackboard discussion board.* Further instructions will be given in class and posted on Blackboard. **Read-Alouds are due on October 24th.**
- ❖ Book Reviews: Evaluating children's literature for collection development is one of the key roles of a children's or school librarian. Successful youth librarians know how to effectively evaluate children's books. For this assignment, you will complete book reviews throughout the course on new or recent children's books. A handout will be provided detailing the criteria for book reviews. Four (4) books for review will be assigned by the instructor by **September 4th**. You are encouraged to check your local library for your assigned review book. If you are unable to locate a particular review book, please let the instructor know ASAP. At the end of the course, book reviews will be compiled to be shared with publishers and posted on SLIS's review blog The Crimson Review of Children's and Young Adult Literature (<http://sliscrimsonreview.blogspot.com/>). All book reviews will be submitted together in one file at the end of the semester on Blackboard. However, if you would like the instructor to provide feedback, please email me one of your reviews and I will critique it. **Book Reviews should be posted on Blackboard by midnight on December 6th and are worth 40 pts (total).**

Everyone learns differently. Some of us are visual learners, others are hands-on learners, and still others are more analytical in our learning style. To accommodate for these differences, each student has an opportunity through the 2 Materials & Services Projects (A & B) to adapt their learning in this course to meet specific learning goals and styles in order to succeed in a variety of library, education, and information settings.



PLEASE CHOOSE ONE OF THE FOLLOWING ASSIGNMENTS FOR
YOUR MATERIALS & SERVICES **PROJECT A:**

- ❖ Digital Booktalk/Book Trailer or Digital Children's Story: As a children's librarian or school librarian, it is important to know how to effectively use web 2.0 technologies to reach reluctant readers and encourage the love of reading. Book trailers and digital booktalks are becoming increasingly popular in the world of children's literature and librarianship. Students will use PhotoStory, iMovie or similar software to create a digital booktalk (book trailer) of a selected children's novel. Booktalks should be 2-3 minutes in length, providing just enough information about the book to whet the reading appetite of a child. ALTERNATIVELY: Students may choose to create a digital children's story instead of creating a book trailer. The digital children's story would be 3-5 minutes in length and include scanned illustrations, music, narration, and credits. More information will be provided in class including evaluation criteria. **This assignment, if chosen, is worth 40 points and is due on October 23rd.**
- ❖ Mini Graphic Novel: As a children's/school librarian, it is important to know how to effectively use web 2.0 technologies and new digital media to reach reluctant readers and encourage the love of reading. Graphic novels are becoming increasingly popular in the world of children's literature. Allowing children the opportunity to create their own graphic novels empowers them to take charge of literacy. For this assignment, students will use an online tool such as Pixton (<http://www.pixton.com/>), Canva (<https://www.canva.com/create/comic-strips/>), Storyboard That (<https://www.storyboardthat.com/>) or Make Beliefs Comix (<https://www.makebeliefscomix.com/Comix/>) to design their own mini graphic novel/comic strips. Graphic novels/comic strips should be at least 6 pages in length and include at least 30 panels, be written in a style that is easy for early readers to understand and navigate, and exemplify the qualities of a good graphic novel. More information will be provided in class including evaluation criteria. **This assignment, if chosen, is worth 40 points and is due on October 23rd.**

PLEASE CHOOSE ONE OF THE FOLLOWING ASSIGNMENTS FOR
YOUR MATERIALS & SERVICES **PROJECT B:**

- ❖ Literature-Based Library Observation & Program: It is important for school library media specialists and children's librarians to know how to plan and implement library programs for children. For this project you will observe and evaluate a current library program for children either in a school or public library (Due to COVID, you can view an online virtual children's program if needed). Next you will create a library program of your own. If you plan to pursue school media certification, create a literature-based program that could be used in a media center during a series of class meetings. If you plan to be a children's librarian, create a literature-based library program that could be presented in a public library during a series of days. Whichever type of program you choose, you will detail how the school library media center or the public library's children's department can partner with another organization or community resource to strengthen the program. You will also indicate your understanding of developmentally appropriate programming for children by the choice of your books and activities. A budget and marketing plan must be included with your

program (Chapter 8 of the Larson textbook provides useful information). More information will be given in class including criteria for evaluation. **This assignment, if chosen, is due on November 21st and is worth 40 points. Students who complete this assignment should prepare a 3 minute teaser of their program to present in class, post their program in the appropriate thread in the discussion board AND submit the program via the “Assignments” tab in Blackboard by midnight.**

