

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

Graduate Program of Library and Information Science
The University of Western Ontario
Summer 2022

Instructor: Dr. Lynne (E.F.) McKechnie
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Available by email or by appointment (via Zoom)
Class email list: fims-lis-9362-650@uwo.ca
Asynchronous online course via OWL

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 OUTCOMES / OBJECTIVES

Upon successful completion of readings, assignments, and class participation, students will be able to:

1. Identify the reading and information seeking needs and interests of older children and develop collections and services to meet these needs (Program Goal 2, Obj. 1h; Program Learning Outcomes 1, 2, 3, 7, 8 and 9).
2. Identify, evaluate, select, and provide access to library materials for older children in a variety of formats (Program Goal 2, Obj. 1g; Program Learning Outcomes 1, 2, 3, 7, 8 and 9).

Other information about Enrollment, Health / Wellness Services, Accessible Education Western and Scholastic Discipline for Graduate Students is posted on the OWL site for the course.

COURSE CONTENT

Topics Covered

- What is a good book? Reader response theory and children (.5 weeks)
- Reading interests of children. Reading levels (.5 weeks)
- Book talking (1 week)
- Readers' advisory services (1 week)
- Collection development (.5 week)
- Evaluation criteria (1 week)
- Reviews and reviewing (.5 weeks)
- 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 (4 weeks)

- Multi-media formats: film, recorded sound; web pages; e-books (1 week)
- Issues related to materials for children such as challenges to children's materials, reading level labelling, diversity, children's rights, boys and reading and evaluating First Nations themed materials (3 weeks)

COURSE MATERIALS

Sample readings:

Carlsen, G. Robert, and Anne Sherrill. *Voices of readers: How we come to love books*. Urbana, ILL: National Council of Teachers of English, 1988.

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, Gordon Stubbs, Ralph Ashley and Wendy Sutton, Eds. *Only connect: Readings on children's literature*, 3rd ed. Toronto: Oxford University Press, 1996.

Lynch-Brown, Carol, and Carl M. Tomlinson. *Essentials of children's literature*, 6th ed. Boston: Pearson / Allyn & Bacon, 2008.

Nodelman, Perry, and Mavis Reimer. *The pleasures of children's literature*, 3rd ed. Boston: Allyn & Bacon, 2003.

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.

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.

Holmes, Soline, and Schwarzenbach, Alicia. (Winter 2020). The "Bane of the Bassinet"? Graphic Novels as Informational Texts. *Children and Libraries* 18(4): 16 – 20.

Howe, James. Writing Mysteries for Children. *Horn Book Magazine* March/April 1990, 225.

Isajlovic - Terry, Natasha and McKechnie, Lynne (E.F.). (Spring 2012). "I don't think they should stop you (Emily, 9 years): Children's Views of Censorship. *Children and Libraries* 10(1): 38-49.

McDonnell, Christine. (January/February 2010). What Makes a Good Read-Aloud for Middle Graders? *Horn Book Magazine* 86(1): 66 – 73.

Nichols-Besel, Kristen, Scharber, Cassandra, O'Brien, David G., and Dillon, Deborah R. (Summer 2018). A Space for Boys and Books: Guys Read Book Clubs. *Children and Libraries* 16(2): 19 – 26.

Ross, Catherine S. (1995). If they read *Nancy Drew* so what? Series readers talk back. *LISR* 17(3): 201-236.

Suzuki, Tadayuki, and Fiehn, Barbara. (Spring 2016). Taking a closer look: LGBTQ Characters in Books for Intermediate-Grade Children. *Children and Libraries* 14(1): 14-19.

METHOD OF EVALUATION

Evaluation will be based on the following assignments and activities:

1. Book Talk / Book Trailer assignment (30%); Due: various dates (Sign-up)
2. Reader Resource assignment (20%): Due: various dates (Sign-up)
3. One of four optional assignments (your choice) (30%):
 - Review analysis; Due: 1:00 pm, Friday, June 3, 2022
 - Reader's advisory pathfinder: Due: 1:00 pm, Friday, June 24, 2022
 - Biography / nonfiction analysis: Due: 1:00 pm, Friday, July 21, 2022
 - Create your own assignment (variable, negotiated due dates)
5. Prepare for and participate in all classes (20%)

ENROLLMENT in this course is restricted to graduate students in The Master of Library & Information Sciences program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

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

ACCESSIBLE EDUCATION WESTERN: Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

APPEALS AND DISCIPLINE: University guidelines and procedures may be found at <https://grad.uwo.ca/administration/regulations/13.html>.