S571: Materials for Youth  
Fall 2013 (August 19 – December 8)  
Web-based Course

**Instructor:** Marilyn Irwin, Ph.D.


**Course Objectives.** At the completion of the course, students will be able to
1. Identify relevant and important genres, media, producers, and titles for children and young adults.
2. Identify relevant and important user characteristics and information needs of children and young adults.
3. Utilize relevant and important professional materials such as research articles and selection and review resources.
4. Explain relevant and important trends and issues (e.g. intellectual freedom, multiculturalism).

**INTERNET ACCESS:** Because this is a web-based class, it is assumed that every student has daily, reliable, high speed Internet access. Lack of access will not be accepted as an excuse for timely participation or late assignments.

**TIME COMMITMENT:** All graduate courses expect a MINIMUM of three hours of coursework outside class for each hour in class. For a web-based class during the semester, that would mean at least 12 hours per week for this class. While you are encouraged to read ahead, the discussion assignments will only be accepted during the week specified for each assignment. Other assignments will be accepted only after the lecture and readings have been posted so you can apply that learning to the assignment. Because online class discussion is a major component throughout this course, taking a grade of Incomplete will be strongly discouraged.

**Americans with Disabilities Act:** Students requiring accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317/274-3241. Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

**Code of Student Rights, Responsibilities, and Conduct:** Academic (e.g. plagiarism) and personal misconduct by students in this class are defined and dealt with according to the procedures in the *Code of Student Rights, Responsibilities, and Conduct* ([http://www.iu.edu/~code/code/index.shtml](http://www.iu.edu/~code/code/index.shtml)). It is your responsibility to properly cite your sources. The intellectual property of others that is used and not properly cited will result in a failing grade in that assignment and could result in dismissal from the program.
The DLIS Grading Policy:

A (4.0) Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- (3.7) Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ (3.3) Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B (3.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- (2.7) Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ (2.3) Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C (2.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

C- (1.7) Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree;

D+ (1.3) for the course to count toward the degree, the student must repeat the course with a passing grade.

D (1.0) Failing. Student may continue in the program only with permission of the dean.

Course Outline: (Dates in red are when lesson will be available to students.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignment (see specifics below)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 19</td>
<td>1. Introduction</td>
<td>Ch. 1, 5</td>
<td>No assignment</td>
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<tr>
<td>Aug. 18</td>
<td>a. To course</td>
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<td>b. To children’s literature</td>
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<td>Aug. 18</td>
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<tr>
<td>Sept. 2</td>
<td>Printz Award Forum Assignment (5 points)</td>
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<td>9/2-9/8</td>
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<td>Aug. 18</td>
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<td>Sept. 9</td>
<td>4. Children’s Needs; Child Development Early Childhood</td>
<td>Readings in Resources</td>
<td>No assignment</td>
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<td>Aug. 25</td>
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<tr>
<td>Date</td>
<td>Chapter(s)</td>
<td>Assignment Description</td>
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<td>Sept. 16</td>
<td>5. Picture Books Ch. 4, 7</td>
<td>Picture Book Assignment (15 points)</td>
<td>9/22</td>
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<td>Aug. 25</td>
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<td>Sept. 23</td>
<td>6. Poetry Ch. 8</td>
<td>Poetry Assignment (5 points)</td>
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<td>Aug. 25</td>
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<td>Sept. 30</td>
<td>7. Traditional Literature/Folklore Ch. 9</td>
<td>Traditional Literature Assignment (15 points)</td>
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<td>Sept. 15</td>
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<td>Oct. 7</td>
<td>8/9. Fantasy: Children &amp; YA Ch. 10</td>
<td>Fantasy (Children's) Forum Assignment (5 pts.)</td>
<td>10/7-10/13</td>
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<td>Sept. 15</td>
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<td>Oct. 14</td>
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<td>Fantasy (YA) Forum Assignment. (5 points)</td>
<td>10/14-10/20</td>
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<td>Sept. 15</td>
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<td>Oct. 21</td>
<td>10/11. Realistic Fiction: Children &amp; YA Ch. 11</td>
<td>Realistic (Children’s) Forum Assignment (5 pts.)</td>
<td>10/21-10/27</td>
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<td>Sept. 29</td>
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<td>Oct. 28</td>
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<td>Realistic (YA) Forum Assignment (5 points)</td>
<td>10/28-11/3</td>
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<td>Sept. 29</td>
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<td>Nov. 4</td>
<td>12. Historical Fiction Ch. 12</td>
<td>Historical Fiction Booktalk Assignment (5 points)</td>
<td>11/10</td>
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<td>Oct. 13</td>
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<td>Nov. 11</td>
<td>13. Nonfiction &amp; Biography Ch. 13, 14</td>
<td>Nonfiction Assignment (10 points)</td>
<td>11/17</td>
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<td>Oct. 13</td>
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<td>Nov. 25</td>
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<td><strong>No Lesson: Thanksgiving</strong></td>
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<td>Dec. 2</td>
<td>15. Media</td>
<td>Media Assignment (10 points)</td>
<td>12/8</td>
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<td>Oct. 13</td>
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**Assignments:**

