

**THE CATHOLIC UNIVERSITY OF AMERICA**  
**School of Library and Information Science**

**LSC854: Media for Children**  
Spring 2010  
Graduate Syllabus

3 credit hours

Classroom: CUA campus - TBA  
Tuesdays, 6:35-9:05 p.m.

Dorothy Warner, MLS, MPS  
[warner@rider.edu](mailto:warner@rider.edu)

Office hours: by appointment (and in the Blackboard classroom)

**Course Description:**

Evaluation, selection, and use of multimedia materials for children [grades K-6] in terms of needs, interests, and abilities. Attention to matching students' needs, interests, and stages of cognitive development. Discussion of characteristics and representative titles of various genres of children's literature.

**Instructional Methods:**

Interactive learning experiences requiring consistent student participation in the "live" classroom and the online classroom in Blackboard. Assignments and Readings will be posted on Blackboard. Check Blackboard on Mondays of each week; any updates to the assignments or readings will be posted by Mondays at noon. Assignment(s) requiring Blackboard participation follow in the Course Schedule. Blackboard is available at: <http://bb8.cua.edu>

**Required Text:**

Vardell, Sylvia M. Children's Literature in Action: A Librarian's Guide. Westport,  
CT: Libraries Unlimited, 2008.

Additional readings will be required. Check Blackboard for updates; updates will be posted Mondays by noon.

**Required: LiveText**

A portfolio of course assignments will be developed using LiveText.

**Assignments:**

Details regarding the assignments follow in the Course Schedule.

All assignments are to be word-processed and double-spaced.

All assignments are due on the designated dates.

Students will be required to bring selected children’s books to class. These need not be purchased, but may be obtained from a personal collection, or a school or public library. Many recommendations are made in Vardell’s text. Select any except those for which reviews have been written (the index to Vardell’s text identifies each title reviewed).

Assignments are categorized as:

<b>ASSIGNMENT CATEGORY</b>	<b>ASSIGNMENT WEEKS</b>
Evaluation of Children’s Media	<i>Assignment Weeks 2, 3, 4, 5, 7</i>
Understanding of Children’s Cognitive Development and Interests	<i>Assignment Weeks 3, 4, 5</i>
Ethical Responsibility of the Profession (Intellectual Freedom)	<i>Assignment Week 10 and Capstone Project</i>
Professional Development	<i>Assignment Week 12</i>
Promotion of Children’s Media	<i>Assignment Weeks 2 &amp; 13</i>
Support for Collaborative Teaching and Learning to support the mission of the school	<i>Assignment Week 11, Capstone Project</i>

Capstone project (@ 10 pages; may be longer):

Select a curriculum unit to support (verifying the grade level when the curriculum is traditionally taught). If possible, consult with a classroom teacher in an elementary school regarding the specific requirements in the curriculum (this could earn you 2 extra points).

Identify the mission of the school (provide the citation if you are choosing to use an existing school’s mission statement).

Describe the curriculum unit.

Identify the grade level.

Identify the length of time that the unit will be studied.

Identify the number of different classes that will study the unit simultaneously.

Identify the number of students in each class.

Describe the student group (interests; unique characteristics, e.g., how you will attempt to appeal to different learning styles and abilities).

Identify the budget allocation for the collection (not less than \$500, and not to exceed \$2,000).

Select fiction and non-fiction resources (print and electronic, including “free” Web sources) to support the curriculum. List your selections.

Resources must be at the appropriate reading level and appropriate cognitive level.

Note diverse and multicultural titles, when relevant.

Describe the selection and evaluation process used (list resources used and describe their value for this project).

Describe (in a paragraph) an assignment that will engage students with a selection of the resources.

Describe how you will provide access to the materials.

Describe ways that the materials will be promoted to faculty and students.

Identify how the collection will serve the school’s mission and enable successful student achievement of the AASL Standards for the 21<sup>st</sup> Century Learner.

Note how your selections address the specific disciplinary education standards (e.g., NCSS Curriculum Standards for Social Studies).

### **Grading Criteria:**

Written assignments will be accompanied by a scoring rubric which will be discussed in class prior to the assignment. Student recommendations for the scoring rubric will be considered. Each rubric will provide a grading scale of: Exceptional, Above Average, Average, Below Average, Unmet. Points will vary for each project. Class participation is inherent. The Course Schedule identifies the points possible for each assignment (with 2 extra points possible with the capstone project).

