

COURSE OF STUDY

Theme: Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application, Dispositions

1. **Course Number and Title** ELLM 6120 School Library Media Specialist Selects Literature for the School Age Child (3 graduate credits)

2. **Course Description** An exploration of literature for children and young adults from grades P-12. Emphasis is placed on selection, reading, analyzing, evaluating, and using literature to complement the diverse curriculum and NJCCCS needs, as well as personal needs of students. Each class will involve a lecture, literature readings, and discussion. Candidates complete weekly readings of new and classic tales and trade books, learn strategies for selecting and evaluating titles, find the best books for school library collection development, learn about authors and illustrators, and design readers' advisory instruments -- surveys and activities -- for stimulating a lifelong love of reading.

3. **Pre- or Co-Requisites** none

4. **Course Objectives** This course provides opportunities for candidates to:

- A. Identify, analyze, review and apply children's and adolescent literature resources and critical review sources in the school library media setting.
- B. Track trends in reading material for children and youth, and decide on courses of action for a library media program which utilizes these materials to support and complement the NJCCCS and school curricula.
- C. Develop local collections in both print and electronic formats which reflect student interests, developmental levels, and quality materials.
- D. Become knowledgeable about the elements of genre literature, and use accepted evaluation techniques to determine selections which meet a variety of reading abilities and learning styles.
- E. Design, develop and implement programs which introduce students to writers, illustrators, and the enjoyment of quality literature; develop this author knowledge in K-12 students.
- F. Design, develop and implement programs (listening, speaking, writing, reading, and other forms of representation, including readers' advisory and comprehensive strategies) that encourage reading for enjoyment and for information.
- G. Engage in reflective inquiry about professional knowledge.

5. **Student Learning Outcomes** All concepts are presented within the context of *Information Power, 1998* and aspects of *Standards for the 21st Century Learner, 2007*. By the end of the course, candidates should be able to:

- A. Demonstrate knowledge of various literature awards such as Caldecott, Newbery, Printz, Orbis Pictus, Alex, etc., and explain effective use of this knowledge in collection development, needs assessment, and advocacy processes.

- B. Merge course information and readings into the professional decision-making process of selection and evaluation of literature to promote a library program that is fully integrated into the curriculum and NJCCCS to promote student achievement.
- C. Describe methods of maintaining a school library collection that is diverse in content, format and technologies, i.e., including print, nonprint, electronic, audiovisual, audiobook, e-book, digital storybook and other types of materials, to support the learning needs of students with a wide spectrum of abilities, backgrounds, learning styles, and needs, including autism.
- D. Understand and apply genre units such as Mother Goose, fairy tales, folktales, fables, myths, multicultural, biography, poetry, information books, science fiction/fantasy, historical fiction, multicultural, realistic fiction, etc. with K-12 students and evaluate their effectiveness.
- E. Create Author Study units, which introduce students to quality literature and sustain their interest in reading and writing; suggest authors and illustrators for a variety of student ages, grades, and developmental levels, including diverse authors and selections.
- F. Create a Readers' Advisory program which includes strategies for reaching underserved populations, learners with special needs, and professional development for teachers of various grade levels and classroom styles.
- G. Reflect on own understanding, and application of literature and reading activities, including recent issues such as censorship, banned books, diversity, gender, race, language, in work with K-12 students and their teachers.

Chart of Alignment of Student Learning Outcomes with Standards

Student Learning Outcome	AASL/NCATE Standards	COE Advanced Programs Outcomes	NJ Professional Standards for Teachers and Administrators
A. Literature awards	1. Use of Information and Ideas; 4. Program Administration	1. knowledge; 2. diversity	1. subject matter knowledge; 3. diverse learners; 5. assessment; 8. communication; 10. professional development
B. Decision making	2. Teaching and Learning; 3. Collaboration and Leadership; 4. Program Administration	2. diversity; 4. research and assessment; 6. leadership	2. human development; 3. diverse learners; 4. instructional planning; 5. assessment; 6. learning environment; 7. special needs; 8. communication; 9. collaboration; 10. professional development; 11. ethics & professional responsibility
*C. Collection development	1. Use of Information and Ideas; 4. Program Administration	1. knowledge; 2. diversity; 3. field/clinical practices; 4. research and assessment	1. subject matter knowledge; 2. human development; 3. diverse learners; 5. assessment; 6. learning environment; 7. special needs; 10. professional