*Newbery Award Assignment* (5 points): Select two (2) Newbery award winners from the list below. In order to demonstrate more than surface reading of the materials, you will be asked to discuss the books you select within small groups of your classmates in Forums of Oncourse. Because everyone has already read the book, your posting should cause classmates to think, react, investigate, or question what they have read, not retell the story. Try to look at the books from the perspective of a child or YA reader. All students should submit an initial posting and an additional response within same book thread for each book that demonstrates interaction with the message from another classmate. “I agree” or other responses lacking content will not count. Grades will be lowered if the entries are bunched at the end of the assignment period which minimizes the function of the discussion. Concise (100 to 400 words), focused, quality posts are more valued than the quantity of posts. A quality posting may include some of the following characteristics:

- References professional literature (text, additional relevant materials)
- Recommends a resource or application that helps a fellow student gain more understanding or use of the materials discussed
- With support and logic, counters something found in the professional literature or what a fellow student has stated
Postings for the Newbery Assignment may begin no earlier than Aug. 26th and Sept. 1st.

- Applegate, Katherine. *The One and Only Ivan* (2012)
- Gantos, Jack. *Dead End in Norvelt* (2011)
- Stead, Rebecca. *When you Reach Me.* (2009)

**Printz Award Assignment** (5 points): Select one (1) Printz award winners from the list below. Note directions for group discussions given with the Newbery Award Assignment above. Postings for the Printz Assignment may begin no earlier than Sept. 2nd and are due by Sept. 8th.

- Lake, Nick. *In Darkness* (2012)

**Picture Book Assignment** (15 points): Analyze the work of one illustrator from list below including illustrator biography, major issues raised by work, media and techniques used in illustrations, distinctive style or changes from book to book, role of illustrations in each work, why illustrator chosen, etc. Papers should be three to five pages, double spaced and submitted to Picture Book Assignment found under the Assignments tab. Include full book citations. **Due by Sept. 22nd.**

Carle, Eric  
Collier, Bryan  
Crews, Donald  
DePaola, Tomie  
Ehlert, Lois  
Hoban, Tana  
Lionni, Leo  
Nelson, Kadir  
Pinkney, Jerry  
Polacco, Patricia  
Say, Allen  
Sis, Peter  
Van Allsburg, Chris  
Wiesner, David  
Willems, Mo  
Zelinsky, Paul O.

**Poetry Assignment:** (5 points). For this assignment, you need to promote one or more poetry books. Make me, as a member of the targeted age group, want to go read poetry. This can be done in a variety of ways.