Accumulated points translated to letter grade:

A: 94-100

A-: 90-93.99

B+: 86-89.99

B: 82-85.99

B-: 78-81.99

C: 70-77.99

F: Below 70

**Academic honesty:**

The University policy is available at

<http://policies.cua.edu/academicundergrad/integrity.cfm>. Please review this policy.

**Goals and Objectives for Student Learning:**

The goals and objectives for this course will relate to the goals of ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation, American Association of School Librarians (AASL) Standards for the 21<sup>st</sup> Century Learner, Catholic University of America's Mission, Catholic University of America School of Library and Information Science (SLIS) Program Goals and Professional Competencies for graduates of the SLIS program. To fulfill the requirements for this course, students will be required to apply skills and content learned in earlier courses in the SLIS sequence, including:

Core courses:

LSC 551: Organization of Information

*(Subject analysis)*

LSC 553: Information Sources and Services

*(Reference process)*

LSC 555: Information Systems in Libraries and Information Centers

*(Information seeking behavior)*

LSC 557: Libraries and Information in Society

*(Ethical and professional standards)*

Requirements for school library certification:

LSC 603: Technical Services

*(Organization for access)*

LSC 606: Cataloging and Classification

*(LC Subject Headings, Dewey Decimal classification system)*

LSC 772: Media Services in Libraries

*(Evaluation, selection, and use of multimedia)*

LSC 776: Design and Production of Audiovisual Materials

LSC 813: The School Library Media Center

*(Collection, facilities, budgets)*

**Goal for LSC854: Develop a knowledge of children’s media, including knowledge of issues and trends and of historical and contemporary authors and illustrators of children’s literature.**

*This goal will be met by achieving the following Objective:*

Demonstrating the ability to evaluate children’s media in order to develop a children’s media collection linked to the school’s curriculum.

**Goal for LSC854: Understand the cognitive development of children.**

*This goal will be met by achieving the following Objective:*

Developing and applying an understanding of the cognitive development of children, learning styles, and the interests of children to the selection of children’s media.

**Goal for LSC854: Develop an awareness of tools for the evaluation and selection of children’s media.**

*This goal will be met by achieving the following Objectives:*

Identifying and applying established evaluation criteria to children’s literature.

Comparing/contrasting reviews and reviewing sources.

**Goal for LSC854: Develop the ability to encourage the reading interests of children.**

*This goal will be met by achieving the following Objective:*

Demonstrating methods for motivating children to read and for promoting and furthering access to collections.

**Goal for LSC854: Encourage intellectual freedom.**

*This goal will be met by achieving the following Objective:*

Applying one’s understanding of intellectual freedom to the collection development process by ensuring a diverse, multicultural collection, and recognizing one’s ability to defend those selections.

**Goal for LSC854: Understand the school’s mission and the standards of the profession.**

*This goal will be met by achieving the following Objective:*

Developing a collection that serves the school’s mission and the standards of the profession.

**Goal for LSC854: Recognize the leadership required by the school library media specialist in curricular support and design.**

*This goal will be met by achieving the following Objective:*

Developing a collection that utilizes the roles of both classroom teacher and school library media specialist.

LSC854: Media for Children: Course Schedule

Week	Required Readings & Recommended Readings	Assignment	Due Date	Points possible for assignment
<p><b>Week 1: January 12:</b> <i>INTRODUCING BOOKS FOR K-12</i></p>	<p><b><u>REQUIRED:</u></b> Vardell, Sylvia M., <u>Children’s Literature in Action: A Librarian’s Guide</u>, chapter 1, pp. 16-22.</p> <p><b><u>RECOMMENDED:</u></b> Horning, Kathleen. <u>From Cover to Cover: Evaluating and Reviewing Children’s Books</u>. New York: HarperCollins, 1997.</p> <p>Sutherland, Zena. <u>Children and Books</u>. 10<sup>th</sup> ed. New York: Longman, 2004.</p>	<p><b><u>INTRODUCING BOOKS FOR K-12:</u></b> <i>Purpose: To identify your instinctual evaluation skills.</i> <b><u>Due: Bring a book (fiction or nonfiction) written for children in grades K-6 that is of great appeal to you. Be prepared to describe why the book appeals to you. Consider the plot of the story and the effectiveness of the author in telling the story.</u></b> <i>Describe the ages and grade levels that the book would most appeal to.</i> <i>Is there anything unique to describe, such as its multicultural value?</i> <i>In a school library media center, how would you expect to promote this book to bring it to readers’ attention (initial conversation, to be expanded upon later)?</i> <i>What part of the elementary school curriculum would you expect the book to support?</i> Following the class discussion of individual titles, evaluative criteria and selection resources will be introduced to the students. A brief history of children’s literature, contemporary issues and trends, and children’s book awards will be presented with lists of recommended reading provided to acquaint students with children’s</p>	<p><b>Week 1: January 12</b></p>	<p><b>1 point</b></p>