- ❖ Banned Book Defense: Children's and school librarians will invariably encounter censorship attempts sometime during their career and must know how to defend intellectual freedom. For this assignment, students will read an instructor-assigned Controversial Book from the recent Banned Books List and create a book defense, with supporting book reviews, which could be used to persuade a library board as to why the book should remain on the shelf. Students will deliver their defenses (orally) in class and the instructor will role play the part of an angry parent, concerned citizen, etc. Further details will be provided in class prior to the due date and also posted on Blackboard. **This assignment, if chosen, is due on November 21st and is worth 40 points. Students who complete this assignment should prepare a 3 minute oral defense to present in class, post their written book defense in the appropriate thread in the discussion board AND submit the written defense via the “Assignments” tab in Blackboard by midnight.**

VII. Evaluation and Grading:

Academic performance will be based on both written and oral contributions. Students are expected to demonstrate knowledge of course content and to practice effective communication skills. In addition, students will participate in many class activities and discussions, some planned, some spontaneous.

Grades will be determined by using the activities and points listed above in the “Academic Course Requirements and Assignments” section. Assignments not given a point value are considered evidence of class participation. Failure to participate in or to complete any of the course activities and assignments will result in an “F” for the assignment and an overall final course grade reduction by one letter. Consistent attendance and class participation will significantly influence the determination of final grades.

Student projects and assignments will be evaluated as follows:

- ❖ **Class Participation**: Children's Librarian Interviews (Due **September 26th**); Read-Alouds (Due **October 24th**; Assigned Readings & Discussion Books, (All Due on the dates outlined in the course schedule) **(40 points total for all class participation activities)**
- ❖ Media Evaluation (10 points) –Due September 26th
- ❖ Materials & Services Project A (40 points) – Due October 23rd
- ❖ Tally Sheet (30 points) – Due November 7th
- ❖ Materials & Services Project B (40 points) – Due November 21st
- ❖ Book Reviews (40 points total) – All reviews due on December 6th

Total 200 possible points

**All written assignments will be reviewed for content, organization, and mechanics. Assignments should be typed (12 pt font) and exemplify correct grammar. Points will be deducted from assignments that do not meet these minimum criteria. You are working towards a higher degree; please write accordingly.

Grades for assignments will be posted on Blackboard. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 200):

- A (180-200)
- B (160-179)
- C (140-159)
- D (120 -139)
- F (0 -119)

Make-up Policy/Due Dates

Assignments are due on the date listed in the class schedule. Students may elect to turn in late work for evaluation, but 5 points will be deducted from that assignment grade for each calendar day (not each class meeting) beyond the due date that the assignment is late. Unless the student has received an extension, no assignment that is more than one week late will be accepted for grading and a zero will be recorded for that assignment.

Incomplete Grades

Incomplete grades will not be given for this course unless there are critical circumstances affecting a student's ability to meet course requirements. Students, who believe they need an incomplete, should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the critical situation that led the student to request an incomplete grade for the course. In cases where an incomplete grade is assigned, it is the student's responsibility to complete all course requirements within the timeframe established by the instructor.

Feedback During the Semester and Contacting the Professor

** I encourage you to take advantage of the multiple ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester. The quickest way to reach me is via email (jcnaidoo@slis.ua.edu). I generally check email several times a day unless I'm traveling. If you send me an email, PLEASE ensure that you include **LS 521** in your subject heading. I receive hundreds of emails per day, and if your email is not labeled, I may miss your important message or question.

Important Reminder:

Please be sure to bring a sense of humor, an curious mind, and a young heart to class. We have tremendous work to do in a short time, but let's have fun along the way!



Assignment	Points Value	Due Date
1. A Day in the Life of A Children's Librarian: Interview	Points included in Class Participation	September 26 th
2. Media Evaluation	10 points Pass/Fail	September 26 th
3. Materials & Services Project A	40 points	October 23 rd
4. Read-Aloud Assignment	Points included in Class Participation	October 24 th
5. Tally Sheet	30 points	November 7 th
6. Materials & Services Project B	40 points	November 21 st
7. Book Reviews	40 points	December 6 th
8. Class Participation: Required Readings, In-Class Discussions, Discussion Books	40 points	On-going as specified in the Course Schedule

VIII. Tentative Class Schedule:

LS 52I: Materials & Services for Children Fall 2020 - Weekend College - Online

This class meets four weekends (one each in August, September, October, and November) on Fridays from 6:00 p.m. – 9:00 p.m. and Saturdays from 9:00 – 5:00 p.m. *Please double check your **weekend** dates to ensure you have the correct weekend for class.* All course readings (discussion books, textbook chapters, and assigned articles) are due prior to class in order to inform the discussion topics for each class session. Assignments are due on the dates listed in the course syllabus. Note that classes will be live online. We will take periodic breaks throughout each class, including a lunch break on Saturdays.

