



INSTRUCTOR CONTACT	STUDENT HELP
<p style="text-align: center;">Tess Prendergast, MLIS, PhD Email: tess.prendergast@ubc.ca Office Hours: Tuesdays at 11am-12pm via Zoom: You will be placed in waiting room in order or arrival throughout the hour: no appointment necessary</p> <p style="text-align: center;"><u>https://ubc.zoom.us/j/62264991775 (Links to an external site.)</u></p> <p style="text-align: center;"><i>All other times by appointment!</i></p>	<p style="text-align: center;"><u>UBC Learning CommonsLinks to an external site.</u> <u>Student IT HelpdeskLinks to an external site.</u></p>

We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́n̓qə́m̓iḥ̓ə́m̓ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity’s capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

LIBR 520 Survey of Literature and Other Materials for Children Syllabus (3)

Program:	MLIS
Year:	2020
Course Schedule:	Asynchronous
Location:	Canvas Course
Instructor:	Tess Prendergast, MLIS, PhD
Office location:	IKBLC 494
Office phone:	604-822-5007



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

Office hours:

Tuesdays 11am-12pm by Zoom

<https://ubc.zoom.us/j/62264991775>

E-mail address:

tess.prendergast@ubc.ca

Learning Management Site:

<https://canvas.ubc.ca/courses/55055>

Course Objectives: Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate

Competencies: [http://slais.ubc.ca/programs/about-department/graduate-competencies/Links to an external site.](http://slais.ubc.ca/programs/about-department/graduate-competencies/Links%20to%20an%20external%20site)

Upon completion of this course students will be able to:

1. Understand the historical development of children's literature from the fifteenth century to the present [1.4, 2.1]
 2. Identify and discuss a wide range of authors and illustrators [4.1]
 3. Define the various types and formats of literature for children and their role in a child's literacy development [1.1, 2.1, 4.1]
 4. Connect books and young readers: relate formats, genres and content of children's literature to the different stages of children's reading levels, recreational interests, information needs, and development and growth [1.3]
 5. Develop and apply criteria for the selection and evaluation of the various types of content for children in print, audio-visual and digital formats [1.2, 4.1]
 6. Demonstrate abilities to make choices - and articulate decision-making rationale - in selection and evaluation of children's books for a public or school library collection [1.1, 3.2]
- Write critical annotations/reviews of children's books [2.1]



Discuss and assess trends, issues, and themes in children’s literature and publishing [2.1]

Course Topics:

- History and current state of children’s literature
- Children’s developmental stages and corresponding materials
- Evaluation and selection of children’s material
- Resources on children’s literature criticism and reviews
- Significant/landmark texts, authors and illustrators
- Trends and issues in children’s literature
- The role of the children’s librarian and other adults in promoting children’s literature and mediating the relationship between child and text/content

Prerequisites: MLIS and Dual MAS/MLIS: Completion of the core, MAS: completion of MAS core and permission of the iSchool Graduate Advisor. All MACL students are welcome and encouraged to register for this course anytime during their program.

Format of the course: Lectures, asynchronous activities, discussions and video presentations, and pre-recorded guest speaker videos.

Required and Recommended Reading: There will be 2-4 assigned **required** readings each week which will be posted in advance on the course Canvas site. These will be journal articles, book chapters and online articles etc. Additionally, students will be reading approximately 40 children’s books during this course. Access to a public library’s print or digital collection is highly recommended.

Course Assignments

Assignment Name	Due Date	Weight	Graduate Competencies
Recommended Reading List & Blog Posts	Oct 26	20%	1.1, 1.2, 2.1
Rethinking the Canon Group Video Project	Nov 16	30%	2.1, 3.1, 4.1
Final paper proposal	Nov 30	0%	1.4, 2.1, 4.1
Final paper	Dec 11	30%	1.4, 2.1, 4.1



Participation: Discussions, Activities, Self-evaluation

Dec 3 20% 1.4, 2.1

Course Schedule [week-by-week]:

Topic	Week	Date
Course overview	1	Sep 8- Sep 14
History of children's books	2	Sep 15- Sep 21
Children's reading development	3	Sept 22- Sep 28
Board books	4	Sep 29- Oct 5
Picture books	5	Oct 6- Oct 12
Folklore, Nursery Rhymes, & Poetry	6	Oct 13- Oct 19
Early/Easy readers & First Chapter Books	7	Oct 20- Oct 26
Middle Grade novels	8	Oct 27- Nov 2
Information books	9	Nov 3- Nov 9
Non-print digital media	10	Nov 10- Nov 16



Indigenous, Canadian & International	11	Nov 17- Nov 23
Student presentations	12	Nov 24- Nov 30
Student presentations & course wrap up	13	Dec 1- Dec 3

Attendance: Regular attendance is mandatory in this class. Unexplained absences from class-wide discussions, group discussions and assigned activities will result in a lowered participation grade. If you are experiencing difficulty keeping up with the course activities, please send me an email to let me know. Severe illness and family emergencies are the only valid excuses for non-participation or missing items, unless you have asked for and explained your reasons in advance. As an asynchronous class it is critical that you keep to a regular schedule of logging in, reading, and participating. The modules run from Tues-Mon, leaving you a full week, including a weekend to get through each module. They are sometimes published a few days before so if you are caught up you can go ahead to the next module.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#)[Links to an external site.](#). I use a qualitative grading approach that begins with the baseline expectation of about a B+ grade - then I add marks for accomplishments that exceed that expectation. Please ask for clarification of any assignment instructions that are not clear. Late assignments or missed in-class activities will result in lowered marks. In cases of severe illness or family emergencies, you will be granted an extension by letting me know as soon as you are able. As per the iSchool's policy available here <https://lais.air.arts.ubc.ca/students/courses/Links to an external site.> your written work may receive a lower mark if it is, in the opinion of the instructor, deficient in English, however, I occasionally invite students to revise and resubmit their work. Please make full use of the supports UBC offers to improve your writing for example at the Learning Commons available here <https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/Links to an external site.>

Required Materials: Access to digital e-books from a public library will be necessary for this class and/or curbside pick-up from a public library. Alternatively, you may be able to use the Education library collection of children's books but this will mean placing orders well in advance for pick up on campus. Please email me if you think you will have difficulty accessing a large collection of children's books across all the studied genres and formats to complete this course.

All other readings for this class will be posted on Canvas. There is no textbook for this class.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual



violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>Links to an external site.)

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: (<https://students.ubc.ca/about-student-services/access-diversity>Links to an external site.]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>Links to an external site.

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university.

Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available

here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>Links to an external site.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>Links to an external site.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.