

# **LIS 9362 MATERIALS FOR OLDER CHILDREN (8 to 12 years)**

Graduate Program of Library and Information Science  
The University of Western Ontario  
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## **COURSE DESCRIPTION**

An introduction to materials for older children, primarily contemporary but also historical. Major genres, authors, illustrators and trends in literature for older children. Evaluation of library materials, both print and non-print and both fiction and informational, for older children. Reading competencies and interests and information behaviours of elementary school age children in grades three to six.

## **COURSE LEARNING OBJECTIVES**

Posted on the class OWL site

## **COURSE CONTENT**

### **Topics Covered**

- What is a good book? Reader response theory and children
- Reading interests of children. Reading levels
- Book talking
- Readers' advisory services
- Collection development
- Evaluation criteria
- Reviews and reviewing
- Genres of materials for older children: classics; first chapter books; series books; realistic fiction (everyday life stories; problem novels; adventure stories; animal stories; mysteries); historical fiction; fantasy; science fiction; graphic novels; informational materials; magazines
- Multi-media formats: film, recorded sound; web pages; e-books
- Challenges to children's materials
- Publishing trends and book ownership

## **COURSE MATERIALS**

Scholarly and professional works concerning children's literature are abundant. Both the university library system [especially the Education and Weldon libraries] and London Public Library have good collections. I have placed a few titles on reserve in our own resource centre that could be consulted as a first source for most of the topics we will cover in class and through

assignments. Additional copies of some of these resources may also be available through local libraries

- Anderson, Nancy A. *Elementary children's literature: Infancy through age 13*, 3<sup>rd</sup> ed. Boston: Allyn & Bacon, 2010.
- Carlsen, G. Robert, and Anne Sherrill. *Voices of readers: How we come to love books*. Urbana, ILL: National Council of Teachers of English, 1988.
- Chambers, Aidan. *Introducing books to children*, 2<sup>nd</sup> ed. Boston: Horn Book, 1983.
- Edwards, Gail, and Judith Saltman. *Picturing Canada: A history of Canadian children's illustrated books and publishing*. Toronto: University of Toronto Press, 2010.
- Egoff, Sheila. *The new republic of childhood: A critical guide to Canadian children's literature in English*. Toronto: Oxford University Press, 1990.
- Egoff, Sheila, Gordon Stubbs, Ralph Ashley and Wendy Sutton, Eds. *Only connect: Readings on children's literature*, 3<sup>rd</sup> ed. Toronto: Oxford University Press, 1996.
- Horning, Kathleen T. *From cover to cover: Evaluating and reviewing children's books*, rev ed. NY: Collins, 2010.
- Kiefer, Barbara, and Charlotte Huck. *Huck's children's literature in the elementary school*, 9<sup>th</sup> ed. Boston: McGraw-Hill, 2006.
- Lynch-Brown, Carol, and Carl M. Tomlinson. *Essentials of children's literature*, 6<sup>th</sup> ed. Boston: Pearson / Allyn & Bacon, 2008.
- Mallett, Margaret. *Choosing and using fiction and nonfiction, 3 – 11: A comprehensive guide for teachers and student teachers*. London, New York: Routledge, 2010.
- Nodelman, Perry, and Mavis Reimer. *The pleasures of children's literature*, 3<sup>rd</sup> ed. Boston: Allyn & Bacon, 2003.
- Norton, Donna E., and Sandra E. Norton. *Through the eyes of a child: An introduction to children's literature*, 7<sup>th</sup> ed. Columbus, OH: Pearson, 2007.
- Ross, Catherine S., Lynne (E.F.) McKechnie, and Paulette M. Rothbauer. *Reading matters: What the research reveals about reading, libraries and community*. Westport, CN: Libraries Unlimited, 2006.
- Sutherland, Zena. *Children and books*, 9<sup>th</sup> ed. NY: Longman, 1997.
- Sutton, Roger, and Martha V. Parravano. *A family of readers: The book lover's guide to children's and young adult literature*. Sommerville, MASS: Candlewick Press, 2010.
- Vandergrift, Kay E. *Child and story: The literary connection*. NY: Neal-Schuman, 1980.
- Vardell, Sylvia M. *Children's literature in action: A librarian's guide*. Westport, CN: Libraries Unlimited, 2008.
- Zarnowski, Myra, Richard M. Kerper, and Julie M. Jensen. *The best in children's nonfiction: Reading, writing, and teaching Orbis Pictus Award books*. Urbana, ILL: National Council of Teachers of Education, 2001.

## **METHOD OF EVALUATION**

Evaluation will be based on the following assignments and activities:

1. Book Talk assignment (25%)
2. Contribution to a First Nations Materials Gallery (15%)
3. Reader Resource assignment (15%)
4. One of four optional assignments (your choice) (30%):  
Review analysis  
Reader's advisory pathfinder

- Biography / nonfiction analysis  
Create your own assignment (variable, negotiated due dates)
5. Prepare for and participate in all classes (15%)

### **STATEMENT ON ACADEMIC OFFENCES**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)

**SUPPORT SERVICES:** Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwo.com/mentalhealth> for a complete list of options about how to obtain help.