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 the development of proper delivery techniques. 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 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 (Summer Reading, storytimes, etc.), outreach services, management, and administration;
   - 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 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 today’s children;
   - Examine the history of cultural representations and stereotypes in children’s literature;
   - 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, web 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, 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 new 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 to better meet the informational needs of diverse children and their families.

III. Course Objectives and Student Outcomes:

During the course, students will have an opportunity to:

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. Develop a Digital Book Trailer or Digital Children’s Story using Web 2.0 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.

3. Conduct an analysis of current blogs or Pinterest pages related to children’s literature or on topics of interest to children’s librarians and create a new blog or Pinterest page that addresses a critical topic in children’s literature or services not currently represented in the existing blogs/Pinterest pages.

4. 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.

5. 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, and treatment of social issues.
6. Participate in class activities, sharing techniques for using books with children through the use of read alouds, booktalks, book trailers, and formal book discussions.

7. 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/).

8. Evaluate a current library program for children and complete a literature-based library program that demonstrates the appropriate use of children’s literature to enhance and promote children’s life-long learning.

9. Examine some of the management dilemmas faced daily by librarians serving children and determine appropriate solutions.

10. Interview a current children’s librarian to learn more about the day-to-day functions of the children’s department.

11. Participate in a banned book defense incorporating the principles of intellectual freedom as they relate to minors.

12. 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.

13. 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:
- 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):

Recommended Text:

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 call (205) 348-4285, visit 133-B Martha Parham Hall East to
register for services, or visit their website [http://ods.ua.edu/](http://ods.ua.edu/) and review the section “The Accommodations Process.”

**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: [http://studentinvolvement.ua.edu/capstoneecreedweek.cfm](http://studentinvolvement.ua.edu/capstoneecreedweek.cfm)), and the Academic Misconduct Disciplinary Policy (available at: [http://www.teaching.ua.edu/policies/handbook/appendixpdfs/c.pdf](http://www.teaching.ua.edu/policies/handbook/appendixpdfs/c.pdf)). 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 occurs.

**Statement of Equality**
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, sexual orientation, race, 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.

**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. **Students, who miss more than two class periods for any reason, should make an appointment to make up work. No student**
missing more than three scheduled classes 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.

- **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 96 pages. Reading Tally Sheets are worth 30 points and are due **April 22nd**.

- **Website/Magazine/Film Evaluation:** Libraries serving children often provide services in which children can access online websites, games, digital picture books, etc. As a youth librarian you must know how to evaluate websites 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 categories: website, magazine, 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 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. These reviews are due on **February 18th** and are worth 10 points.

- **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. Books for review will be assigned by the instructor. Physical copies of the books are available in the Children’s Review Center in the SLIS Study. If you need review books mailed to you, please let the instructor know. You will receive 5 books during the class for review. 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/](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. Review books should be returned to the professor at the end of the semester. Book Reviews should be posted on Blackboard by midnight on **April 26th** and are worth 40 pts (total).
Read-Alouds: 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 to a small group in class. 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. Further instructions will be given in class and posted on Blackboard. **Read-Alouds are due on March 11th.**

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 his/her 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 **February 4th.** Interviews can be conducted in person, via email, or by phone/Skype. 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 his/her 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?

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: *Where the Mountain Meets the Moon* **(Due March 18th)**, *One Crazy Summer* **(Due March 4th)**, Wonder **(Due April 1st)**, and *The Invention of Hugo Cabret* **(Due February 11th)**; 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. Participation in book discussions is considered part of your class participation grade.

Everyone learns differently. Some of us are visual learners, others are hands-on learners, and still others are much more analytical in our learning style. To accommodate for these differences, each student has an opportunity to adapt her/his 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:

- **Children's Services Blog or Pinterest Page**: An increasing number of blogs and Pinterest pages have been created related to children’s literature or topics of interest to children’s librarians. For this assignment, students will examine other blogs or Pinterest pages of children’s literature, children’s library services, etc. to discern an area of children’s library services not covered in-depth by present blogs or Pinterest pages. Next, students will research the professional literature available on this topic and, using a program such as Google’s Blogger (https://www.blogger.com/start) or Pinterest (www.pinterest.com), will create a blog or Pinterest page that covers their chosen area of children’s library services. Please note that blogs and pages should contain multiple, substantive posts/pins. Additional information will be provided in class including evaluation criteria. If you are confused about this assignment, please ask the instructor for clarification. This assignment, if chosen, is worth 40 points and is due on March 18th.

- **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 March 18th.

- **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 Toon Doo (http://www.toondoo.com/), Mash On’s Comics Lab Extreme (http://www.professoragarfield.org/comics_lab_extreme/mash_on_creator.html), or Make Belief Comix (http://www.makebeliefscomix.com/Comix/) to design their own graphic novel. Graphic novels 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 March 18th.

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. Next you will create a program. 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 (Chapters 23 and 26 of Sullivan text provides useful information). More information will be given in class including criteria for evaluation. This assignment, if chosen, is due on April 8th and is worth 40 points. Students who complete this assignment should post their program in the appropriate thread in the discussion board, prepare a 3 minute teaser of their program, AND submit the program via the “Assignments” tab in Blackboard.

- **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 April 8th and is worth 40 points. Students who complete this assignment should post their written book defense in the appropriate thread in the discussion board, prepare a 3 minute oral defense, AND submit the written defense via the “Assignments” tab in Blackboard.