- **Booktalk.** Think of a booktalk as a one or two minute commercial. For this assignment, write the script for a booktalk in a style of your choosing or make a video of yourself giving a booktalk. For information about booktalks, check [http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk](http://www.uri.edu/artsci/lsc/Faculty/geaton/MSLMAtalk) and [http://nancykeane.com/booktalks](http://nancykeane.com/booktalks).
- **Book Trailers.** This is a multimedia, digital ad for a book. Linked is a professional book trailer for *Grave Mercy,* by Robin LaFevers (2012)
http://www.youtube.com/watch?v=CJ9rfquJ5PQ. I don’t expect this quality, but it will give you an idea.

- Other. If you have another idea, you are welcome to explore but please contact me first for approval

You will be expected to include one or more related books of poetry chosen using the selection tools discussed in Lesson 2. The books can be related by any number of factors including author, style (humor, for example), or subject (animals, for example), but must be appropriate for the age of the specific audience who would hear your booktalk (9 and 10 year olds, 6th graders, high school age, etc.). Whatever format you choose, please provide text to tell us the age of your intended audience, the full citation for your book(s), and selection tools used. Submit your assignment to the Poetry Assignment within Assignments on Oncourse. Due by Sept. 29th.

**Traditional Literature Assignment** (15 points): Using selection tools to choose your books, compare, contrast, and critique three different recent books for youth that are tellings of the same traditional story (Cinderella, Red Riding Hood, Tortoise & Hare, Noah’s Ark, for example). Papers should be three to five double spaced pages, include full citations for the books and selection tools used, and submitted to Traditional Literature Assignment found under Assignments tab. Due by Oct. 6th.

**Fantasy (Children’s) Assignment** (5 points): Select two (2) children’s fantasy books from the list below. Note directions for group discussions given with the Newbery Award Assignment above. Postings for the Fantasy (Children’s) Assignment may begin no earlier than Oct. 7th and are due by Oct. 13th.

- Anderson, M. T. *Whales on Stilts*.
- Colfer, Eoin. *Artemis Fowl* (Book 1, 2001)
- Scieszka, Jon. *Knights of the Kitchen Table* (The Time Warp Trio).
- Tan, Shaun. *Tales from Outer Suburbia*.
- Voigt, Cynthia. *Young Fredle*.

**Fantasy (YA) Assignment** (5 points): Select one (1) YA fantasy books from the list below. Note directions for group discussions given with the Newbery Award Assignment above. Postings for the Fantasy (YA) Assignment may begin no earlier than Oct. 14th and are due by Oct. 20th.

- Anderson, M. T. *Feed*.
- Leavitt, Martine. *Keturah and Lord Death*.
- Pierce, Tamora. *Trickster’s Choice*.
- Whedon, Joss. *Fray*.
**Realistic Fiction (Children’s) Assignment** (5 points): Select two (2) children’s realistic books from the list below. Note directions for group discussions given with the Newbery Award Assignment above. **Postings for the Realistic Fiction (Children’s) Assignment** may begin no earlier than Oct. 21st and are due by Oct. 27th.

- Clements, Andrew. *The Report Card*
- DiCamillo, Kate. *Because of Winn-Dixie*
- Hiaasen, Carl. *Hoot*
- Lowry, Lois. *Gooney Bird Greene*
- Korman, Gordon. *No More Dead Dogs*
- Ryan, Pam Munoz. *Becoming Naomi Leon*
- Sachar, Louis. *Holes*
- Soto, Gary. *Taking Sides*

**Realistic Fiction (YA) Assignment** (5 points): Select one (1) YA realistic books from the list below. Note directions for group discussions given with the Newbery Award Assignment above. **Postings for the Realistic Fiction (YA) Assignment** may begin no earlier than Oct. 28th and are due by Nov. 3rd.

- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*
- Green, John. *Looking for Alaska*
- Lyga, Barry. *Boy Toy*
- McCormick, Patricia. *Sold*
- Myers, Walter Dean. *Monster*

**Historical Fiction Assignment** (5 points): For this assignment, see the Poetry Assignment for suggested formats. Using selection tools, you should choose one or more related books of historical fiction. The books can be related by subject (the Great Depression or World War II, for example), but must be appropriate for the age of the audience who would hear your booktalk. Whatever format you choose, please provide text to tell us the age of your intended audience and the full citation for your book(s) and selection tools used. Submit your assignment to the Historical Fiction Assignment within Assignments on Oncourse. **Due by Nov. 10th.**

**Nonfiction Assignment** (10 points): Using the evaluation criteria in the readings and lecture materials and selection tools, compare, contrast and critique two nonfiction books for the same targeted age group on the same specific topic (e.g., Lincoln, bugs, sexuality). Papers should be three to five pages, double spaced and submitted to Nonfiction Assignment found under the Assignments tab. Include the target age and full citations for the books and selection tools used. **Due by Nov. 17th.**

**Magazines Assignment** (10 points): Using the evaluation criteria in the readings and lecture materials, write a brief report on three (3) different children’s magazines and three (3) different YA magazines from the list below. Papers should be no more than eight pages, double spaced and submitted Magazine Assignment found under the Assignments tab. **Due by Nov. 24th.**
<table>
<thead>
<tr>
<th>Children's Magazines</th>
<th>YA Magazines</th>
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<tbody>
<tr>
<td>American Girl</td>
<td>Car &amp; Driver</td>
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<tr>
<td>Babybug</td>
<td>Ebony</td>
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<tr>
<td>Big Backyard</td>
<td>Game Informer</td>
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<tr>
<td>Boy's Life</td>
<td>Odyssey</td>
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<td>Cricket</td>
<td>Seventeen</td>
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<td>Faces</td>
<td>Teen</td>
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<td>Kids Discover</td>
<td>Teen Ink</td>
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<td>National Geographic Kids</td>
<td>Teen Vogue</td>
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<td>Ranger Rick</td>
<td>Teen Voices</td>
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<td>Sesame Street</td>
<td>Thrasher</td>
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<td>Sports Illustrated for Kids</td>
<td>WWE Magazine</td>
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**Media Assignment** (10 points): Select one movie that has been based on a book from the list below. Watch the movie and read the book. Write a three to five page paper comparing the book to the movie. Keep the following questions in mind: How would you respond to a patron who asked you, “Is the book anything like the movie?” Does the movie fully represent the author’s intended message? What’s missing from the movie? Is that important? Is the movie appropriate for the book’s original audience? Please provide citations for the movie and the book you are reviewing. Papers should be double spaced and submitted to Media Assignment found under the Assignments tab. Due by Dec. 8th.

- Babbitt, Natalie. *Tuck Everlasting.*
- Banks, Lynne Reid. *The Indian in the Cupboard*
- Brashares, Ann. *The Sisterhood of the Traveling Pants*
- Burnett, Frances. *The Secret Garden*
- Cabot, Meg. *The Princess Diaries*
- Cleary, Beverly. *Ramona and Beezus*
- Dahl, Roald. *Charlie and the Chocolate Factory* or, *Matilda* or, *James and the Giant Peach*, or *The Witches*
- Kinney, Jeff. *Diary of a Wimpy Kid.*
- Levine, Gail Carson. *Ella Enchanted*
- Lewis, C. S. *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe; Narnia*
- Naylor, Phyllis Reynolds. *Shiloh*
- Parker, Jeff & Cruz, Roger. *X-Men: First Class.*
- Riordan, Rick. *Percy Jackson & the Olympians: The Lightning Thief*
- Sendak, Maurice. *Where the Wild Things Are*
- Snicket, Lemony. *A Series of Unfortunate Events* (books include *The Bad Beginning, The Reptile Room, and The Wide Window*)
- Steig, William. *Shrek*
Grading:

A    95-100
A-   91-94
B+   88-90
B    84-87
B-   80-83
C or lower, below 80

All assignments are due by the due dates given, and points will be taken off for assignments that are turned in late.