



Independent Study | in Idaho

LIBS 430
Children's Literature
for Teacher Librarians

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Course Guide

Independent
Study | in Idaho

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Library Science 430 Children's Literature for Teacher Librarians

University of Idaho
3 Semester-Hour Credits

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University of Idaho

RV: 04/2016

LibS 430

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Children's Literature for Teacher Librarians 3 Semester-Hour Credits: UI

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

LibS 430 Children's Literature for Teacher Librarians (3 cr)

This course will develop students' basic knowledge and understanding of the field of children's literature, particularly as it pertains to librarians, with a focus on children ages 2-12. This course will emphasize skills, tools, and insights necessary for effective professional librarianship in the area of services to children. Prerequisites: LibS 413, LibS 414, and LibS 418/518; or Permission; Co-requisites: LibS 433

10 graded assignments, 2 annotation projects
Available online only.

Course Materials

Required Course Materials

- Tunnell, Michael O., James S. Jacobs, Terrell A. Young and Gregory Bryan. *Children's Literature Briefly*. 6th edition. Boston: Pearson, 2016. ISBN 0-13-384655-5; 978-0-13-384655-3
- Supplementary Materials: Various electronic readings found in UI Library databases.
- UI Library online article databases to search for reviews and other supplementary information requested in the written assignments: <http://www.lib.uidaho.edu/find/articles.html>

Course Delivery

All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

The course will cover characteristics of many genres and formats of children's literature, sources of selection and evaluation for children's literature, as well as contemporary trends and issues in the field, all within the context of the library. The course also will cover guidance techniques for librarians in relationship to children's interests and needs. Course materials will include traditional print sources as well as newer and emerging electronic formats. The term "librarian" is used to describe information

professionals in schools and public libraries, and the term “Library/Media Center” (abbreviated as LMC) is used to cover the various school collections or public libraries, even if the names may be different. Reading assignments include textbook readings, articles from the professional literature as well as children’s book.

Course Objectives

- The primary objective of this course is for you to learn evaluation and selection criteria in order to build a children’s literature collection in a library and to support education using children’s literature.
- By the end of the course, you will understand the development of children’s literature, be able to identify different genres of children’s literature and some of the unique criteria and issues for selecting and promoting these genres to children.

Lessons

Overview

Each lesson includes lesson objectives, a brief introduction, reading assignments (often including online articles) and a writing assignment. The questions in the writing assignments sometimes ask you to respond to the readings or summarize content. Some questions ask you to find articles or reviews of literature. Each lesson also asks you to read, evaluate and annotate examples of the literature discussed. The midterm and final consist of extensive annotations of children’s literature and it is recommended you read the books and write the annotations in connection with the lesson to which they correspond. However, you will turn them in as a midterm and final project.

Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month prior to your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- Introduce and explain any terms that are essential to understanding the course.

After the first assignment, students may submit up to 3 assignments in one week.

Refer to the **Course Rules** in BbLearn for further details on assignment requirements and submission.

Exams

There are no proctored exams for this course. Two annotation projects are required in lieu of exams.

Grading

The course grade will be based upon the following considerations:

10 Lessons: 60 points each for written assignments = 600 points

2 Projects (sets of annotations): 200 points each = 400 points

Grand total points: 1000

Grading:

A = 90% to 100%

B = 80% to 89%

C = 70% to 79%
D = 60% to 69%
F = 59% and lower

The final course grade is issued after all lessons and projects have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Diane Prorak, MLIS, is a reference and instruction librarian and associate professor at the University of Idaho. She coordinates the University of Idaho Library's information literacy program and teaches many college level information literacy sessions.

Contacting Your Instructor

Instructor contact information is posted on your BbLearn site under *Course Rules*.

Lesson 1

Introduction to and History of Children’s Literature

Lesson Objectives

After completing this lesson, you should understand/be able to:

1. Give a working definition of the term “children’s literature.”
2. Understand how books help children grow along with their needs, values and skills.
3. Be able to describe in general terms the history of children’s literature;
4. Be familiar with early forms of books;
5. Know the names of some of the early pioneers in children’s literature

Reading Assignment

Textbook

Tunnell, et al. *Children’s Literature, Briefly, 6th ed.*

- Chapter 1, “Read, Read, Read,” pp. 1-14
- Chapter 5, “Children’s Books: History and Trends,” pp. 47-62

Electronic articles or websites to read

Gubar, Marah. "On Not Defining Children's Literature." *PMLA: Publications Of The Modern Language Association Of America* 126.1 (2011): 209-216.

<http://ida.lib.uidaho.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=59548373&site=ehost-live&scope=site>

“Read and Be Wise” (Library of Congress website) <https://www.loc.gov/exhibits/treasures/trm178.html>

Snyder, Iris R. “World of the Child: Two Hundred Years of Children’s Books.” University of Delaware Library. (Read the introduction and scan the rest) <http://www.lib.udel.edu/ud/spec/exhibits/child/>

Important Terms

chapbooks	battledores
hornbooks	didacticism
engaged reading	Efferent reading
aesthetic reading	

Introductory Lecture

The phrase “children’s literature” has a distinct meaning for most people. While it seems that it should be fairly easy to define, it soon becomes apparent that there is wide variation on what constitutes children’s literature. The text for this course defines it as “...good-quality trade books for children from birth to early adolescence, covering topics of relevance and interest to children through prose and poetry, fiction and non-fiction” (Short et al., p. 4). Questions arise: What about “adult” books that allude to adolescent topics? Should all materials be included, or do we exclude textbooks and comic books? Some professional librarians are strong believers in recreational reading—anything that keeps a child reading may be considered appropriate children’s literature, while others hold a more traditional view of children’s literature.

