COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor]

IRLS588-851 Issues in Information Resources: Critical Evaluation of Childrens and Young Adult Literature

IRLS588  Section 851

COURSE DESCRIPTION:

In IRLS 588 courses, the topic vary. This course will help you learn about childrens and young adult book and how to choose them for libraries. The course will provide a basic introduction to the standards used in evaluating children's books of various genres, including nonfiction, picture books, fiction, poetry, folklore, and easy readers, for school and public library collections.

COURSE OBJECTIVES:

This course will provide a basic introduction to the standards used in evaluating children's books of various genres, including nonfiction, picture books, fiction, poetry, folklore, and easy readers, for school and public library collections. Through this class you will learn to do the following:

1. Learn what makes a good children's book
2. Understand the evaluation standards that should applied for different types of books
3. Understand the the evaluation standards that should be applied for different needs and audiences.
4. Understand the distinction between evaluation and review.
5. Learn the art of book reviewing.
6. Learn how to articulate your reaction to a book beyond a simplistic like or dislike response.

REQUIRED COURSE MATERIALS:

Software:

Microsoft Word is required for this online courses. Any attachment must have a .doc extension, not docx.

Items posted incorrectly may be returned and may incur a late penalty.

Text:

You may read the text prior to the beginning of the course, but it must be completely read by Day 2 of the course, December 21, 2010.

Additional readings required for assignments. These books may be available at public and/or school libraries should you choose not to or are unable to purchase them.

1.) Informational Books
Almost Astronauts: 11 Women Who Dared to Dream by Tanya Lee Stone
The Trouble Begins at 8: A Life of Mark Twain in the Wild, Wild West by Sid Fleischman
Any three additional books from the list (Children's Books Cited) in the text, pp. 185-187

2.) Traditional Literature
Any five books from the list (Children's Books Cited) in the text, pp. 189-191

3.) Poetry, Verse, Rhymes and Songs
Any five books from the list (Children's Books Cited) in the text, pp. 192-195

4.) Picture Books
The Invention of Hugo Cabret by Brian Selznick
The Lion and the Mouse by Jerry Pinkney
Frog and Toad Together by Arnold Lobel
Any fifteen additional books from the list (Children's Books Cited) in the text, pp. 198-202

5.) Easy Readers and Transitional Books
Are you Ready to Play Outside? By Mo Willems
Any additional four books from the list (Children's Books Cited) in the text, pp. 204-206

6.) Fiction
When You Reach Me by Rebecca Stead
One Crazy Summer by Rita Williams Garcia
The Dreamer by Pam Muñoz Ryan
Keeper by Kathi Appelt
The Night Fairy by Laura Amy Schlitz
Tell us We're Home by Marina Budhos
A Million Shades of Gray by Cynthia Kadohata
Alchemy and Meggy Swan by Karen Cushman
What Happened on Fox Street by Tricia Springstubb
Countdown by Deborah Wiles

Class Assignments for IRLS 588-851:

Assignment 1: Nonfiction
Due: December 22
1-2 page paper, double-spaced (350-500 words)
10 points

Choose either of the following:
(1) Choose any one of the titles cited on pages 185-187 and evaluate it using the criteria you learned in class.
(2) Compare and contrast the presentation styles of any two of the children’s books from non-fiction list on pages 185-187 of the text. What similarities do you notice? What are the differences, and to what do you attribute them?

Assignment 2: Traditional Literature and Poetry
Due: December 27
1-2 page paper, double-spaced (350-500 words)
10 points

Choose either of the following:
(1) Choose any one of the titles cited on pages 189-191 of the text. Classify it in terms of tale type as defined in From Cover to Cover, pp. 48-51 and critique it in terms of the issues raised by Betsy Hearne in "Cite the Source / Respect the Source." (To be posted on D2L)
(2) Examine any book of poetry cited on pages 192-195 of the text. Evaluate the book in terms of the criteria outlined in Chapter 4 of From Cover to Cover.
Assignment 3: Evaluating Picture Books: Text
Due: December 29
1-2 page paper, double-spaced (350-500 words)
10 points

Choose one of the following:
(1) Select any of the picture books cited on pages 198-202 of the text and analyze it in terms of patterned language, predictability, and pace (as outlined in From Cover to Cover, pp. 88-95)
(2) Read aloud any three of the picture books cited in the text to any child or group of children ages 2-7. Write about the experience. Did you notice anything about the language in any of the books as you read it aloud that you didn’t notice when you read it silently? How did the children respond to the books? Was there one that seemed to stand out as a favorite? If so, why do you think it did?
(3) Read three additional picture books written by one of the authors cited in the text. How do these books compare with the assigned book by the same author? Do you notice similarities/differences? How would you begin to characterize the author’s writing after having read four of their books?

Assignment 4: Evaluating Picture Books: Art
Due: December 31
1-2 page paper, double-spaced (350-500 words)
10 points

Choose either of the following:
(1) Select any two of the picture books cited on pages 198-202 of the text and analyze each one in terms of composition, medium and style.
(2) Select one of the artists represented in the picture books cited in the text and read at least four additional books illustrated by the same artist. Briefly write about each one. How would you characterize his or her work? Does the artist use the same style and medium for each book? Do you notice a common or recurring theme in his/her work, e.g. an area where the artist seems to excel?