		literature. Evaluative criteria for picture books will be introduced.		
<p><b>Week 2:</b> <b>January 19:</b> <i>PICTURE BOOKS and REALING ALOUD</i></p>	<p><b><u>REQUIRED:</u></b> Vardell, Sylvia M. <u>Children’s Literature in Action: A Librarian’s Guide, chapter 2</u> (Picture Books)</p> <p><b><u>RECOMMENDED:</u></b> Trelease, Jim. <u>Read-Aloud Handbook</u>. 6<sup>th</sup> ed. New York: Penguin Books, 2006.</p>	<p><b><u>PICTURE BOOKS (excluding easy readers):</u></b> <i>Purpose: To apply established evaluation criteria to children’s literature.</i></p> <p><b><u>Due: Select and read a picture book that is new to you and bring the book to class.</u></b> <b>Students will first read the book to the class. With the criteria introduced in the first class, students will formally introduce their book, applying appropriate criteria of evaluation. The response to the book may be positive or negative. A 2-page evaluation will be submitted.</b></p> <p><i>Following the class discussion, students will be introduced to stages in children’s cognitive development, with an emphasis on children in grades K-2. Interests of children of this age will be discussed.</i></p> <p><i>Discussion of the advantages of reading aloud and opportunities for promoting reading aloud to families.</i></p> <p><i>In preparation for the next class, evaluation criteria for Easy Readers will be introduced. Students will be introduced to Fry’s Readability Graph.</i></p>	<p><b>Week 2:</b> <b>January 19</b></p>	<p><b>7 points</b></p>
<p><b>Week 3:</b> <b>January 26:</b> <i>EASY READERS – GRADES K-2</i></p>	<p><b><u>REQUIRED:</u></b> Vardell, Sylvia M. <u>Children’s Literature in Action: A Librarian’s Guide, chapter 2</u> (Picture Books)</p>	<p><b><u>EASY READERS – GRADES K-2:</u></b> <i>Purpose: To apply established evaluation criteria to children’s literature. To develop and apply an understanding of the cognitive development of children and of the interests of children to the</i></p>	<p><b>Week 3:</b> <b>January 26</b></p>	<p><b>9 points</b></p>

