



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

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

### **LIBR 520 Literature and other materials for children – Course Syllabus (3)**

<b>Program:</b>	MLIS/MASLIS/MACL
<b>Year:</b>	2022-2023
<b>Course Schedule:</b>	Fridays, 9am-12pm
<b>Location:</b>	Terrace Lab (in the iSchool)
<b>Instructor:</b>	Dr. Tess Prendergast
<b>Office location:</b>	Room 494 (2 <sup>nd</sup> hallway in the iSchool)
<b>Office phone:</b>	604-822-5007
<b>Office hours:</b>	Tuesdays 12pm-1pm; Wednesdays 10am-11am; Thursdays over Zoom by appointment between 10am-4pm
<b>E-mail address:</b>	<a href="mailto:tess.prendergast@ubc.ca">tess.prendergast@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="https://canvas.ubc.ca/courses/108892">https://canvas.ubc.ca/courses/108892</a>

**Course Goal:** The goal of this course is to provide students with the knowledge and appreciation of children's literature required for the development of children's library collections and children's reader's advisory services.

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

**Learning Outcomes:** Course objectives are stated in terms of student learning outcomes and reference the [iSchool Statement on Graduate Competencies](#)

### **Upon completion of this course students will be able to:**

LO1: Demonstrate a familiarity with the historical development of children's literature from the fifteenth century to the present [2.1]\*

LO2: Relate the types, genres, formats, 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]\*

LO3: Define the various genres in children's literature and their place in children's reading development [1.1, 2.1, 4.1]\*

LO4: Identify and discuss a wide range of authors and illustrators [4.1]\*



LO5: Develop and apply criteria for the selection and evaluation of the various types of literature for children in print format [1.1, 1.2, 4.1]\*

LO6: Demonstrate familiarity with resources in children's literature [2.1]\*

LO7: Assess review journals of children's books [2.2]\*

LO8: Demonstrate abilities to make choices in selection and evaluation of children's books for a library collection [1.1]\*

LO9: Write critical annotations/reviews of children's books [2.1]\*

LO10: Discuss and assess trends, issues, and themes in children's literature [2.1]\*

LO11: Analyze the role of the children's library and other adults in promoting children's literature [1.4]\*

### Course Topics:

- Evaluation and Selection of Children's Books
- Resources in Children's Literature
- Print and Electronic Journals and Other Resources on Children's Literature Criticism and Review
- Children's Developmental Stages and Their Books
- History and Current State of Children's Literature
- Genres of Children's Literature
- Significant 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 of child and text

**Prerequisites:** MLIS and Dual MAS/MLIS students who have completed the core MLIS courses, and all MACL students at any stage of their programs may register for this course. All other iSchool students (i.e., MAS and PhD) must seek permission from the instructor before registering.

**Format of the course:** Lectures, various in-class activities, and small group discussions, live and virtual guest speakers, and some asynchronous activities. There will be one week in which you will conduct field work by visiting a large children's library to select books for your curated portfolio early in the term. Students should expect to dedicate at least 12 hours per week to this class for preparation activities and assignments

**Required and Recommended Reading:** here will be 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 dozens of children's books during this course. Access to a public library's print and digital collection is highly recommended. Alternately, you may use UBC Education Library.

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1A Short Proposal / Academic Book Review Title	Due Jan 22, 2023	n/a	4.2
Assignment 1B: Short Paper or Academic Book Review	Due Feb 26, 2023	25%	2.1, 4.2, 5.3
Assignment 2: Curated Portfolio	Due Mar 26, 2023	35%	1.2, 2.1, 4.1, 4.2
Assignment 3: Rethinking the Canon: Group Presentation	Due Mar 31 or Apr 7	30%	2.1, 3.1, 4.1, 5.3
Participation Reflection	Due Apr 9, 2023	10%	1.4, 2.1

**Course Schedule [week-by-week]:**

Topic	Date
Course overview	Jan 13, 2023
History of children's literature	Jan 20, 2023
Field studies: No class meeting	Jan 27, 2023
Children's reading development	Feb 3, 2023
Board books	Feb 10, 2023
Picture books	Feb 17, 2023
<b>Term Break</b> Feb 20-24: No class meeting	Feb 24, 2023
Folklore, nursery rhymes, & poetry	Mar 3, 2023
Early readers and first chapter books	Mar 10, 2023
Middle grade novels and graphic novels	Mar 17, 2023
Information books and non-print media	Mar 24, 2023
Student presentations	Mar 31, 2023
Student presentations	Apr 7, 2023

**Attendance:** Regular attendance and engaged participation in all class activities are required in this course. You will be excused from class for the following reasons: Immovable specialist appointments; family emergencies/crises; \*illness. As we are still very much in Covid era, even mild symptoms of illness (sneezing, coughing, sore throat) mean you must stay home to prevent the spread of Covid or other viruses. All other reasons for missing class will reduce your participation grade by 1 point for each unexcused absence. Regardless of the reasons why you must miss class, please send me an email as soon as you know you cannot come. You will also be expected to keep up with your reading, and read through the lecture slideshow when it is posted after each week's class. When you return to class, please make the effort to follow-up with me and your classmates about any in-class activities you have missed. If you miss more than one class in the term, you may be given alternative asynchronous activities to do.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/). I expect you to edit carefully for grammar and spelling at all times. I am always happy to support students' academic writing development so please make use of office hours to ask for help if you are struggling with the academic writing demands of this class. Please also 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/>.



**Required Materials:** Access to large collections of children's books is an essential aspect of this course. You can expect to need to visit a public library several times throughout the term. I recommend Vancouver Public Library. <https://www.vpl.ca/librarycardfaq>

I am aware that students living in some parts of UBC campus (i.e., student housing) are not eligible for free VPL cards. However, subscription cards are available for \$40. Since there is no required textbook in this class, I recommend purchasing a VPL card if you don't qualify for a free one. There is a VPL branch a short distance from Campus at 4480 West 10th Ave. They are open Tuesday to Sunday.

Alternatively, if you live on campus and do not want to get a VPL card or go to a VPL branch (i.e. West Point Grey Branch) you may use the UBC Education library collection of children's books, however they may not have as much selection as a large public library and you may not have as much breadth and depth to choose from.

**Readings:** All other required readings for this class will be posted on Canvas under the Library Online Course Reserves (LOCR) tab.

Depending on how fast you read, you should expect to several hours reading articles & chapters (usually 2 to 4 scholarly and professional pieces each week) as well as various children's materials throughout the entire term. Please make sure you leave time in your daily schedule to keep up with the high reading demands of this class.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**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.

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism.



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information  
Faculty of Arts

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.