Assignment 5: Easy Readers and Transitional Books
Due January 3
1-2 page paper, double-spaced (350-500 words)
10 points

Choose either of the following:
(1) Select any easy reader from a public or school library collection and analyze it in terms of content and design, as outlined in From Cover to Cover, pp. 121-137. Based on your analysis, would you say it fits into Level One, Level Two, or Level Three, as defined by FCTC. Please include a couple of photocopied pages from the book you critiqued when you hand in the assignment.
(2) Select one of the following transitional book series currently being published and critique 2-3 books from it in accordance with the criteria outlined in From Cover to Cover, pp. 142-148.
Atheneum Ready to Read, Level 3 (Reading Alone)
Cobble Street Cousins (series by Cynthia Rylant)
Holt Red Feather Books
Hyperion Chapters
Time Warp Trio by Jon Scieszka

Assignment 6: Fiction
Due January 5
1-2 page paper, double-spaced (350-500 words)
10 points

Choose one of the following:
(1) Compare and contrast the three books from the required fiction reading list in terms of one of the following elements: plot, characterization, point of view, setting, or style.
(2) Discuss the roles race, class, and gender play in the characterization for any one of the assigned books. Does the author adhere to or transcend stereotyping with any of these three issues when it comes to character?

Assignment 7: End of Term Assignments
Due January 11
1-2 page paper, double-spaced (350-500 words)
30 points

Complete all of the following:

(1) Select any two children’s books we’ve had as required reading and look up the reviews for the two books in the following sources: Booklist, Bulletin of the Center for Children’s Books, Horn Book, Kirkus, and School Library Journal. Were both books reviewed and recommended by all journals? If you could purchase only one of the two books for a general children’s collection and had to base your decision solely on the reviews, which book would you select and why? Please include copies of the reviews of your books when you hand in your assignment.

(2) Select any one children’s book we’ve had as required reading and look up reviews for it in each of the following sources: Booklist, Bulletin of the Center for Children’s Books, Horn Book, Kirkus, and School Library Journal. Compare and contrast the reviews. Beyond descriptive elements, what critical or analytical comments do you find in them? Do any of the reviews particularly stand out for their critical elements? Based on your own reading of the book, which review, if any, is the most insightful? Is there anything you feel all the reviewers missed or neglected to mention in their reviews? Please include copies of the review of your book when you hand in your assignment.

(3) Write your own review, including a complete bibliographic citation and suggested age levels, for any one of the fiction titles read for this class.

Extra Credit: Students may complete three additional assignments, due by Tuesday, January 11. If you plan to do this, please let the instructor know by Wednesday, January 5.

Posting your assignments:
Assignments must be posted in the D2L dropbox. Must be an .doc attachment.

Late assignments:
Due Dates and times are set on Tucson Time. Please do not ask for special consideration. This late policy applies to all situations. You are encouraged to work ahead.
Instructors policy is that the grade for any late assignment will be lowered by one grade level for each day late. If these assignments are over 2 days late they will NOT be accepted. After two days, the grade will be a 0. No exceptions.
Check your submissions to be sure they are in a .doc format and posted correctly in the D2L dropbox. Late penalties will be assessed for assignments that are not posted correctly.

All assignments must be completed to earn an A in the course.
Class Participation:
Your professor expects your active participation in this course. The professor will deny any student access to this class who has not logged in and/or participated in 14 days.

Class Discussions:
We often discuss issues and books that evoke strong feelings. Be sure the tone you use in class is positive and respectful. We want a lively discussion and do not expect agreement on all the books and issues, however, please be respectful of all viewpoints expressed in the class.

COURSE REQUIREMENTS:

When Technology Fails:
If D2L goes down and you have an assignment due; wait, and check in periodically for the status to change. Assignments may only be submitted through the class and if needed the professor will extend deadlines and/or reopen drop boxes. Do not email assignments to the professor outside of the class- the assignments will not be accepted outside of the course.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity
Students are expected to abide by The University of Arizona Code of Academic Integrity. The guiding principle of academic integrity is that a student's submitted work must be the student's own. If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

**Accommodating Disabilities**

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Dropping this course:**

To officially withdraw or drop this course the student must notify Professor Wadham and the SIRLS office. You are not officially dropped until your drop is approved by the instructor and the Registrar officially processes it. Denied access to D2L does not insure you are dropped by the Registrar. It is your responsibility to insure that the process is complete. A student who does not participate and does not officially withdraw will receive an F in the course.

**Assignment Policies**

How to submit your assignments: The papers are to be submitted usually by the D2L assignment Dropbox, which can be found as a link on the toolbar.

Assignment due dates: Assignment due dates will be announced on d2l at the beginning of the semester. Assignments will be due at 11:59 pm (Tucson time) on the date due.

Late Policy: Late work will lose one letter grade from the grade it would have gotten had it been turned in on time.

**Incompletes**

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

**GRADING:**

Students will be expected to complete all required reading and contribute intelligently to both the three days of face to face class discussion as well as online discussions. They will also be expected to complete any 5 of the six 10-point assignments (to be handed in by the due date, not at the end of the winter session), and may choose to do more than 5 assignments for extra credit points. In addition, students complete three end-of-term assignments for 30 points.

**Distribution of Points**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Evaluation Assignments</td>
<td>50</td>
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<tr>
<td>End-of-Session Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Reading and Class Discussion</td>
<td>20</td>
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**Grading**

Grades will be awarded on the following basis:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>92 - 100</td>
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INSTRUCTOR NAME AND CONTACT ADDRESSES:

Tim Wadham, Ph.D.
Assistant Director, Youth and Community Services
St. Louis County Library
E-mail:  wadhambooks@gmail.com
Phone:  (314) 556-5848

Tim Wadham checks his course email daily. Please attempt to contact him within the course whenever possible. All assignments must be posted in D2L for credit.
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
  more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
  more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
  more...

Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
  more...

Topic