	<p>Teacher Helpers:  Fry's Readability Graph: Directions for Use  <a href="http://school.discoveryeducation.com/schrockguide/fry/fry.html">http://school.discoveryeducation.com/schrockguide/fry/fry.html</a></p>	<p><i>materials selection. To apply Fry's Readability Graph to the text.</i></p> <p><b><u>Due:</u> Select and read a fiction/nonfiction easy reader that is new to you and bring the book to class.</b></p> <p><b>With the criteria introduced, students will formally introduce their book, applying appropriate criteria of evaluation. Describe your determination of the reading level of the book according to the directions for use of the Fry Readability Graph (see required reading). The response to the book may be positive or negative. A 2-page evaluation will be submitted in addition to a short (less than 1 page) description of your process of determining the reading level (based on Fry's graph). Submit a photocopy of the passage(s) used from your book to determine the reading level. Identify the # of sentences, the # of syllables, and the reading level according to the Fry Readability Graph.</b></p> <p><b><u>Also due:</u> To practice using LiveText, submit your evaluation and description identified above to LiveText.</b></p> <p><i>In preparation for the next class, students will be introduced to stages in cognitive development for children in grades 3-4. Interests of children of this age will be discussed.</i></p> <p><i>Evaluative criteria for fiction and nonfiction genres will be introduced. Students will each select a genre to represent for grades 3-4 (for</i></p>		
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		<i>Week 4 assignment) and a different genre for grades 5-6 (for Week 5 assignment). Genres include: traditional tales (folktales, myths, legends, and tall tales), poetry (may be a collection), contemporary realistic fiction, historical fiction, fantasy (including science fiction), informational book, biography.</i>		
<b>Week 4: February 2:</b> <i>FICTION AND NONFICTION FOR GRADES 3-4</i>	<p><b><u>REQUIRED:</u></b> Vardell, Sylvia M., <u>Children’s Literature in Action: A Librarian’s Guide</u>, <i>read the chapter for the genre that you have selected.</i></p> <p><b><u>RECOMMENDED:</u></b> Huck, Charlotte, ed. <u>Children’s Literature in the Elementary School</u>. New York: McGraw Hill, 2000.</p>	<p><b><u>FICTION AND NONFICTION FOR GRADES 3-4:</u></b> <i>Purpose: To apply established evaluation criteria to children’s literature. To develop and apply an understanding of the cognitive development of children and of the interests of children to the materials selection.</i></p> <p><b><u>Due: Select and read a fiction/nonfiction book written for grades 3-4 that is new to you and bring the book to class. A 2-page evaluation will be submitted.</u></b> <b>(Students will each select ahead a specific genre to represent with their title selection: traditional tales (folktales, myths, legends, and tall tales), poetry (may be a collection), contemporary realistic fiction, historical fiction, fantasy (including science fiction), informational book, biography).</b> <i>Further discussion of genres/representative authors/titles for this age group will be given. In preparation for the next class, students will be introduced to stages in cognitive development for children in grades 5-6. Interests of children of this age will be discussed. Students will have</i></p>	<b>Week 4: February 2</b>	<b>7 points</b>

		<i>chosen a different genre for the next assignment.</i>		
<p><b>Week 5:</b>  <b>February 9: <u>Class will meet online in Blackboard</u></b>  <b><i>FICTION AND NONFICTION FOR GRADES 5-6</i></b></p>	<p><b><u>REQUIRED:</u></b>  Vardell, Sylvia M., <u>Children’s Literature in Action: A Librarian’s Guide</u>, read the chapter for the genre that you have selected.</p>	<p><b><u>FICTION AND NONFICTION FOR GRADES 5-6:</u></b>  <i>Purpose: To apply established evaluation criteria to children’s literature. To develop and apply an understanding of the cognitive development of children and of the interests of children to the materials selection.</i>  <b><u>Due:</u> Select and read a fiction/nonfiction book written for grades 5-6 that is new to you and bring the book to class. A 2-page evaluation will be submitted to the Blackboard Discussion board by <u>6:35 p.m. on Tuesday, February 9.</u> (Students will each select ahead a specific genre to represent – different from the previous week – with their title selection: traditional tales (folktales, myths, legends, and tall tales), poetry (may be a collection), contemporary realistic fiction, historical fiction, fantasy (including science fiction), informational book, biography).  Read each of your classmate’s postings and respond to 3 with the criteria provided by the professor. Responses to 3 of your classmates is due by <u>Sunday, February 14</u>, at midnight.  <b><u>Also due:</u> submit the assignment to LiveText.</b></b></p>	<p><b>Week 5:</b>  <b>February 9</b></p>	<p><b>7 points</b></p>
<p><b>Week 6: February 16:</b>  <b><i>SELECTION AND EVALUATION TOOLS – Part 1</i></b></p>		<p><b><u>SELECTION AND EVALUATION TOOLS:</u></b>  <i>Purpose: To develop an awareness of tools for the evaluation and selection of children’s media.</i>   <b>No assignment due on this date.</b></p>		

