

Children's Literature & Reading SIG

Winter 2018



MEMBER ANNOUNCEMENTS

Ann Berger-Knorr and **Mary Napoli** co-authored "Teaching for Social Justice: Nonfiction Texts and Multigenre Writing," a chapter in the forthcoming book [Using Nonfiction for Civic Engagement in Classrooms](#) edited by **Vivian Yenika-Agbaw**, **Ruth McKoy Lowery**, and Paul Ricks.

Danielle Hartsfield received a Presidential Incentive Award from the University of North Georgia for a research project entitled "Parents, Politics, and Power: Examining Beliefs about Censorship, Intellectual Freedom, and Controversial Children's Literature." The project will be implemented in the summer of 2018. She also co-authored "[It was . . . the Word Scrotum on the First Page': Educators' Perspectives of Controversial Literature](#)", available as an advance online publication through the *Journal of Teacher Education*.

Deb Marciano co-authored "[An American Wordless Picturebook in Italian Classrooms: Inspiring Global Connections of People, Places and Environments](#)" in a recent issue of *The Social Studies*. *Where's Walrus*, the wordless picturebook used in this project, was the winner of the 2012 IRA/ILA Children's Book Award winner for picture books. Deb served on this committee.

Stan Steiner and other Outstanding International Books Committee members will be

presenting the winners at the American Library Association Midwinter Conference in Denver. The presentation will occur at the USBBY Session on Friday, February 9, 2018 from 8-10pm, Colorado Convention Center, Room 303.

MEMBER SPOTLIGHT

Laura Cutler has been a member of ILA since 2015 and the Children's Literature and Reading SIG since 2017. She holds a Bachelor of Science degree from the University of Delaware and a Master of Arts degree from the University of Maryland. Laura previously taught kindergarten and first grade in the Florida public school system and is currently a full-time Ph.D. student in the Department of Human Development and Family Sciences at the University of Delaware. Laura's research interests include how children's literature shapes identity development, particularly in regard to gender identity development. Additionally, Laura investigates various aspects of the home literacy environment, including fathers' participation in literacy activities with their young children.

Laura presented a research poster at the 2017 ILA Conference in Orlando, FL, entitled, *Gender Stereotypes in Children's Picture Books: A Contemporary Content Analysis* and has just signed on to become a new 2018 book reviewer for the SIG's weekly column on ILA's blog.

If you would like to be featured in the next Member Spotlight, please send a brief biography and photos to danielle.hartsfield@ung.edu.



Laura with Tony the Tiger.



Laura's research poster at the ILA conference.

PEDAGOGY CORNER

Family Literacy Nights: Academic Service-Learning in Children's Literature

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In order to provide more field-based experiences to undergraduate teacher candidates, many teacher education programs have incorporated Academic Service-Learning (AS-L) into

specific courses (Hildebrand & Schultz, 2015). AS-L is defined as a sustainable, reciprocal relationship between a community partner and an educational institution that links learning opportunities, academics, and service (Ryan & Callahan, 2002). It is a course-based and credit-bearing experience (Bringle & Hatcher, 1995) that requires reflection upon the experience (Ash & Clayton, 2009).

Teacher candidates benefit from AS-L experiences in teacher education programs because they are provided with a different kind of field experience. Additionally, the community partner is provided with support from the educational institution.

AS-L has been incorporated into my undergraduate teaching children's literature course at Central Washington University (CWU). I first established a relationship with the Office of Diversity and Social Justice (ODSJ) who sponsors "Family Literacy Nights" (FLN) for the community. The ODSJ advertises the event and provides snacks for the children and their families who attend. The University Library provides a space in which FLN takes place. I secure financial support through grants and the CWU Foundation to purchase books to be distributed at FLN. The teacher candidates each prepare a read-aloud lesson and a storytelling lesson as part of the course content.

This three-way partnership provides a mutually beneficial relationship for each entity. The ODSJ provides a free event for the community and many of our non-traditional students. The University Library benefits because community members and students who might not otherwise visit the facility attend. The teacher candidates benefit in that they implement lessons in a low-risk setting, while interacting with children and the families.

After I have evaluated the lessons, and the teacher candidates have practiced them in class with a peer, they attend one of the "Family Literacy Nights." There are typically three FLN each quarter, so that eight to nine teacher candidates are at each evening. Each teacher candidate implements each lesson at least once during the event.

At FLN the teacher candidates are seated comfortably on the floor around the room; the books to be taken home are displayed on tables; and the snack center is located close to the entrance. As the families enter, they take a snack and choose a teacher candidate from which to hear stories. When the stories are completed, the families move to another group; however, some stay to hear the stories again.