			development
*D. Genre units	1. Use of Information and Ideas; 2. Teaching and Learning; 3. Collaboration and Leadership	1. knowledge; 2. diversity; 4. research and assessment	1. subject matter knowledge; 2. human development; 3. diverse learners; 4. instructional planning; 5. assessment; 6. learning environment; 7. special needs; 9. collaboration; 10. professional development
*E. Author study	1. Use of Information and Ideas; 2. Teaching and Learning; 3. Collaboration and Leadership	1. knowledge; 2. diversity; 3. field/clinical practices; 4. research and assessment; 5. dispositions	1. subject matter knowledge; 2. human development; 3. diverse learners; 4. instructional planning; 5. assessment; 6. learning environment; 7. special needs; 9. collaboration; 10. professional development; 11. ethics & professional responsibility
*F. Readers advisory	1. Use of Information and Ideas; 2. Teaching and Learning; 3. Collaboration and Leadership	1. knowledge; 2. diversity; 4. research and assessment; 6. leadership	1. subject matter knowledge; 2. human development; 3. diverse learners; 4. instructional planning; 5. assessment; 6. learning environment; 7. special needs; 8. communication; 9. collaboration; 10. professional development
G. Reflect on issues	1. Use of Information and Ideas; 4. Program Administration	2. diversity; 6. leadership	2. human development; 3. diverse learners; 5. assessment; 6. learning environment; 7. special needs; 8. communication; 9. collaboration; 10. professional development; 11. ethics & professional responsibility

*denotes Critical Assessment.

Standards details located at <http://www.wpunj.edu/coe/resources/standards.dot>

6. **Course Content** Additional content of this course includes:

A. Use of critical evaluation tools and selection aids

B. Book awards, review tools, events

C. Current issues including censorship, banned books, diversity

D. Reader's Advisory activities to promote reading enjoyment for a variety reasons for information, curriculum, personal, and leisure

- E. Methods of identifying and selecting literature to complement the NJCCCS and school curricula
- F. Authors, titles, subjects, & genres for age appropriateness, learning styles, reading abilities, diverse cultures, etc.
- G. Role of the SLMS in recommending the use of literature for integration into the curriculum and NJCCCS
- H. Collection development and access

7. **Teaching/Learning Methods** The teaching and learning methods for this course include:

- A. Lecture and class discussion, small group and whole group
- B. Use of online Blackboard courseware – lecture, discussion, assignments
- C. Use of multimedia and variety of book formats - audiobooks, e-books, digital storybooks
- D. Reading, evaluating & reviewing children's and adolescent literature
- E. Student sharing of ideas, titles, authors, illustrators and applications
- F. Guest Speakers and video presentations

8. **Student Assessment/Evaluation Methods**

Students are expected to attend and participate in all lecture, laboratory experiences, and online discussions. The grade (assuming mastery requirements are met) will be based on the following:

- A. Complete reflective reading log of 100 children's and young adult titles (Assesses Course Objective A; and Student Learning Outcome A).
- B. Select titles from above to showcase or add to a current LMC collection (Assesses Course Objective B; and Student Learning Outcome B).
- C. Prepare advocacy presentation for multimedia formats which encourage reading appreciation (Assesses Course Objective C; and Student Learning Outcome C).
- D. Compile a thematic genre annotated bibliography (Assesses Course Objective D; and Student Learning Outcome D).
- E. Prepare and present diverse author/illustrator studies and units (Assesses Course Objective E; and Student Learning Outcome E).
- F. Prepare Reader's Advisory project, evaluated in short term & long term (Assesses Course Objective F; and Student Learning Outcome F).
- G. Participate in weekly reading, discussion, and reviews of books (Assesses Course Objective G; and Student Learning Outcome G).

9. **Suggested Readings or Required Texts**

AASL. (2009). *Standards for 21st Century Learners*. Retrieved January 10, 2010, from <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

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12. **Departmental Approval Date**

May 5, 2000; May 5, 2005

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