**VII. Evaluation and Grading:**

Performance assessment 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 February 4th); Read-Alouds (Due March 11th); Assigned Readings & Discussion Books, (All Due on the dates outlined in the course schedule) (40 points total for all class participation activities)
- **Book Reviews** (40 points total) – All reviews due on April 26th
- **Materials & Services Project A** (40 points) – Due March 18th
- **Tally Sheet** (30 points) – Due April 22nd
- **Materials & Services Project B** (40 points) – Due April 8th
- **Website/Magazine/Film Evaluations** (10 points) – Due February 18th

**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.**

**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.

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)

**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. Note that you should email me at my SLIS address and not via Blackboard. If you email via Blackboard there will be a delay in my response.**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Value</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>1. A Day in the Life of A Children’s Librarian: Interview</td>
<td>Points included in Class Participation</td>
<td>February 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2. Website/Magazine/Film Evaluation</td>
<td>10 points Pass/Fail</td>
<td>February 18&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>3. Read A-loud Assignment</td>
<td>Points included in Class Participation</td>
<td>March 11&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>4. Materials &amp; Services Project A</td>
<td>40 points</td>
<td>March 18&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>5. Materials &amp; Services Project B</td>
<td>40 points</td>
<td>April 8&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>6. Tally Sheet</td>
<td>30 points</td>
<td>April 22&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>7. Book Reviews.</td>
<td>40 points</td>
<td>April 26&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. Class Participation: Required Readings, In-Class Discussions, Discussion Books</td>
<td>40 points</td>
<td>On-going as specified in the Course Schedule</td>
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VIII. **Tentative** Class Schedule:

**LS 521: Materials & Services for Children**  
**Spring 2014 – Online**

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.

**Week 1: January 14th**  
**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 February 4th)*.

**Week 2: January 21st**  
**No Class:** Professor at ALISE conference; READ and Work on Upcoming Assignments.

**Week 3: January 28th**  
**Read for Today’s Class:** Vardell Chapter 1, Horning chapter 1, Nemeth & Campbell article “Get to Know the New children’s Librarian,” and Sullivan Chapters 1-4.  
**Topics Covered:** Children’s Literature Awards; Evaluating Children’s Literature (Content & Illustrations); Selecting Developmentally Appropriate Books for Children; Collection Development; Reference Resources for Children’s Librarians; Discuss Tally Sheet *(Due April 22nd)*.

**Week 4: February 4th**  
**Read for Today’s Class:** Van Orden article “General Criteria for the Selection Process;” Horning chapter 8  
**Topics Covered:** In Class Discussion of Children’s Librarian Interviews; Professional Resources for Book Reviewing; Practice Book Reviewing in Class; Discuss Book Reviewing Assignment *(Due April 26th)*; Professor will distribute list of assigned review books; Discuss Children’s Film/Magazine/Website Evaluation Assignment *(Due February 18th)*.

**Week 5: February 11th**  
**Read for Today’s Class:** Volin E-learning article “Good Comics for Kids;” The Invention of Hugo Cabret discussion book; Vardell Chapter 2.  
**Topics Covered:** Picturebooks; Graphic Novels; Illustration Styles; Class Discussion of Invention of Hugo Cabret; Discuss Materials & Services Choice Assignment A *(Due March 18th)*.
Week 6: February 18th
Read for Today’s Class: Trelease Introduction and Chapters 1-4.
Topics Covered: Importance of Reading Aloud; Selecting Good Read-Alouds; Discuss Read-Aloud Assignment (Due March 11th); In Class Student Reviews of Films, Magazines, and Websites.

Week 7: February 25th
Read for Today’s Class: Naidoo article “Using Traditional and Multimodal Texts to Promote Multicultural Literacy and Intercultural Connections;” Trelease Chapter 7;
Topics Covered: Digital Books, Digital Apps, and Multiple Literacies; Magazines for children; Non-print Materials for Children – Audiobooks, Films, Websites, Video Games, Music; Book Talks & Book Trailers; Discuss Materials & Services Choice Assignment B (Due April 8th).

Week 8: March 4th
Read for Today’s Class: READ Vardell Chapters 6 & 8; Once Crazy Summer discussion book.
Topics Covered: Book Discussion of Once Crazy Summer; Historical Fiction; Informational Books (Nonfiction & Biographies).

Week 9: March 11th
Read for Today’s Class: Vardell Chapter 4; selected read-aloud book (with activity).
Topics Covered: Student Read-Alouds in Class (small group); Poetry for Children.

Week 10: March 18th
Read for Today’s Class: Vardell Chapters 3 & 7; Where the Mountain Meets the Moon discussion book.
Topics Covered: Traditional Literature; Fantasy/Science Fiction; Book Discussion of Where the Mountain Meets the Moon. Choice Assignment A due by midnight.

Week 11: March 25th
No Class – SPRING BREAK!

Week 12: April 1st
Read for Today’s Class: Vardell Chapter 5; Garza E-learning article “Blacks, Hispanics Are Rare Heroes With Newbery Kids Book Medal;” Wonder discussion book.
Topics Covered: Book Discussion of Wonder; Contemporary Realistic Fiction & Multicultural Books; Cultural Diversity within Award-winning Children’s Books.
Week 13: April 8th
Read for Today’s Class: Sullivan Chapter 25
Topics Covered: Controversial and Banned Books; Library Bill of Rights; Intellectual Freedom/Censorship. Student Presentations of Materials & Services Project B: Banned Book Defense

Week 14: April 15th
Read for Today’s Class: Sullivan Chapters 15-22
Topics Covered: Developing Children’s Programs; Student Presentations of Materials & Services Project B: Children’s Programs

Week 15: April 22nd – Last Day of Class
Read for Today’s Class: Sullivan Chapters 10-14,
Topics Covered: Principles of Children’s Librarianship; Managing Children’s Services; Planning Library Facilities for Children; Tally Sheet Due by Midnight.

April 26th: Book Reviews due by midnight on April 26th

Important Reminder:
Please be sure to bring a sense of humor, an open 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!