		Continued discussion of genres/representative authors/titles for grades 5-6 will be given. The Capstone Project will be discussed. Discussion of selection and evaluation tools for children's media.		
<b>Class will not meet on Tuesday, February 23 due to the "Administrative Monday" requirement.</b>				
<b>Week 7: March 2:</b> <b><u>Class will meet online in Blackboard</u></b> <i>SELECTION AND EVALUATION TOOLS – Part 2</i>	<b><u>REQUIRED:</u></b> Vardell, Sylvia M., <u>Children's Literature in Action: A Librarian's Guide, chapter 1, pp. 13-16.</u>	<b><u>SELECTION AND EVALUATION TOOLS:</u></b> <i>Purpose: To recognize distinctions between reviewing sources.</i> <b><u>Due:</u> Locate reviews from 3 different sources for 1 [the same] children's book. Describe your reaction to the reviews and submit a 1 page comparison/contrast of both the reviews and the reviewing sources to the Blackboard Discussion board by 6:35 p.m. on Tuesday, March 2. Read each of your classmate's postings and respond to 3 with the criteria provided by the professor. Responses to 3 of your classmates is due by Sunday, March 7, at midnight.</b>	<b>Week 7: March 2</b>	<b>6 points</b>
<b>Class will not meet on Tuesday, March 9 due to Spring Recess</b>				
<b>Week 8: <u>Class will meet online in Blackboard</u></b> <b>March 16: <i>OTHER MEDIA FOR CHILDREN</i></b>	<b><u>RECOMMENDED:</u></b> Barr, Catherine. <u>Best New Media, K-12: A Guide to Movies, Subscription Web Sites, and Educational Software and Games.</u> Westport, CT: Libraries Unlimited, 2008.	<b><u>OTHER MEDIA FOR CHILDREN:</u></b> <b><u>Due:</u> Select 3 different types of media from the following categories and locate a review for each: audio, visual, subscription web sites, "free" web sites, or games. Describe your reaction to the reviews and submit a 1 page discussion of the quality of the reviews and how they influence your decision to purchase the</b>	<b>Week 8: March 16</b>	<b>6 points</b>

		<p>selected media. Submit your reaction to the Blackboard Discussion board by <b>6:35 p.m. on Tuesday, March 16</b>. Read each of your classmate's postings and respond to 3 with the criteria provided by the professor. Responses to 3 of your classmates is due by <b>Sunday, March 21, at midnight</b>.</p>		
<p><b>Week 9: March 23:</b> <i>OTHER MEDIA FOR CHILDREN – WEB SITES; MULTICULTURAL/ INTERNATIONAL BOOKS FOR CHILDREN; CONTROVERSIAL BOOKS</i></p>	<p><b>RECOMMENDED:</b> Gardner, Howard. <u>Multiple Intelligences: The Theory in Practice</u>. New York: Basic Books, 1993.</p> <p>Gardner, Howard. <u>The Unschooled Mind: How Children Think and How Schools Should Teach</u>. New York: Basic Books, 1991.</p>	<p><b><u>OTHER MEDIA FOR CHILDREN – WEB SITES; MULTICULTURAL/ INTERNATIONAL BOOKS FOR CHILDREN; CONTROVERSIAL BOOKS:</u></b></p> <p><b>No assignment due on this date.</b></p> <p>Discussion of other media (both print and non-print) for children. Discussion of learning styles, multiple intelligences. Discussion of academic web sites for children. Discussion of multicultural/international books for children. Discussion of controversial books.</p>		
<p><b>Week 10: March 30:</b> <b><u>Class will meet online in Blackboard</u></b> <i>CONTROVERSIAL BOOKS (cont'd; see assignment)</i></p>	<p><b>REQUIRED:</b> Challenges to Library Materials (ALA): <a href="http://www.ala.org/ala/issuesadvocacy/banned/challengeslibrarymaterials/index.cfm">http://www.ala.org/ala/issuesadvocacy/banned/challengeslibrarymaterials/index.cfm</a> (accessed June 2, 2009). See “Essential Preparation,” “Challenge Support,” and “Reporting a Challenge” under left-hand menu (provided by the Intellectual Freedom</p>	<p><b><u>CONTROVERSIAL BOOKS:</u></b> <i>Purpose: To apply your understanding of intellectual freedom to ensure the development of a diverse, multicultural collection and to recognize your ability to defend your selections.</i></p> <p><b><u>Due (Post your response to the Blackboard site by 6:35 p.m. on Tuesday, March 30):</u></b> <b>Banned Books Assignment: Select a banned (or controversial) book. Identify the specific complaint/challenge and the</b></p>	<p><b>Week 10: March 30</b></p>	<p><b>6 points</b></p>

