

**East Carolina University**  
**College of Education**  
**Department of Interdisciplinary Professions**  
**Master of Library Science Program**  
<https://education.ecu.edu/idp/idp-library-science/>  
**LIBS 6135 (3 s.h.)**  
**Materials for Children**  
**Dr. Rita Reinsel Soulen**

**Instructor Information**

Phone: (252) 737-4352  
 Email: [soulenr19@ecu.edu](mailto:soulenr19@ecu.edu)  
 Office: Ragsdale 223 B and online at <https://ecu.webex.com/meet/soulenr19>  
 Office Hours: In office Tuesday, Wednesday, and Thursdays 10 am – 2 pm or via WebEx on selected Tuesdays 4:00-5:30 pm. See the course calendar for WebEx office hours dates. To come to office hours, click on the WebEx link and you will enter the Lobby for the meeting room. I will admit you to the room as long as there is not another student already in a meeting. I am also available via email during regular business hours. Online meetings are also available by appointment as needed. You can schedule appointments via email. This course will be taught in Canvas. <https://canvas.ecu.edu/>  
 Student guides and videos are available. <https://canvas.ecu.edu/student-guides/>  
 Canvas offers 24/7 support on the login page.

**Course Description**

LIBS 6135 - Materials for Children (3 s.h.)  
 Evaluation, selection, and use of contemporary fiction, informational books, and other media for elementary through middle school age children in grades K-8.  
 P: LIBS 6010, LIBS 6014, LIBS 6016, LIBS 6019, LIBS 6026; RP: LIBS 6048

**Course Texts**

Required text  
 Vardell, S. (2019) Children's Literature in Action: A Librarian's Guide. (3<sup>rd</sup> ed.)

Recommended texts  
 Publication Manual of the American Psychological Association, 7<sup>th</sup> ed. (2019).  
 The 6<sup>th</sup> ed. (2009) or the Purdue Online Writing Lab APA Guide may also be used.  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Additional fiction and nonfiction books are required for reading. To limit book costs, students are encouraged to check out these books from the Joyner Library Teacher Resource Center or their school or public library. Requests for Joyner Library books can be made through interlibrary loan and will be mailed to the student's home.

**Student Learning Outcomes** **ALA Core Competencies**  
**2. Information resources**

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.  
 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.  
 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

**NC DPI**

**Standard I.** School library media coordinators demonstrate leadership.

**Standard II.** School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

**Standard III.**

School library media coordinators implement a comprehensive 21st Century library media program.

**Standard IV.** School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

**Standard V.** School library media coordinators reflect on their practice.

### **ALA/AASL/CAEP School Librarian Preparation Standards (2019)**

#### **Standard 1: The Learner and Learning**

1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.

1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

#### **Standard 2: Planning for Instruction**

2.1 Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.

2.2 Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.

2.3 Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.

#### **Standard 3: Knowledge and Application of Content**

3.1 Reading Engagement. Candidates demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.

3.2 Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.

3.3 Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment.

Candidates articulate, communicate, model, and teach digital citizenship.

#### **Standard 4: Organization and Access**

4.1 Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop

strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual

barriers to equitable access to resources and services.

4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal

needs of the learning community. Candidates evaluate and select information resources in a variety of formats.

### **Standard 5: Leadership, Advocacy, and Professional Responsibility**

5.2 Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner

growth and strengthen the role of the school library.

5.3 Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and

school libraries through networking and collaborating with the larger education and library community.

**MLS Objective** The MLS student will...

Select, acquire, develop and manage collections to meet the lifelong learning needs of diverse groups in various formats and library settings.

**Course Objectives** The MLS student will...

1. Identify and evaluate the various genres and formats of children's and tween literature and media to support the K-8 curriculum and promote lifelong reading, listening, and viewing.
2. Develop a collection of resources in multiple formats and languages to support reading for information, pleasure, and lifelong learning for children in grades K-2, 3-5, and 6-8.
3. Use professional resources to select, read, and create an annotated list of titles for primary (grades K-2), older children (grades 3-5) and tweens (grades 6-8) of a variety of genres on selective awards for books as well as authors and publishers of youth titles.
4. Locate sources for keeping current in the field of children's/tween materials, such as continuing education opportunities, professional associations, listservs, and web sites that focus on children's/tween books, software, videos, and online materials.
6. Create an activity/lesson plan based on a children's book.