Weekend 1: August 28th -29th

Friday Night:

Topics Covered: Course Introduction and Overview; Student & Professor Introductions; Children's Librarianship vs. School Librarianship; Discuss ALSC Competencies for Librarians Serving Children; Discuss Children's Librarian Interview assignment (**Due September 26th**); Discuss Tally Sheet (**Due November 7th**).

Saturday:

Read for Today's Class: **Vardell** Chapter 1, skim **Horning** article "Critical Approach to Children's Literature," skim **Horning** article "Writing a Review," **Takeuchi and Sobel** article "Learning Across Boundaries: How Librarians are Bridging Children's Interests," and **Van Orden** article "General Criteria for the Selection Process."

Topics Covered: Discussion of Readings; Children's Literature Awards; Evaluating Children's Literature (Content & Illustrations); Selecting Developmentally Appropriate Books for Children; Collection Development; Reference Resources for Children's Librarians; Professional Resources for Book Reviewing; Practice Book Reviewing in Class; Discuss Book Reviewing Assignment (**Due December 6th**) (Note: **The final list of assigned review books will be distributed to students by September 4th**); Discuss Children's Media Evaluation Assignment (**Due September 26th**); Discuss Materials & Services Choice Assignment A (**Due October 23rd**).

Weekend 2: September 25th -26th

Friday Night:

Read for Today's Class: **Volin** E-learning article "Good Comics for Kids;" **New Kid** **discussion book**; **Vardell** Chapter 2.

Topics Covered: Picturebooks; Graphic Novels; Illustration Styles; **Book Discussion of New Kid**; ALSC Graphic Novels Reading Lists: <http://www.ala.org/alsc/publications-resources/book-lists/graphicnovels2019>

Saturday:

Read for Today's Class: **Trelease & Giorgis** Introduction and Chapters 1-4; **Larson** Chapters 1-8.

Topics Covered: Discussion of Readings; **In Class Discussion of Children's Librarian Interviews (small group)**; Importance of Reading Aloud; Selecting Good Read-Alouds;

Discuss Read-Aloud Assignment (**Due October 24th**); Principles of Children's Librarianship; Managing Children's Services; Developing Children's Programs; **In Class Student presentation of Media Evaluations (small group)**; Discuss Materials & Services Choice Assignment B (**Due November 21st**).

Weekend 3: October 23rd – 24th

Friday Night:

Read for Today's Class: **READ Vardell** Chapters 6 & 8; *Indian No More* **discussion book**.

Topics Covered: **Book Discussion of Indian No More**; Historical Fiction; Informational Books (Nonfiction & Biographies); **Choice Assignment A due by midnight**

Saturday:

Read for Today's Class: **Vardell** Chapters 3,4, & 7; selected **read-aloud book** (with activity); *Where the Mountain Meets the Moon* **discussion book**.

Topics Covered: **Student Read-Alouds in Class (small group)**; Poetry for Children; Traditional Literature; Fantasy/Science Fiction; **Book Discussion of Where the Mountain Meets the Moon**.

Assignments Due Between Weekends 3 & 4:

Tally Sheet Due by midnight on November 7th

Weekend 4: November 20th – 21st

Friday Night:

Read for Today's Class: **Vardell** Chapter 5; **Blackboard articles** "ALSC Whitepaper on Importance of Diversity in Library Programs and Materials Collections for Children," "The 2015 Youth Media Awards: A Crossover Year for Diversity," and "Little House, Big Problem;" and *Harbor Me* **discussion book**.

Topics Covered: **Book Discussion of Harbor Me**; Contemporary Realistic Fiction & Multicultural Books; Cultural Diversity within Award-winning Children's Books; Racism in Children's Books; Controversial and Banned Books; Library Bill of Rights; Intellectual Freedom/Censorship.

Saturday:

Read for Today's Class: **Naidoo** article "Using Traditional and Multimodal Texts to Promote Multicultural Literacy and Intercultural Connections;" **Trelease and Giorgis** Chapter 7, 8; **ALSC Whitepaper** Media Mentorship in Libraries Serving Youth; *The Murderer's Ape* **discussion book**.

Topics Covered: Discussion of Readings; Global/International Children's Literature; **Book Discussion of The Murderer's Ape**; Planning Library Facilities for Children; Digital Books, Digital Apps, and Multiple Literacies; Magazines for children; Non-print Materials for Children – Audiobooks, Digital Apps, Films, Websites, Video Games, Music; Book Talks & Book Trailers; In-Class evaluation of Digital Picture books (small group); **Student Presentations of Materials & Services Project B**; **Do Course Evaluations**.

Assignment Due After Weekend 4:

Book Reviews due by midnight on December 6th