Minutes
DLS Curriculum Committee
January 22, 2013

Meeting called to order on Centra platform at 7:30 pm

Attendance: Tavia Clark (practitioner and alumna), Kristin Johnson (practitioner and student),
Jami Jones (faculty), Lou Sua (faculty)
Absent: Jane Blackburn (public library director), Robin Boltz (practitioner and alumna), John
Harer (faculty)

New Business:
The meeting was called to order at 7:30 p.m. The minutes were read and discussed.

At the November meeting, Tavia Clark, Kristin Johnson, and Robin Boltz volunteered to read
and suggest changes to LIBS 6135 Materials for Children. Jami Jones began the discussion by
describing her first efforts to revise LIBS 6135. She has established a weekly blog in which
students respond to prompts and required videos and articles. Students conduct mini-experiments
based on readings, and work collaboratively on what were previously two assignments –
magazines and awards. Magazines and awards are important topics, but feedback from students
and input from faculty suggested that simplifying these two assignments as well as making other
assignments more complex could better serve students. The following concerns about LIBS
6135 were identified and discussed and suggestions voiced:

- Need to look at the quizzes for this class. Consensus of group is that reading quizzes were
  not appropriate for developing or assessing a deeper and more complex understanding of
literature. Books could be used in an assignment to integrate Common Core State Standards or another type of assignment that would be more useful to students in the public library pathway or reading teachers.

- To revise the Notables Pamphlet assignment, the artifact for this course. The pamphlet might be more authentic if it were developed using technology that encourages interactivity and revised to include information about the development of younger children.

- Add collaborative assignments to this course.

- To consider developing a lesson plan/unit assignment to allow students to practice integrating literature with the Common Core Standards and state standards (i.e., NC Essential Skills). The committee suggested that students be required to utilize designated standards in several content areas would be more helpful than allowing students to select standards on their own.

- At a previous DLS Curriculum Committee meeting approved the notion of revising the ages for LIBS 6135 to PK-5 and LIBS 6137 to 6-12. LIBS 6133 could be revised to develop students’ skills to work with parents of infant and young children to develop preliteracy skills and become a required course for the public library pathway.

- This led to a general discussion about students developing programs that utilize the collection. For instance, Lou Sua brought up the idea of the “Turn off the TV” campaign. MLS students could collaborate with teachers to suggest reading, academics, and game activities that parents and children could do together. Jami Jones recounted an interview with Dr. Mary Pipher, the author of *Reviving Ophelia*, [she was the keynote speaker at the AASL Conference in Indianapolis] who was finding in her psychology practice that
many parents lacked skills to play games and do non-TV activities with their children.

Pipher suggested to Jones that this might be an opportunity for school librarians to work with parents to develop these abilities.

- Attached with this email is a listing of possible texts for LIBS 6135 as well as comments by Robin Boltz.

- **Old Business:**

  There was no old business.

**Action Points:**

The Committee agreed on the following

1. The need to integrate more technology into courses
2. Integrate a variety of collaborative opportunities throughout the program
3. To revise LIBS 6018 per Clark’s and other committee members’ comments
4. To change age levels for the literature courses LIBS 6135 and 6137
5. Redevelop LIBS 6133 as a possible required course for the public library pathway
6. To add appropriate foundational, theoretical, and practice-based readings to courses
7. Ensure courses require students to collaborate
8. Fewer, but deeper and more complex assignments

The meeting adjourned at 8:35 p.m.

The next DLA curriculum committee meeting is February 26, 2013. At the February meeting, committee members will discuss the order of classes.

Other Tuesday DLS curriculum committee meetings are March 26 and April 23. At the April meeting we are charged as a committee to complete a curriculum plan for faculty approval.
Areas of agreement are identified under **Action Points**. (See above)

Robin Boltz was absent from the meeting, but provided email comments that are copied and pasted below.

**Textbooks for LIBS 6135 Children’s Literature**

There is a certain anathema on some UNC-system campuses to teaching with a textbook. Personally I think teaching with a text saves the instructor time that could better be spent working with students. My courses generally have been organized asynchronously, and students read the chapter in the text, read my “lecture notes” and comments on the chapter and discuss, select books within that genre to read, evaluate and discuss, and then comment on others’ posts. I like audio and video booktalks, and have given students the option of booktalking rather than summarizing. Personally I think teaching with a textbook rather than a group of sometimes-disjointed journal articles organizes the material better for students, and those going into the profession can use the text later as a reference.

I took a look at several.

*A critical handbook of children’s literature* by Rebecca Lukens is okay, but it is set up more for teacher education than librarian.

*Teaching children’s literature: it’s critical* by Leland, Lewison and Harste is also a teacher education text rather than a library text.

*The Routledge companion to children’s literature* edited by David Rudd would be passable in a pinch, but is not the best tool for the job.

*Essentials of children’s literature* by Lynch-Brown and Tomlinson is an excellent text. It is organized by genre and teaches evaluative criteria for books from board books to upper elementary. It’s not my very favorite, but is a value for the price and is available in paperback. The newest edition is less than $75.
Charlotte Huck’s children’s literature by Keifer is the gold standard. It’s a big brick of a hardback that covers how to evaluate and also how to make curriculum connections with kiddie lit. There are charts with books by theme for reader’s advisory and it summarizes storylines on a veritable plethora of books. It also covers illustration in detail and has a gazillion pictures. The section on multicultural literature is especially good. The downside here is that it is quite expensive at about $143. An upside is that a Kindle and a Nook version are available for less, and the book can be rented from Amazon (though, obviously, you don’t have the book to use as a resource—and it’s a great one—later.) The 10th edition isn’t all that different from the 9th, so students could conceivably get an older version for much less.

Another possibility would be to get the Charlotte Huck’s children’s literature: A brief guide which is a slimmed down version of the larger text without all the illustrations and book summaries, but it does retain the flavor and the comprehensiveness of the larger book. Unfortunately the extensive chapters on “why children’s lit” and multicultural lit are not in this version. Price-wise it is

Comment 2

With the award winner’s assignment, I understand the need to read award winners, but not ALL award winners. Students need to be able to read and make decisions on their own about the books they’re reading. I do award winners with realistic and historical fiction, and that works for me and gets them used to the awards.

We touched on this before—using review sources is good, but how many people are actually going to have access to them after library school?

The Notables pamphlet is outdated for a number of reasons and is painful to grade. With so many resources available on the web, and no time to sit down and do something this painstaking, the assignment needs extensive revision. Did I mention it’s a pain to grade? Additionally, in many districts
there’s a limit on how many copies you can have annually, and those need to be used judiciously for things like overdues. You can’t just hand out a copy of one of these to all the kids in a grade level. Not to mention that many schools have no access to a color printer, so decorating them is a waste of time.

Teach students to EVALUATE on their own.