### **Assignment Descriptions:**

Discussion Boards - Students respond to discussion board prompts and to other students' submissions about a variety of topics.

Projects – Projects allow students to practice and demonstrate their knowledge gleaned from this course. Projects will be supported by help documents, and video chat, Q & A sessions with the instructor.

Students are encouraged to submit their best work. Students experiencing unusual circumstances, illness, or hardship should email the professor well ahead of the assignment due date. Late assignments will be accepted at the discretion of the professor.

Copyright: The intellectual property used or created in this course and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and in electronic discourses, and presentations of an audio/video nature. The copyright law does allow what is described as "fair use" of copyright materials. Under "fair use" of copyright protected materials used or generated within LIBS 6135, students may only utilize protected intellectual property in support of their education pursuits in this class if fully cited using APA style and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and "fair use."

Privacy: While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome. As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, information about supervisors or work situations) about themselves, their family members, or close friends.

## Evaluation System

5 Discussion Boards @4 pts each	20 pts total
Project Assignments	
1. Reading and Availability of Print	15 pts
2. Notable Children's Book Selections	15 pts
3. Children's Book Awards (collaborative)	15 pts
4. Diverse Digital Materials for Children (collaborative)	15 pts
5. Reading Promotion Program (portfolio artifact)	20 pts
<hr/> Total: 100 pts	

Scoring for assignments will be based on the following criteria:

- Adherence to assignment instructions and requirements as outlined on the rubric.
- Detailed, concise and logical presentation of information that addresses the assignment requirements and grading rubric components.
- Use of resource materials to justify responses with appropriate APA citations and references.
- Compositional style and use of appropriate spelling, punctuation, grammar and syntax.
- Submissions should demonstrate understanding of subject matter, be clear and organized with relevant details, follow directions, contain substantiated evaluative commentary, and contain few typos or grammatical errors.
- Submission by due date.

The course grade is based on weighted percentages of assignment types as outlined above. Your grade and comments are viewable in Canvas. It is the responsibility of each graduate student to adhere to the course calendar and to organize themselves to complete all work accordingly.

Discussion Board Responses: Students are expected to read all the discussion board postings. A quality discussion response should follow an inquiry method, including identification of a central issue, taking a position on the issue, providing APA style cited and referenced evidence for your position, posing an open-ended question on the issue or topic, and offering constructive feedback.

## Grades and Grading Scale

A=93-100 points: Superior performance. Student meets and exceeds course requirements and demonstrates the ability to integrate concepts covered in class sessions and readings. Student demonstrates superior ability to think logically and critically about foundations of instruction in the school library media program. Student work is rigorous, thoughtful and communicates ideas clearly and concisely.

B=85-92 points: Good performance. Student meets course requirements and demonstrates an understanding of concepts covered in class sessions and readings. Student communicates ideas clearly, but work is less rigorous, thoughtful well written and/or clear and concise than expected of a master's student.

C=77-84 points: Weak, but acceptable performance. Work is not creative, but minimally meets objectives. Student written work is not rigorous, thoughtful, clear and concise, and/or lacks the constructs of standard written English.

F=Below 77 points: Poor performance. Student does not meet objectives. Assignments are poor quality and/or do not meet expectations for master's level work.

