

LIS 4104/7104: Nonfiction for Children and Teens
Spring 2021
Online

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Office Hours
by appointment

Note – email is the best way to contact me!

Course Description

Designing, planning, and providing developmentally appropriate library and information services for children and adolescents, ages birth to eighteen, with an emphasis on informational literature and the uses of such literature in public and school libraries. The course is for those planning to work in public libraries and elementary and secondary schools and is appropriate for meeting Louisiana school library media certification requirements in Category 1.

Course Objectives

Upon satisfactory completion of this course, the student will be able to

- Identify and evaluate informational books, periodicals, media, and electronic resources designed for and marketed to children and adolescents, their parents and teachers.
- Use selection tools and criteria for print and non-print materials designed to assist in building and maintaining a viable nonfiction collection for children and adolescents.
- Connect children and adolescents to informational resources and literature through age-appropriate programs and activities.
- Evaluate library policies and procedures for the purpose of ensuring free and equal access to information for children and adolescents.

Course Requirements

To achieve these objectives, students are expected to

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus.
2. Turn in all assignments by the deadlines listed in the syllabus.
3. Read selected items from texts and professional literature.
4. Read, reflect, and report on selected works of children's and adolescents' informational literature.
5. Complete other assignments as outlined in the syllabus.

Helpful Websites

- American Association of School Librarians
<http://www.ala.org/aasl/> <http://www.ala.org/aasl/index.html>
- Association for Library Service to Children
<http://www.ala.org/alsc/>

- Young Adult Library Services Association
<http://www.ala.org/yalsa>

Accommodations

LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course. For more information, go to <http://www.lsu.edu/disability>.

Code of Student Conduct

All students are bound by LSU's Code of Student Conduct. Please familiarize yourself with these provisions and PS-22.

A word about cheating and plagiarism: DON'T DO IT! If you have not yet done so, please familiarize yourself with LSU's student handbook.

[http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Student+Handbook?OpenDocument](http://appl003.lsu.edu/slas/dos.nsf/$Content/Student+Handbook?OpenDocument)

Assignments

1. Reading and Reviewing – 15% of course grade
Each week, you will read 5 different titles in a specified subject area – the assigned book(s) found in the Required Books Document plus additional works of your choice from the week's bibliographies or from the lists of awarding winning and recommended books. You may read works that are not on those lists with prior approval. See Review Requirements document for further details about selecting books.
 - A. Preschool-Kindergarten (*Due January 30*)
 - B. Social studies (*Due February 6*)
 - C. Foreign languages (*Due February 13*)
 - D. Science (*Due February 20*)
 - E. Technology (*Due February 27*)
 - F. Math (*Due March 6*)
 - G. Arts and recreation (*Due March 13*)
 - H. English/language arts (*Due March 20*)
 - I. History and geography (*Due March 27*)
 - J. Biography and memoir (*Due April 3*)
 - K. Graphic nonfiction (any subject area) (*Due April 10*)
 - L. Reference (*Due April 17*)

Each review should include the following information:

- Assignment number (1.A.) – each week's assignment should be submitted as a **single** document to Moodle. Put page breaks between each title submitted within the document.
- Your name
- Subject/category

- Bibliographic citation for the work, including author, title, place of publication, publisher, year of publication, ISBN, price, number of pages (Use APA or MLA format for citations, including ISBN and price at the end.)
 - Bibliographic citation of ONE review of the work, in APA or MLA format
 - Target ages/audience
 - Author's qualifications, titles of the author's other well-known works (if any), awards won, etc. Only include biographical information that is relevant to and enhances our understanding of the work being reviewed.
 - Illustrator's qualifications, for picture books
 - A *brief* description of what the book is about (2-3 sentences)
 - An evaluation of the scope, accuracy and need for the work (1 paragraph)
 - A discussion of the writing style, illustrations, purpose and effectiveness, and possible uses (1 paragraph)
 - Recommendation for purchase: State whether the work is an *essential*, *supplemental*, or *marginal* purchase, or if purchase is *not recommended* and for what type of library/collection (e.g., all public libraries, larger public libraries, elementary school libraries, middle-school libraries, etc.). Further description of these terms can be found in the Review Requirements document.
2. Book commercials – 10% of course grade
- Each week that a Reading and Response assignment (Assignment 1) is due, film yourself giving a ***brief*** (1-2 minutes ***maximum***) commercial for one of the books you read that week. Submit the file (or a link to a site where your video is uploaded) to a Moodle forum that all classmates will be able to view. *In order to ensure ADA compliance, please caption your videos.* Avoid lengthy plot summaries; instead, think of how you would tell a friend about a book you've read over lunch—very short and sweet! The goal of this assignment is twofold: 1) to develop the skill of giving on-the-fly mini booktalks to teens as they seek book recommendations, and 2) to hone the video creating, captioning, and posting skills you will need for your formal booktalk later in the semester.
3. Discussion Forums – 20% of course grade (*Due on Saturday evenings each week*)
- After completing the readings assigned each week, respond to the discussion questions with a post of at least 150 words. Be sure to address **all** questions! Please be thoughtful and thorough in posting your responses to discussion questions, and return throughout the week to the forum to read the posts of your classmates. Part of your assignment for each forum is to post responses to other students' comments. Your responses should do at least one of the following: 1) **extend** the original post with further examples, 2) **challenge** the original post with another perspective, or 3) **question** the original post based on your own understanding. Again, please make these responses thoughtful and thorough. Posts that say nothing more than some variation of "yeah, I agree" will not satisfy the course requirements! Please see the Discussion Forum Grading Rubric on Moodle for details about how this assignment will be graded.