Children's literature has existed in various forms for several hundred years. But it did not come into its own as a field of serious study until the 20th century. The field of children's literature publishing has grown tremendously in the past 100 years. Most bookstores today carry large inventories of children's books, reflecting the interest and demand in this category of literature. Books published for children explore a wide range of topics and reflect many of the contemporary problems and issues of modern cultures. Some critics deplore the realistic approach to children's literature and advocate a return to more "innocent" times for children's books. But children do seek out books that help them deal with difficult subjects such as divorce, death, illness, etc. As librarians our role is to find a balance in what we offer children, so that those looking for pure escape in fairy tales and other fiction may find it in the library, just as those seeking books on more serious subjects may find that they are looking for, too.

Long before moveable type was invented, all books for children were instructional. These earliest books began a tradition of didacticism that dominated children's books for centuries. William Caxton, England's first printer, published the earliest accounts of King Arthur, Reynard the Fox, and Aesop's Fables, intended for adult audiences but eventually claimed by children, too. Children's literature grew and changed, becoming more for entertainment and pleasure. In the 20th century, children's literature exploded in numbers and also ventured into topics that were formerly forbidden. New formats also emerged. Librarians must choose among the old and new to develop a collection that meets the needs of the children that use their libraries.

Written Assignment

Before beginning the first written assignment, refer to the *Course Rules* in BbLearn for your instructor's assignment requirements. If emailing assignments to your instructor, please copy the ISI office at indepst@uidaho.edu.

Tips for written assignments:

- Assignments should be written clearly and correctly, showing a thorough, thoughtful approach.
 - Format assignments in a way that is easy to read. Please number your answers to correspond to the questions. Copy and paste the question from the written assignment into your document, then write your answer after the question.
 - Don't copy from the book or readings; summarize in your own words.
 - Write thorough answers in complete sentences, using correct spelling and grammar.
 - When appropriate, use examples to illustrate that come from children's literature or your own library experience.
 - Each answer should have at least a few sentences, usually more.
 - Use specific examples in your answers that show you understand the concepts.
 - Most answers are worth 10 points, unless marked with a different point value.
1. Introduce yourself, describing your current career, your career aspirations, your experience with children and describe your goals or reasons for enrolling in this class. If you have any personal memories of children's literature from when you were young, describe them or any impacts children's books may have had on you. (10 points)
 2. Define "engaged," "efferent" and "aesthetic" reading. (5 points)
 3. Describe 5 benefits of engaged reading for children. (5 points)
 4. Summarize the article by Gubar on defining children's literature. (10 points)
 5. What were five early forms or categories of children's books or instructional materials? Describe them and their significance in the context of children's books. (10 points)

6. Describe 5 of the major developments or works in children's literature (listing book, author or individual involved, with date and significance) before 1900. (10 points)
7. Using the UI Library databases available to you, find a recent professional article (written within the last 5 years) about children's literature that interests you. It can be an article on the history, definition, selection, teaching, or any other topic. Cite the article and then summarize and react to it in 1-2 paragraphs. (10 points)
 - a. Here are the recommended steps for choosing professional databases for articles in this course:
 - i. From the UI Library web page (www.lib.uidaho.edu), click on **Academic Search Premier**
 - ii. On the search screen, click on "Choose databases" (near the search box).
 - iii. In the list of databases, check **ERIC and Library, Information Science and Technology Abstracts**.
 - iv. Click OK and then search.
 - v. Another important database is **Children's Literature Comprehensive Database (CLCD)**. You need to search that separately from the databases above. It can be found using the pulldown "Go to a specific database" on the UI Library website.

ANNOTATIONS for Lesson 1

See the instructions for annotations included in this lesson.

Write one of your annotations for this assignment and turn it in with this assignment for comments. I will not grade it yet, but I will return it with comments so that we know you are on the right track with your annotations. After Lesson 5, you will turn in all your annotations for Lessons 1-5 (including the one you send now again) for the Midterm Project.

Annotation #1: a historical children's book (originally published before 1950)

Annotation #2: a book you remember reading as a child, particularly one you really liked or had some significance. If you can remember, comment on your reaction to the book now, compared to what you remember about it as a child.

Project 1

Midterm Project: Annotations for Books from Lessons 1–5

Instead of taking an exam, it is now time for you to finalize and turn in the annotations you have been working on for Lessons 1-5. The specific instructions and guidelines for writing the annotations appeared in Lesson 1 and more information about the type of book to choose appears in the corresponding lesson. The descriptions of what types of books to annotate are found as the last question in each of the written assignments in the lessons. Below is a list repeating the requirements from each lesson. All books must be generally considered children's books for these categories.

Midterm Project (200 points) (20 points each)

Lesson #	Annotation #	Description of type of children's book to annotate (Annotate one of each type listed below.)
1	1	historical children's book (originally published before 1950)
1	2	memorable book you read as a child
2	3	Award winning book
3	4	1 ABC, counting or concept book;
3	5	1 beginning reader picture book or picture storybook
3	6	1 book from one of the other categories in Chapter 7 (indicate which category)
4	7	1 poetry book
4	8 and 9	2 different traditional stories, such as 1 myth, 1 folktale, or your choice of categories
5	10	1 fantasy or science fiction book