	<p>I=Incomplete: Indicates inability, for reason beyond student's control, to complete course requirements by the end of the term in which the course is offered. Only under the most extreme situation will an incomplete be granted.</p> <p>W=Withdrawal from the course within the time period specified by the university.</p>
<b>Tests/ Exams</b>	<p>This course is project based. There are no required tests or exams during the regular semester for this course.</p>
<b>Course Artifact &amp; Taskstream</b>	<p>Students who are enrolled in the MLS program to receive a degree must upload to Taskstream the course artifact and reflection form, as well as submit the project as an assignment through Canvas. You will submit your artifact through both Canvas and Taskstream.</p> <p>The artifact will be graded in Canvas and will be evaluated in Taskstream for you MLS portfolio.</p> <p>The URL for Taskstream <a href="https://login.taskstream.com/signon/">https://login.taskstream.com/signon/</a></p> <p>Your Taskstream account is provided for you free of charge, with the proper access code. I will provide the code and password prior to the artifact's posting.</p>
<b>Final Exam</b>	<p>This course includes a required final examination activity.</p>
<b>Accommodations for Student with Disability</b>	<p>East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252) 7373-1016.</p>
<b>Academic Integrity Statement</b>	<p>Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work (quoted, noted, or used as example) should be noted with an in-text citation and end of text references in APA format.</p> <p>Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.</p> <p>Students shall avoid all forms of academic dishonesty, including but not limited to:  Collusion – students collaborating in the completion or production of course assignments submitted for credit. This does not preclude students from working together or assisting one another but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.</p> <p>Plagiarism – the use or nearly exact use of others' intellectual property without attribution and without enclosing the property in quotation marks or another identifying notation. Multiple and extended quotes or paraphrasing of another's intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work.</p> <p>Submitting work prepared for another course – do not submit in whole or part, assignments that have been prepared for another course.</p> <p>Any student suspected of violating ECU's Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available online. <a href="https://osrr.ecu.edu/policies-procedures/">https://osrr.ecu.edu/policies-procedures/</a></p>
<b>Technology Related Information</b>	<p>The recommended browsers for using Canvas and other ECU applications are Google Chrome and Firefox.</p> <p>In order to successfully complete this course, you will be required to have access to and be able to effectively use personal computers, robust access to the Internet, Canvas functions, email and video conferencing. Technical difficulties cannot be used as a reason for late</p>

assignments or missed deadlines. Information and assistance are available from the College of Education IT help desk. <https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa>  
 Technical assistance and resources for using Canvas software are available on the Canvas sign in page.

<b>Course Calendar</b>	A calendar of course activities is available in Canvas.
<b>Attendance and Participation</b>	Students are required to participate in the work of this course as a precondition for receiving credit for the course. Students are expected to view all lectures and complete all reading assignments. Participation will be a criterion in determining a student 's final grade in the course.
<b>Support Services and Resources</b>	Students in need of assistance with writing should contact the University Writing Center. <a href="https://writing.ecu.edu/uwc/">https://writing.ecu.edu/uwc/</a>
<b>Disruptive Academic Behavior</b>	<p><u>Netiquette</u>          Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:</p> <ul style="list-style-type: none"> <li>• Begin with a salutation/end with your name.</li> <li>• Use appropriate grammar, spelling, capitalization, and syntax.</li> <li>• Avoid use of slang, IM lingo, and jargon.</li> <li>• When expressing a differing opinion, phrase your reply to focus on the message, not the messenger.</li> <li>• Private discussion of non-course information, activities, etc., should remain outside the course.</li> <li>• Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized in a collaborative setting.</li> </ul>
<b>Continuity of Instruction</b>	The University has developed a contingency plan for face-to-face and DE courses. <a href="https://instructionalcontinuity.ecu.edu/">https://instructionalcontinuity.ecu.edu/</a> and a Distance Education Contingency Plan. <a href="https://online.ecu.edu/students/welcome-aboard/new-current-students/contingency/">https://online.ecu.edu/students/welcome-aboard/new-current-students/contingency/</a>
<b>Weather/ Emergency Statement</b>	University emergency information can be found on the ECU homepage or register to receive alerts. <a href="http://www.ecu.edu/alert">http://www.ecu.edu/alert</a>
<b>Caveat for Syllabus Change</b>	The instructor reserves the right to adjust the syllabus as necessary.