

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7420
Literature for Youth
Three Credit Hours**

Guiding Principles (DEPOSITS)¹

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship²

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

¹ Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework

² Extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA Core Competences 1, 2, 3, 5, 8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA Core Competences 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA Core Competences 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA Core Competences 7]

Instructor

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Course Description

A study of the materials created for children with emphasis on the process of evaluation in order to meet the educational, cultural, and recreational needs of children.

Required Textbooks / Resource Materials

1. Short, K.G., Lynch-Brown, C., Tomlinson, C.M., Short, K.G. (2014). *Essentials of Children's Literature, 8th ed.* Boston, MA: Pearson Education, Inc. ISBN-13: 978-0-13-306673-9
2. Horning, K. T. (2010). *From Cover to Cover: Evaluating and Reviewing Children's Books, Revised Edition.* HarperCollins Publishers, New York. ISBN: 978-0-06-077757-9 (pbk. bdg.), 978-0-06-077756-2 (trade bdg.)
3. You will be reading many children's books of different types and genres and keeping notes on your reading each week. You will also read selected articles and other pertinent materials that will be chosen by the instructor and identified in the weekly course folder as required readings.
4. In addition, students are required to identify books and other materials for children that reflect their own research interests in order to complete several assignments in this course.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at

http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Student Learning Outcomes

1. To acquire knowledge of the relationship between children's needs and interests, at various levels.
2. To develop general criteria for evaluating and selecting books and materials for children, and to apply such criteria to a wide range of books and materials, including electronic formats.
3. To become acquainted with the various genres in literature for children, including characteristics, special criteria, representative titles, and major authors in each by reading widely and critically.
4. To become acquainted with outstanding authors and illustrators for children and with their work, and to develop an understanding of their aims and methods.
5. To recognize the role of the adult in relation to children and their materials, and to learn techniques for introducing children to literature and for evaluating and encouraging their response to books and materials.
6. To become acquainted with current issues and trends in the field of literature and materials for children.
7. To briefly survey the history of children's literature, and contemporary literature for children.
8. To become aware of major professional publications and sources of information that can help the adult who is using books and materials with children.
9. To become acquainted with a variety of online resources for children's materials, including online discussion groups, electronic Magazines, online books, and gopher and

- World Wide Web sites for accessing current information about awards, authors, illustrators, as well as lesson plans and bibliographies.
10. To acquire knowledge of the issues surrounding the representation of the different cultural groups in the United States in materials meant for children and how to evaluate, select, and employ multicultural materials when designing information programs and services.

Course Activities/Assignments/Requirements: brief descriptions, full details are available in the Assignments section of the course website.

Each assignment is worth the following points. Your final grade will be based on how the number points (out of 100 possible) you earn over the course of the semester. Details for each assignment are available under the assignments tab of the course website.

The Right Book for the Right Child	10 points
Youth Literature LibGuide	10 points
Book trailers & book talks	20 points
Collection Development Assignment	30 points
Discussion Board (essays as well as participation in discussions)	30 points
Total possible points	100 points

Course Grades

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

Standards for MLIS core courses: **No grade below a C will be credited toward a VSU graduate degree.** All students admitted Fall 2012 and thereafter must earn a grade of “B” or better in these core courses: MLIS 7000, 7100, 7200, 7300, 7700, and 7800, or repeat the course until a grade of “B” is earned.

To be eligible for an **A** in this course, a student must complete *every* assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct*

at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

Attendance Policy

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

After 24 hours 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348

(TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.