

FALL 2012

INSTRUCTOR

Leanne Bowler

CONTACT

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COURSE DESCRIPTION

The goal of this course is to provide students with the ability to appreciate, critique, evaluate, and promote library resources for children, ages 0 - 12.

COURSE OBJECTIVES

- Appreciate and critically evaluate the visual, oral, aesthetic, emotional, intellectual and imaginative aspects of library resources for children.
- Identify and discuss current trends, issues, and problems in the selection and evaluation of resources for children.
- Apply knowledge of the needs, interests and concerns of children to the selection and evaluation of library resources for children
- Develop a personal perspective on the nature of library resources for children.

COURSE CONTENT

- Child development and its relationship to the selection and use of library resources.
- Current trends, issues and research in library services for youth
- Literary elements of stories; literary archetypes; genre.
- Demonstration and exploration of a wide selection of materials for children, including books, audio/visual media and electronic resources.
- Selection and collection development: Selection criteria, selection tools and policies, collection assessment.
- Policies and practices related to intellectual freedom.
- Reading: reading development, preferences and ways to promote.
- Information behavior: children's information needs, children's information-seeking behavior.

COMPETENCIES ADDRESSED BY THIS COURSE

Association for Library Service to Children:

- Knowledge of client group
- Communication skills
- Materials and collection development.
 - Knowledge of materials
 - Ability to Select Appropriate Materials and Develop a Children's Collection
 - Ability to Provide Customers with Appropriate Materials and Information
- Professionalism and professional development

REQUIRED READINGS

- *Scholarly and professional articles and chapters:* Available on e-Reserve. See the Week-to Week Reading Plan.

Children's Audio CD:

- Gaiman, Neil. **The Graveyard Book**. Harper Children's Audio; Unabridged edition, 2008. (NOTE: It takes a while to listen to this audiobook, so start as early as possible. While you are welcome to read the print version, you must also listen to the audio book for this class):

Children's Books:

- Baker, Jeannie. **Home**. Greenwillow Books, 2004. (Alternatives: *Window, Where the Forest Meets the Sea*, both by Jeannie Baker).
- Browne, Anthony. **Me and You**. Farrar, 2010.
- Ellis, Deborah. **The Breadwinner**. Oxford University Press, 2004.
- Falconer, Ian. **Olivia**. Simon & Schuster Children's, 2004.
- Jenkins, Martin. **Can we Save the Tiger?** Candlewick, 2011.
- L' Engle, Madeleine. **A Wrinkle in Time**. Square Fish, 2007.
- Selznick, Brian. **The Invention of Hugo Cabret**. Scholastic Press, an imprint of Scholastic, 2007.
- Sendak, Maurice. **Where the Wild Things Are**. 1963.
- Seuss, Dr. **The Lorax**. Picture Lions, 1997.
- Shannon, David. **No, David!** Blue Sky Press, 1998 (Alternatives: **David Gets in Trouble**, also by David Shannon).
- Sidman, Joyce. **Swirl by Swirl: Spirals in Nature**. Houghton, 2011.
- Stead, Rebecca. **When You Reach Me**. Wendy Lamb Books, 2009.
- Winter, Jeanette. **Nasreen's Secret School: A True Story from Afghanistan**. Beach Lane Books, 2009.

PICTURE BOOK APPS: Will be made available on iPads during the on-campus weekend.

RECOMMENDED READINGS

Copyright prevents me from reproducing these titles in the digital environment of CourseWeb. It would be beneficial if you read and viewed a good portion of these materials titles by mid-January:

- Bouchard, Herve. **Harvey**. (this book may be hard to find).
- Bunting, Eve. **Smoky Night**.
- Earhart, Kristin. **The Magic School Bus Gets Cleaned Up**.
- Fleischman, Paul. **Dateline: Troy**.
- Frost, Robert. **Stopping by Woods on a Snowy Evening**. Illustrated by Susan Jeffers.
- Hesse, Karen. **Witness**.
- Hyman, Trina Schart. **Little Red Riding Hood**.
- Inches, Alison. **Santa Claus is Green! How to Have an Eco-Friendly Christmas** (this book may be hard to find).
- Innocenti, Roberto. **Rose Blanche**.
- Isadora, Rachel. **The Fisherman and his Wife**.
- Macaulay, David. **Black and White**.
- Marshall, James. **Red Riding Hood**.
- McKee, David. **I Hate My Teddy Bear** (this book may be hard to find).
- McKissack, Patricia. **Flossie & the Fox**.
- Norton, Mary. **The Borrowers**.
- Raschka, Chris. **Arlene the Sardine**.
- Raschka, Chris. **John Coltrane's Giant Steps**.
- Ringgold, Faith. **Tar Beach**.
- Scieszka, Jon. **The Stinky Cheese Man and Other Fairly Stupid Tales**.
- Sendak, Maurice. **Bumble-Ardy**.
- Skarmeta, Antonia. **The Composition** (this book may be hard to find).
- Wells, Rosemary. **Bunny Cakes**.
- White, E.B. **Stuart Little**.
- Wiesner, David. **Flotsam**.
- Willems, Mo. **Don't Let the Pigeon Drive the Bus**.
- Woodson, Jacqueline. **Show Way**.
- Zwerger, Lisbeth. **Aesop's Fables**.

TEACHING METHODS

- Lecture
- Readings
- Group discussion
- Student presentation

EVALUATION

Participation in the Book Clubs 15%

Attendance will be taken.

