

The Catholic University of America
School of Library and Information Science
LSC 854: Media for Children
Spring 2009

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**my cell phone will NOT work in my school library, so use work number 7-3:30/M-F

Course Description: This course focuses upon the study of various multimedia and genres of literature for children with an emphasis on criteria for selecting and interpreting quality material for children who are at different developmental and reading levels.

Course Objectives:

Upon successful completion of this course, students are expected to be able to:

1. Promote an understanding of the interests and needs of children
2. Survey materials, authors and illustrators of interest to children through reading and viewing analysis
3. Identify and use selection criteria and resources which relate to literature for children
4. Identify and discuss issues and trends in children's literature
5. Introduce students to a variety of aids and techniques for broadening and deepening children's response to literature in elementary and middle schools.

Required Texts:

- Bang, Molly. *Picture This: How Pictures Work*. San Francisco: SeaStar Books, 2000.
- Horning, Katherine. *From Cover to Cover: Evaluating and Reviewing Children's Books*. NY: HarperCollins, 1997.
- Tunnell, Michael O. and James S. Jacobs. *Children's Literature, Briefly 4th ed.* Columbus, OH: Pearson, 2007.

Required Children's Books:

You do not need to purchase these—obtain a copy of them from your local collection—school, public library, etc.

Flotsam (Wiesner)

Frog and Toad are Friends (Lobel)

Once I Ate a Pie (MacLachlan)

Inkheart (Funke) OR *The Lightning Thief* (Riordan)

No Talking (Clements)

Kir a-Kira (Kadohata)

And Tango Makes Three (Parnell and Richardson)

The Hello, Goodbye Window (Juster)

There is a bird on your head! (Willems)

Love that Dog (Creech)

Rules (Lord)

First the Egg (Seeger)

pre-teen title by Judy Blume

PLUS MANY OTHER TITLES OF YOUR CHOICE!!!!

Assignments:

1. **Weekly Discussions or Responses:** Each week students will either engage in prompt-initiated conversation online OR each student will be asked to write a reflection or response to a topic-based question. The specific assignment will be posted online in Blackboard by Monday of that week with directions for time/method of response.

These Weekly Discussions/Responses are worth 10% of your grade.

2. **On-site Observations:** For this assignment, you will plan two visits—one to an elementary school library or the children's area of a public library AND one to the children's area of a bookstore. Following a given format, observe, compare and contrast how the two venues market their products and services to children.

The On-site Observation Comparison is worth 5% of your grade.

3. **Visual Interpretive Analysis:** Children's picture books have the added dimension of illustrations to create an integrated work of art. The success of the work, then, is the interplay between the story and the illustrations. While we react to both, illustrations often are overlooked when it comes to critical response. Following the guidelines discussed in Horning's text, pages 100-120, and in Picture This (Bang), you will examine and critique the illustrations in a picture book in a 2-3 page paper. You may select any title from the Caldecott Medal winners and honor books or a title that was also honored with a Coretta Scott King (for Illustrations) recognition.

The Visual Interpretive Analysis is worth 10% of your grade.

4. **Booktalks:** Booktalking is an important skill for exposing children to books they might otherwise not find. A good booktalk can draw a child to a book in a powerful way and entice a non-reader into the world of books. Each student will be required to give a booktalk of a *novel* of your choice following the guidelines discussed in class. Booktalks will be delivered in class on April 1. On this same date, a video of 3 other booktalks is due. Booktalk cards will be created for 19 of the works you read during this class and these should be turned in April 29.

Three good web sites on the art of booktalking include:

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/kqweb/kqreviews/networth/v32n1.cfm>

<http://nancykeane.com/booktalks/default.htm>

<http://thebooktalker.com/>

The Booktalk is worth 5% of your grade. Booktalk video and cards are worth 15% of your grade.

5. **Field Trip Assignment:** Sometime during this semester, you should take a field trip to an event that in some way is celebrating or studying children's literature. This may include a bookstore event, an author presentation, a session at a conference that you are attending, a literacy event that your school may be sponsoring, etc. Depending upon the event, the assignment can vary depending upon the event.

The Field Trip Assignment is worth 5% of your grade.

6. **Text set with Annotated Bibliography:** A text set is a collection of books on a single theme that represents a variety of reading levels. It is designed so that all of the children in a classroom can find something they are able to read on the topic under discussion. Your assignment is to create a text set (with a minimum of 20 titles) for use in a unit of your choice in an elementary or early middle school classroom. You should include titles from at least 5 of these genres: realistic fiction, historical fiction, fantasy, poetry, nonfiction, biography, and traditional literature. Your text set should include an introduction that describes the topic and its curricular importance, followed by the 20 titles. Each of the 20 titles should have a full annotation, including author, title, illustrator, publication date, genre, and reading level, followed by a brief summary of the work.

The Text set with Annotated Bibliography assignment is worth 15% of your grade.

7. **Poetry Collection:** As you read the poetry selections, choose 5 poems that you feel speak to a particular elementary/early middle school audience. Organize these poems in some manner* and present them with your reasons for including the poems in your "anthology." *For example, you may focus on seasons, or on a school subject, or on a sport, or on family.

The Poetry Collection is worth 5% of your grade.

8. **Text Evaluation:** Evaluate one of the novels (Fantasy or Contemporary Realistic Fiction) according to information in Chapter 3 of the Tunnell/Jacobs text.

This Text Evaluation is worth 5% of your grade.

9. **Conversation with Children:** The objective of this assignment is to develop a better understanding of the interests of children from 4 years old to 12 years old. Follow the suggesting line of questioning for an eye-opening and entertaining assignment! A brief paper will describe what you learned, what surprised you, etc.

The Conversation with Children is worth 5% of your grade.

10. **Exam:** The exam will be completed via Blackboard. The exam must be completed and mailed in Blackboard's Digital Dropbox by midnight, May 6, 2009.

The Exam is worth 10% of your grade.

11. **Attendance and Participation:** All students are expected to contribute to this community of learners by attending each scheduled class and being a positive participant in discussions, presentations, and hands-on projects. Less than perfect attendance and being unprepared for discussion will lower your final grade.

Attendance and Participation are worth 10% of your grade.

Academic Honesty Policy:

All students are expected to adhere to accepted codes of ethical, personal, and civil conduct. The University's policy is available at <http://policies.cua.edu/adademicundergrad/integrity.cfm> . Failure to meet these standards will have serious consequences: you will receive a zero on the project or exam in question, and you will be reported to the Dean for possible further action such as an F for the course and a withdrawal from the program.

Catholic University of America defines plagiarism as "presenting the work of another as if it were one's own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgement, or, where appropriate, quotation marks....Any unacknowledged use of another's ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents)." CUA's Academic Graduate and Undergraduate Student Academic Dishonesty Policy, Section III., Categories of Academic Dishonesty.

Disabilities:

Students with documented disabilities who need course accommodations, have emergency medical information or require special arrangements for building evacuation should contact the instructor within the first week of class. Verification of any special arrangements needs to be made through the Office of Disability Support Services, located in the Pryzbyla Center. Their email is cua-disabilityservices@cua.edu and their phone number is 202.319.5618 or 202.319.5211 and their FAX is 202.319.5126. Website is <http://disabilityservices.cua.edu> .