	Committee).  Vardell, Sylvia M., <u>Children's Literature in Action: A Librarian's Guide, pages 151-152</u>	<b>individual/organization making the complaint/challenge. Describe the process of your response (@ 2 pages). Next: Read the postings of your classmates and make constructive comments to 3 classmates by <u>Sunday, April 4.</u> <u>Submit the Banned Books Assignment to LiveText.</u></b>		
<b>Week 11: April 6:</b> <b><u>Class will meet online in Blackboard</u></b> <i>SUPPORTING THE CURRICULUM</i>		<b><u>SUPPORTING THE CURRICULUM:</u></b> <i>Purpose: To recognize the leadership required by the school library media specialist in curricular support and design.</i> <b><u>Due: Summarize a research article on collaborative teaching (as a School Library Media Specialist) in a 2-page summary. Reflect on the technique(s) discussed in the article as you envision your future School Library Media Center environment. Post the article to the Blackboard Discussion board by 6:35 p.m. on Tuesday, April 6. Read each of your classmate's postings and respond to 3 with a 3-sentence response indicating how the techniques discussed in the article may be useful (or not) to you. Responses to 3 of your classmate's articles are due by Sunday, April 11, at midnight.</u></b>	<b>Week 11: April 6</b>	<b>5 points</b>
<b>Week 12: April 13:</b> <b><u>Class will meet online in Blackboard:</u></b> <i>AASL STANDARDS AND DISCIPLINARY</i>	<b><u>REQUIRED:</u></b> Vardell, Sylvia M. <u>Children's Literature in Action: A Librarian's Guide, pages 32-33</u>	<b><u>AASL STANDARDS AND DISCIPLINARY CURRICULAR STANDARDS:</u></b> <i>Purpose: To identify standards of the academic professions to address while developing the collection.</i>	<b>Week 12: April 13</b>	<b>6 points</b>

<p><i>CURRICULAR STANDARDS</i></p>	<p>American Association of School Librarians (AASL) Standards for the 21<sup>st</sup> Century Learner  <a href="http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm">http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm</a></p>	<p><b><u>Due: Professional Development Assignment:</u></b>  <b>Attend a literary event. Submit a 2-page description of how this experience served to develop your knowledge of children’s literature and the potential application of that knowledge to support the school’s curriculum, mission and the AASL Standards for the 21<sup>st</sup> Century Learner. The description is due by <u>6:35 p.m. on Tuesday, April 13.</u> Read each of your classmate’s postings and respond to 3 of your classmates by <u>Sunday, April 18.</u></b></p>		
<p><b>Week 13: April 20:</b>  <i>THE RELUCTANT READER–  MOTIVATING STUDENTS TO READ</i></p>	<p><b><u>REQUIRED:</u></b>  Vardell, Sylvia M., <u>Children’s Literature in Action: A Librarian’s Guide, chapter 1, pp. 9-12</u></p> <p><b><u>RECOMMENDED:</u></b>  Nash, Jennie. <u>Raising a Reader: A Mother’s Tale of Desperation and Delight.</u> New York: St. Martin’s Press, 2003.</p>	<p><b><u>THE RELUCTANT READER–  MOTIVATING STUDENTS TO READ:</u></b>  <i>Purpose: Developing the ability to encourage the reading interests of children.</i>  <b><u>Due: Locate an article on reluctant readers and/or reading motivation and come to class prepared to share in a discussion of what and how much children read, why you believe children should read – and what they should read, and methods for motivating children to read. [submit the article with your name attached]</u></b></p>	<p><b>Week 13:  April 20</b></p>	<p><b>5 points</b></p>
<p><b>Week 14: April 27:</b>  <i>PRESENTATIONS BY STUDENTS OF CURRICULAR SELECTIONS FOR CAPSTONE PROJECT</i></p>		<p><b><u>Due: Capstone Project (written and verbal).  Submit the capstone project to <u>LiveText.</u></u></b></p>	<p><b>Week 14:  April 27</b></p>	<p><b>35 points  [Capstone]</b></p>

**Syllabus changes:**

I reserve the right to make changes to the syllabus if necessary. Students will be provided with any such changes.