



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nqəmínə́m 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 Survey of literature and other materials – Course Syllabus (3)**

<b>Program:</b>	MLIS, MASLIS, & MACL
<b>Year:</b>	2021
<b>Course Schedule:</b>	Mondays 2pm-5pm
<b>Location:</b>	IBLC 191
<b>Instructor:</b>	Dr. Tess Prendergast
<b>Office location:</b>	iSchool Room 494
<b>Office phone:</b>	604-822-5007
<b>Office hours:</b>	Mondays 11am-12pm or other times by appointment
<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/79602">https://canvas.ubc.ca/courses/79602</a>

#### **Course Goals:**

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: [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 students who have completed the core MLIS courses, all MACL students at any stage of their programs. All other students must seek permission from the instructor.

**Format of the course** Lectures, various in-class activities, and small group discussions, live and virtual guest speakers, and some asynchronous activities. There may be some field work (i.e. visiting a large children's library) at some point in the term.

The estimated number of weekly hours students should dedicate to this class (preparation activities + class activities) is between 8-12 hours per week.

### 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 so access to any public library's print and digital collection or UBC Education Library is required.

### Recommended:

- Coats, K. (2018). *The Bloomsbury introduction to children's and young adult literature*. Bloomsbury Academic.
- Hintz, C., & Tribunella, E. L. (2019). *Reading children's literature: a critical introduction* (Second ed.). Broadview Press.

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: Part 1: Recommended Reading Portfolio: Picture Books	Oct 24, 2021	10%	1.1, 1.2, 2.1
Assignment 1: Part 2: Recommended Reading Portfolio: First Chapter Book Series	Nov 14, 2021	10%	1.1, 1.2, 2.1
Assignment 1: Part 3: Recommended Reading Portfolio: Middle grade novels/Graphic novels	Nov 21, 2021	10%	1.1, 1.2, 2.1
Assignment 2: Rethinking the Canon: Group Presentation	Nov 29, 2021	30%	2.1, 3.1, 4.1
Assignment 3: Final paper	Dec 12, 2021	30%	1.4, 2.1, 4.1
Participation	n/a	10%	1.4, 2.1

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

Topic	Date
Course overview	Sept 13, 2021
History of children's books	Sept 20, 2021
Children's reading development	Sept 27, 2021
Board books	Oct 4, 2021
<i>Thanksgiving Day NO CLASS</i>	October 11, 2021
Picture books	October 18, 2021
Folklore, Nursery Rhymes, & Poetry	October 25, 2021
Early/Easy readers & First chapter books	Nov 1, 2021
Middle grade novels & Graphic novels	Nov 8, 2021
Information books & non-print/digital media	Nov 15, 2021
Indigenous, Canadian, & International children's books	Nov 22, 2021
Student presentations	Nov 29, 2021
Student presentations & course wrap-up	Dec 6, 2021

**Attendance:** Regular attendance is important in this class. That being said, you must not come to class if you are feeling ill or have any other COVID-19 related issues. Please email me to let me know you will be absent for any reason. *Unexplained* absences from class-wide discussions, group discussions and assigned activities may result in a lowered participation grade. Although I won't be recording the live lectures, I do have a lot of course material from last year's asynchronous online course that will provide some alternate content via Canvas for those of you who must self-isolate, miss class for any reason, or if you simply want a refresher of what is covered in our face-to-face classes.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](https://www.ubc.ca/schoolofinformation). I use a qualitative grading approach that begins with the baseline expectation of about a B+ grade and then I add marks for accomplishments that exceed that expectation. Please ask for clarification of any assignment instructions that are not clear. You will be granted extensions by letting me know your circumstances as soon as you are able, otherwise I urge everything to be submitted on time so that I can get your work marked and back to you as soon as possible. As per the iSchool's policy available here <https://lais.air.arts.ubc.ca/students/courses/> your written work may receive a lower mark if it has lots of typographical, grammatical and semantic errors. I occasionally invite students to revise and resubmit their work but I do 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/>.

**Citation style:** Please use the Publication Manual of the American Psychological Association (APA) 6th or 7th edition. All assignments should be formatted and cited according to APA standards. The UBC Library provides resources and reference materials for students to use to help ensure your work meets this formatting and citation standard here <https://guides.library.ubc.ca/apacitationstyle>

**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 or the UBC Education 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 location, 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.

**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. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**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



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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 <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

**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.