At the end of the one-hour event, each child, regardless of age, chooses a book to take home. The books available range for the ages and interests of those who typically attend. The youngest attendee in the 10 years of FLN was 6 weeks, while the oldest was about 12 years old. Many of those who attend come for several years in a row. More than 1200 books have been distributed through FLN in those 10 years.

Following the event, each teacher candidate writes a reflection on the experience, an important component of AS-L (Ash & Clayton, 2009). They have noted that this AS-L experience was beneficial in that they were able to interact with children and their families, an experience not regularly had in undergraduate teacher education.

Additionally, as this is one of the first courses the teacher candidates take in their program, they are appreciative that they can implement two lessons in a safe, non-classroom

environment early in their preparation program. Finally, previous teacher candidates have noted that because of the varied ages of the children in attendance, they adjust their lessons as they teach it, a sign of reflection-in-action.

Although the teacher candidates have additional classroom practical experiences later in their program, FLN provides them with a clinical experience early in their coursework. The use of AS-L provides the mutually benefitting relationship, the opportunity to connect theory to practice, and the need to reflect upon the experience. For more information about FLN at CWU, I may be reached at the email above.

References

Ash, S. L., & Clayton, P. H. (2009). Critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48

Bringle, R. G., & Hatcher, J. A. (1995). A service learning curriculum for faculty. *The Michigan Journal of Community Service-Learning*, 2, 112-122.

Hildebrand, S. M. & Schultz, S. M. (2015). Implementing service learning in pre-service teacher coursework. *Journal of Experiential Education*, 38(3), 262-269.

Ryan, L. B. & Callahan, J. (2002). Making connections: Service-learning competencies and beginning teacher standards. *The Teacher Educator*, 38, 126-140.

If you would like to contribute to a forthcoming Pedagogy Corner, please contact Sharryn at Sharryn.Walker@cwu.edu.

PROFESSIONAL LEARNING OPPORTUNITIES

[Introducing the Notable Books for a Global Society Collection: Promoting Understanding of Diversity](#) (webinar)

Wednesday, January 31st

4:00 PM EST

Presenters: **Renita Schmidt**, Associate Professor at the University of Iowa and **Fran Wilson**, Grade 2 Teacher and Language Arts Instructional Leader at Madeira Elementary School

Readers need books by and about all people to teach us about who we are and who we might become. The Notable Books for a Global Society strives to bring books by and about all people to students readers. Librarians are instrumental in making that happen. We invite you to explore the newly awarded 2018 NBGS collection in this webinar. Registration is free!

VOLUNTEER OPPORTUNITIES

Literacy Daily Reviewers

The SIG is seeking new reviewers for its weekly column of children's book reviews. The reviews are published on *Literacy Daily*, the International Literacy Association's blog. If you are a current SIG member and you are interested in reviewing, please contact Carolyn Angus at cangus114@gmail.com at your earliest convenience.

Notable Books for a Global Society Committee

The Notable Books for a Global Society Committee was started in 1995 as a way to identify outstanding tradebooks that promote understanding across lines of culture, race, sexual orientation, values, and ethnicity. Each year, a committee of 10 people read the book submissions and select 25 outstanding books for the award. We seek 3 new members for a 3-year term on the committee. In order to be a member of this committee, you must be a member of the Children's Literature Special Interest Group and be willing to attend the International Literacy Association annual meeting in July and the National Council of Teachers of English annual meeting in November of each year you are on the committee. You must also be willing to read and discuss over 300 books for K-12 that are typically sent to committee members each year as submissions for the award. Please contact Diana Porter (Diana.Porter@eku.edu) and Fran Wilson (fwilson@madeiracityschools.org) if you are interested in applying to be a new member of the committee. The deadline for applications is February 21, 2018.

JOB POSTINGS

Assistant/Associate Professor of Teacher Education (Literacy) at the University of North Georgia: <https://ung.hiretouch.com/job-details?jobID=27054&job=assistant-associate-professor-of-teacher-education-elementary-and-special-education-literacy-fall-2018>

Assistant Professor of Elementary Education/Middle School (K-8) Education (2 Positions) at Central Washington University:
https://careers.cwu.edu/psc/careers/EMPLOYEE/HRMS/c/HRS_HRAM_FL.HRS.CG.SEARCH_FL.GBL?FOCUS=Applicant&&siteid=1

SPRING ISSUE

Please send items to the Spring 2018 issue of the newsletter to danielle.hartsfield@ung.edu by April 1st.