Assignment 1: Review a picture book 15%

Locate and review a picture book for children under 6 years old (pre-readers)

Due: Thursday, September 27, 2012

Assignment 2: Evaluate a web site 15%

Locate and evaluate a web site for your pathfinder, using the *ipl2 For Kids* collection development policy.

Due date: October 11, 2012

Assignment 3: Review picture book apps 15%

Review a selection of picture book apps for children under 6 years old (pre-readers)

Due: Thursday, November 8, 2012

Assignment 4: Annotated Pathfinder for Grade Five Students 20%

Locate and describe resources for a pathfinder. Design and create an easy-to-use pathfinder that will appeal to young people. Record your search and selection process.

Due date: Thursday, November 29, 2012

Assignment 5: Book Club Portfolio 20%

Summaries of the Book Clubs; Reflection on learning.

Due date: Thursday, December 13, 2012

POLICIES FOR GRADING

Assignments will be given a letter grade (A, A-, B+, B, B-, C, C-, etc). It is not the policy of the instructor to assign an incomplete (“G”) grade unless extenuating circumstances apply (e.g. serious illness, bereavement, accident, “Act of God”). The value of the letter grade is in accordance with standards set by the Provost’s Office of the University of Pittsburgh. (<http://www.registrar.pitt.edu/gradingsystem.html>). A superior grade (A, A+) represents academic work that in quality is above and beyond the collective body of student submissions for this class. Time and effort are necessary ingredients for a good grade, but are not the only criteria used in assessment.

Grading System		
Graduate Studies at the University of Pittsburgh		
Letter Grade	QPA	Quality
A, A+	4.00	Superior
A-	3.75	
B+	3.25	
B	3.00	Adequate
B-	2.75	
C+	2.25	
C	2.00	Minimal
C-	1.75	
D+	1.25	
D	1.00	
D-	0.75	
F	0.00	Failure

GENERAL EVALUATION CRITERIA

- Graduate level writing is expected. Proper grammar, spelling, and punctuation at all times.
- Choose a citation style and use it consistently.
- Attribute the intellectual contributions of others. If in doubt about whether to cite, then you should cite.
- Throughout this course, I’ll be looking for analytical thinking, not basic description. This means making connections between concepts from the readings, lectures and your personal experiences.
- A critical stance is important. This does not mean criticizing. Critical thinking is the constant attempt to go beyond “what” and answer the questions “why” and “why not”.
- Professional-looking submissions: Organized, objectives clearly stated, content of assignment aligned with objectives. Properly researched and sourced.
- Professional behavior: Respectful interaction.

POLICIES FOR CLASS SUBMISSIONS

- Assignments must be submitted by 11:59 pm on the day they are due.
- Submit assignments to CourseWeb.
- Assignments that are submitted after a due date 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 due date. **NO CREDIT WILL BE GIVEN FOR ASSIGNMENTS SUBMITTED FIVE (5) DAYS OR MORE PAST THE SUBMISSION DEADLINE, UNLESS THE INSTRUCTOR DETERMINES THAT EXTENUATING CIRCUMSTANCES APPLY.** The instructor may require you to submit corroborating documentation if you are claiming that an extenuating circumstance should be applied.
- Assignments **MUST** be clearly identified with your name, the class and assignment number:
 - Electronic files: Include in the file name the following details: Your name, the course number, the assignment, the term, the year. (e.g. Lastname_Firstname_Assign1_LIS2322_Fall2012)
 - Include a title page. On the title page, provide the following details: The title of your assignment, your name, the course number, the assignment number, the term, the year.
 - On each subsequent page of the assignment, provide a header or footer with the following information: Your name, the course number, the assignment number, the term, the year. (e.g. Lastname_Firstname_Assign1_LIS2322_Fall2012)
 - Paginate.

ACADEMIC INTEGRITY

- Students are expected to maintain a high level of integrity in all their work. All students are expected to have read and understood, and to follow the *Student Obligations for Academic Integrity*. (<http://www.ischool.pitt.edu/about/academic-integrity.php>).
- **Plagiarism will not be tolerated and will result in a grade of “F” (failure).**

SPECIAL CIRCUMSTANCES

- If you have a special need (physical or learning impairments), notify the instructor within the first two weeks of the term in order to make accommodations in the course.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Office of Disability Resources and Services, 216 William Pitt Union (412-648-7890/TTY:412-383-7366) as early as possible in the term. You should also consult the office's website www.drs.pitt.edu. DRS will verify your disability and determine reasonable accommodation for this course.
- If you need to miss a class due to religious observances, please notify the instructor in advance and make alternative arrangements for the material that you miss.

COMMUNICATION POLICY

- Respectful interaction with your colleagues, the professor, and all guest speakers is expected.
- You are part of a community of learners. In discussion groups (in-class and online), please listen to your colleagues, read their postings, and respond thoughtfully.
- I will respond to your email as quickly as possible. Email sent to me on a weekend or holiday will be answered no earlier than the first working day following the weekend or holiday. Email sent to me in the evening will not be answered the same evening.
- Please include your **full name** (first name and surname) on all email. I will not reply to emails that aren't signed with your first and last name.
- Dissemination of course materials (video or podcast of lectures, Power Point slide shows, PDFs of readings, etc.): Course materials for this class are only for the use of students registered in this course.