4. Collection Development Policy – 10% of course grade (*Due January 23*)
Create a collection development policy for children's or teen's nonfiction for a library of your choice. Utilize materials in the Suggested Readings as well as those produced by ALA, ALSC, YALSA and other organizations. In your collection development policy, include a mission statement for the library, a description of the type of library and the community it serves, selection and evaluation criteria for nonfiction, types of nonfiction materials that will be collected and types that will not, weeding guidelines for nonfiction, and a procedure for challenges to the nonfiction materials.
5. Library Collection Evaluation – 10% of course grade (*Due February 20*)
Visit a local school or public library and evaluate their children's or teen nonfiction collection. (If you are a practicing librarian, please visit a library **other than your own.**) Speak with the librarian to inquire about usage of the nonfiction collection. Submit a report (3-5 pages) that includes an evaluation of the content and physical condition of the materials in the collection, the location of the items within the library, the insight gained from the librarian, and the library's circulation policies. Conclude your report with an evaluation of the collection in general; identify any gaps in the collection and suggest appropriate improvements.
6. Booktalks – 10% of course grade (*Due April 3*)
Prepare a booktalk to deliver to children or adolescents. Booktalks should be developed around a specific theme or author, and should include 4–5 nonfiction titles. Sample topics or themes include Real-Life Mysteries, Humor/Jokes, Friendship, Families, Health & Physical Fitness, Poetry, Sports & Athletes, Musicians, Artists, Animals, Holidays, Civil Rights, etc. Another option is to select a nonfiction author and booktalk several of his or her works. Whereas your book commercials for Assignment 2 were informal, this should be a thoroughly planned and practiced booktalk before you begin filming. Please review the Booktalk Guidelines document on Moodle in detail and pay careful attention to all requirements. **Booktalks should be delivered as if to a group of young readers,** and should be 8-10 minutes in length.

You will video yourself presenting your booktalk (either to a real audience or to an imaginary one) and submit that file (or a link to a site where your video is uploaded) to a Moodle forum that all classmates will be able to view. *In order to ensure ADA compliance, please caption your video.* In addition, you will upload to the assignment submission dropbox a written outline that shows evidence of thorough preparation and planning.

7. Nonfiction Marketing, Promoting, and Programming – 10% of course grade (*Due April 10*)
Develop a program for children or young adults, utilizing informational material, for use in a school or public library setting. Submit a proposal in a presentation format (Power Point, Prezi, etc.) including a description of the type of library in which you would

present the program, the activities you and the participants will engage in, a timeline for preparation and execution, materials and resources needed, estimated costs, and funding sources. Be sure to include the goals and objectives of the program and a plan for evaluating its success as well. You will post this presentation to a Moodle forum so that all classmates can view; it is not necessary to submit it in the assignment dropbox.

8. Collection Development – 15% of course grade (*Due April 24*)

Using a children's or teens' nonfiction collection that is available to you and the [collection development policy](#) you created earlier, prepare a collection development plan for one of the subject areas into which this course is divided (Books for Preschool-Kindergarten, Social Studies, Foreign Languages, Science, Technology/Applied Science, Math, Arts/Recreation, English Language Arts, History and Geography, Biography, and Reference Materials). The plan will include recommendations for weeding, a list of core recommendations for the subject area, an analysis of the existing collection in comparison to that core list, and recommendations for addition to the collection. You will explain your process and selections in a narrative report of 6-8 pages. More detailed guidelines can be found on Moodle.

Assessment

Average work in this class will receive a B. Outstanding work, which reflects special effort or insight, exemplary documentation or writing, will receive an A. All assignments are due by the time and date specified. Grades for assignments turned in after the specified deadline will be reduced by 10% unless permission is granted by the instructor due to unforeseen circumstances.

Grading Scale

A+	99-100
A	95-98
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	79-82
C-	77-78