

LIS 689
Asian American Resources for Children and Youth

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Course description

The course focuses on an examination of Asian American resources for young people and library professionals working with them. It includes an overview of socio-historical roots of various Asian groups, a survey of trends and issues related to multiethnic authoring and publishing, the creation and application of evaluation criteria for information in this area, and an exploration of curricular and library program uses of these resources.

Prerequisite: None.

Program learning objectives

This course addresses the following objectives of the LIS Program enabling students to demonstrate their understanding of

- Theories and processes for selecting and organizing information sources.
- Theories and processes involved in retrieval, dissemination, and utilization of information sources.
- Basic competencies required for program development in particular information environments.
- Attitudes and interpersonal skills needed to communicate with colleagues and information users.
- The above within the perspective of prevailing technologies.

Course objectives for learner

The student will be able to

- Articulate understanding of the historical and cultural roots of various Asian groups in America.
- Articulate understanding of past and present issues and themes reflected in the literature and media about Asian Americans.
- Select and critically evaluate a range of resources about Asian Americans focusing on a specific topic, theme, or issue.
- Communicate knowledge about these resources in an articulate, creative fashion.

Evidences of the above objectives will be documented through

- Participation in class discussions and literature circles.
- Creation of response logs to readings and guest resource speakers.

- Creation of a critically annotated mediagraphy on a specific topic, theme, or issue related to Asian Americans.
- Design and implementation of a short program focusing on a specific topic, theme, or issue related to Asian Americans and targeting a specific audience.

Teaching philosophy

I believe that inquiry-driven learning is more effectively achieved when there are many opportunities for interactive study and for application of theory to actual practice; therefore, I use some of the following strategies along with traditional lectures:

- Discussion in small groups with opportunities for synthesis and reaction from the entire class.
- Cooperative learning activities.
- Literature sharing circles.
- Reflective and analytical writing.
- Student presentations and peer/instructor feedback.
- Guest speakers augmented with follow-up discussions.

Requirements

Course assignments and grading

Assignments and their respective scores:

Literature circles (4)	5 pts. each, total of 20 pts.
Response logs (3)	10 pts. each, total of 30 pts.
Mediagraphy	30 pts.
Program presentation	30 pts.
Maximum points	110 pts.

Letter grades for the course:

A = 95 to 110 pts.

B = 79 to 94 pts.

C = 63 to 78 pts.

Course texts and readings

Carlson, Lori M. (ed.). (1994). American Eyes. New York: Holt.

Chock, Eric (ed.). (1981). Small Kid Time. Honolulu: Bamboo Ridge Press.

Salisbury, Graham. (1994). Under the Blood Red Sun. New York: Delacorte.

Yep, Laurence. (1975). Dragonwings. New York: Harper Row.

Selected articles will also be provided by the instructor.

Technology requirements

In this course, you will be expected to accomplish the following:

- Post and respond to messages using email.
- Produce reports on either a Max or PC word processing program.

- Use various databases including library online catalogs and CD-ROM programs.
- Access the Internet and search for online information.

Specific guidelines for assignments

Response Logs

Objective: Examine new information, clarify values and thinking, and communicate personal perspectives in a logical, articulate manner.

Task: Create 3 response logs. See class schedule at the end of the syllabus for due dates. A log should be 250 to 500 words. Two of the logs should deal with any 2 of the articles distributed in class (you may substitute your own readings with the instructor's consent). The third log should be a response to any one of the guest resource speakers.

Audience: Instructor and colleagues in class.

Format for log: Each log should include

- Complete bibliographic citation for the resource (use style manual of your choice).
- Summary of main points made (no more than 1/3 of log).
- Personal response to the main points (at least 2/3 of log). You are not restricted to the following; however, please address at least one of these aspects: personal insights or perspectives gained, relevance to your own teaching/work, new questions generated.

Example of format to use

Tanaka, Mary. (2001). "What makes literature culturally authentic?" Children's Literature 19 (3): 22-30.

Tanaka proposes the following criteria to identify cultural authenticity in children's literature: etc.

This article made me realize anew that we usually deal with extremely superficial aspects of culture in our daily teaching. In my school, for example, etc.

Criteria for assessment: Use the following criteria to assess your own logs. The instructor will apply the same criteria in scoring them.

I am able to

- Clearly identify the main ideas.
- Analyze their implications in terms of personal insights gained, relevance to my work, and/or new questions raised.
- Organize my response in a cohesive and articulate manner.

Mediagraphies

Note: You may work in pairs

Objective: Evaluate a range of print and electronic/multimedia resources focusing on a specific topic, issue, or theme relevant to Asians in America.

Task: Develop a critically annotated mediagraphy consisting of

- At least 5 print resources (books, magazines, newspaper articles, etc.).
- At least 3 nonprint items (web sites, videotapes, CD-ROM programs, field trip sites, resource speakers, etc.).

Annotations must be evaluative. Each annotation should be a minimum of 150 words.

Audience: Library media specialists in Hawaii through the Hawaii Association of School Librarians. Instructor and colleagues in class.

Format for annotation: Each annotation should include

- Complete bibliographic citation for the resource (use style manual of your choice).
- Descriptive summary of the resource (no more than 1/3 of annotation).
- Evaluative analysis of the resource (at least 2/3 of annotation).

Example of format to use

Chin, Lauren. (2000). Windsong. New York: Free Press.

This picture book for primary grades follows a young Chinese American girl as she spends a day in San Francisco's Chinatown with her grandmother. Through her eyes, the young reader experiences the sights, sounds, and smells of a busy and colorful ethnic community. Etc.

The numerous full page, color photographs are particularly attractive. Captions clearly identify the activities depicted. Chinese words integrated in the simple text are either explained in context or identified in a glossary at the end. Etc.

Criteria for assessment: Use the following criteria to assess your own logs. The instructor will apply the same criteria in scoring them.

I am able to

- Concisely and clearly summarize the content of the resource.
- Identify its major strengths and/or weaknesses based on several of the criteria listed below:
 - Curriculum relevance.
 - Appropriateness and appeal for age group.
 - Accuracy and authenticity.
 - Content coverage.
 - Handling of sensitive issues (e.g., racism, stereotyping).
 - Literary merit.
 - Language and style.
 - Organization and/or navigability.
 - Physical appearance and layout.
- Provide complete bibliographic citations consistent with a style manual of my choice.

Program Presentations

Note: You may work in pairs

Objective: Communicate knowledge on an issue, theme, or topic relevant to Asians in America.

Task: Design and deliver a 15-minute program related to the topic, theme, or issue chosen. This assignment should build on your mediagraphy.

Audience: Instructor and colleagues in class.

Tips for programs:

- Consider the target audience for your program.
- Brainstorm creative ways to interest your audience in your chosen topic, theme, or issue.
- Plan in advance for all resources you will need.
- Inform the instructor of equipment needs.
- Rehearse.
- Come early to set up.

Criteria for assessment: Use the following criteria to assess your own logs. The instructor will apply the same criteria in scoring them.

I am able to

- Clearly communicate the focus of my program.
- Creatively present my ideas.
- Devise a program that is appropriate for the intended audience.
- Organize my program so that my delivery is smooth and effective.