

LIS 7808: Creating a Community of Readers

Summer 2019

July 8-12, 2019

(Assignments through July 22)

LSU Lab School Library

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Office Hours
by appointment

Note – email is the best way to contact me!

Course Description

Value and role of leisure reading for children and adolescents, ages 5-18; strategies for building enthusiasm for reading in school and public libraries

Course Objectives

- Understand the value of leisure reading for children and adolescents.
 - Examine theories of motivation.
 - Be able to recommend quality titles to children and adolescent readers.
 - Design activities for children and adolescents that facilitate meaningful and enjoyable interactions with books.
- Plan library programs that stimulate enthusiasm for reading.
 - Develop special events to build a reading community.
 - Utilize selection tools and evaluation criteria in selecting leisure reading materials that will appeal to children and adolescents.

Attendance Policy

Participation is an integral part of the course, and all students are expected to be in attendance each day. The LSU General Catalog states: “Students are expected to attend all classes regularly and punctually, and to observe any special attendance regulations stated by their college, school, division or the instructor.” ***If you know that you will be absent or late, contact me via email as soon as possible.*** Individual situations, with appropriate documentation, will be taken into account according to LSU PS-22 for excused absences, and you will be allowed to make up any assignments you missed.

Students with Disabilities

Any student who has a disability should contact me privately as soon as possible, and, in the case of pre-existing disabilities, within the first day of the class. LSU policy requires a student who claims a disability status to make a formal request for accommodation through the Office of Disability Services, 112 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course.

Required Books

Alexander, Kwame. (2014). *The Crossover*. Boston: Houghton Mifflin Harcourt.
ISBN 978-0-544-10771-7.

Helpful Websites

- American Association of School Librarians
<http://www.ala.org/aasl/>
- Association for Library Service to Children
<http://www.ala.org/alsc/>
- Young Adult Library Services Association
<http://www.ala.org/yalsa>
- Assembly on Literature for Adolescents of NCTE
<http://www.alan-ya.org>

Code of Student Conduct

All students are bound by LSU's Code of Student Conduct. Please familiarize yourself with these provisions and PS-22.

A word about cheating and plagiarism: DON'T DO IT! If you have not yet done so, please familiarize yourself with LSU's student handbook.

[http://app1003.lsu.edu/slas/dos.nsf/\\$Content/Student+Handbook?OpenDocument](http://app1003.lsu.edu/slas/dos.nsf/$Content/Student+Handbook?OpenDocument)

Assignments

1. Reading Autobiography (due at opening of class on July 8) – 10% of course grade
Every person has their own unique relationship with reading and texts. In order to understand others' experiences of literacy and reading, we must first examine our own. Trace the history of your own relationship with literacy, reading, and texts (print and/or nonprint). Your autobiography should include your story (3-5 pages) and your reflections/commentary on this story (*minimum* 1 full page). Detailed guidelines are available in the Reading Autobiography document.
2. Book of the day – 5% of course grade
Beginning on day 2, you will be responsible for giving a 1-2 minute mini-talk on one book each day. Mini-talks should briefly introduce a book you think young readers would enjoy—title, author, a quick and enticing blurb—and be presented in a way that inspires interest.
3. Recommended reading lists (due July 10) – 10% of course grade
Create recommended reading lists of at least 10 titles each for a minimum of 5 genres or topics. Reproduce these lists in a format you deem appropriate for the children or teens for whom they are intended (examples: bookmarks, flyers, electronic slideshows, screensavers, social media posts...), and be sure to include titles and authors for each work.

4. Alternatives to book reports (due July 11) – 15% of course grade
Choose one of the following to create on a book of your choice:
 - a. Cartoon report using Powtoon, Moovly, Explee, or similar programs
 - b. Google Lit Trip (<http://www.googlelittrips.org/>)
 - c. Book trailer using software of your choice

5. Community program (due July 12) – 20% of course grade
Focusing on a specified age or grade range, design a program you would implement with children or teens to encourage and/or celebrate a love, enjoyment, or appreciation of reading and literature as a community of readers. A written description will include the following components:
 - Detailed description of and rationale for the proposed activity, including the age level for which it is intended, its goals and objectives, materials needed, cost and funding sources, and a timeline
 - Description of how you will evaluate the activity's successYou will share your activity with the class in a 20-minute presentation. You may choose to use visuals or handouts, or you may have us participate in a shortened version of the activity you have planned for students. Be thorough in your description; we want everyone to come away with lots of ideas to take into their own practice.

6. Book recommendation binder (due July 22) – 20% of course grade
Create and assemble a binder for children or teens to use for quick-reference book recommendations. Each recommendation page should include one book (or series) title, author, picture of cover(s), a brief annotation, and any additional information you deem appropriate for your patrons. Your binder should be designed for a specific age or grade range and should have an identifiable method of organization that you feel will work best for the young people who will be its users. Books you select for inclusion may be ones you learn about during the course, books you already know of, or ones you discover through searches and reviews; all should be of high interest to your intended users.

7. Research paper (due July 22) – 20% of course grade
Identify a specific research question related to reading motivation or formal reading incentive programs.
 - Introduction and statement of the research question
 - Review of the literature: Summarize, analyze, and synthesize at least 5 scholarly sources that provide insight to your research question. (These may be articles from professional journals, book chapters, or entire books).
 - Discussion: What is your position on the question, informed by the research you have done?

- Conclusions and implications: Why are your question and conclusions of significance in the field or in your profession? In what ways will/should your research and conclusions inform your practice?

Assessment

Average work in this class will receive a B. Outstanding work, which reflects special effort or insight, exemplary documentation or writing, will receive an A. All assignments are due by the time and date specified. Grades for assignments turned in after the specified deadline will be reduced by 10% unless permission is granted by the instructor due to unforeseen circumstances.

Grading Scale

A+	99-100
A	95-98
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	79-82
C-	77-78