

**Association for Library Service to Children
Online Education Course**

The Newbery Medal: Past, Present and Future

**Course Syllabus
Summer 2018
July 9-August 19**

Instructor

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Course Description: What does it mean when we recommend Newbery Award winners to the children in our communities? Should the ALA seal of approval stand for 100 years? Why is that gold medal often considered the “kiss of death” by kids? How can we help parents and teachers understand what the Newbery Medal is – and isn't? This 6-week online course will give participants a solid grounding in the history of the Medal and how it's changed over time; an opportunity to read, discuss and consider past and present Newbery winners with their colleagues from across the nation; and provide suggestions for programming using Newbery-winning books.

Goal:

Participants will gain a deep understanding of the history of the Newbery Medal including its impact and influence in the world of children's literature.

Observable Objectives:

1. Students will read and discuss a wide range of Newbery Medal Books
2. Students will read and discuss professional articles about the Newbery Medal
3. Students will learn how the Newbery Medal process has evolved through time.
4. Students will learn about committee service from a former Newbery Committee member.
5. Students will learn about the importance of the Medal from various perspectives.
6. Students will develop ideas and skills for practical programming using Newbery-winning books with children.
7. Students will discuss selection issues related to the inclusion of Newbery Medal books in a school or public library collection.

Required Reading: Students will be required to read at least one Newbery award book from each decade, as well as several articles that have been written about the Newbery Medal over time. For each decade, students will have two assigned Newbery books from which to choose. Some students may choose to read both books from the decade or do additional reading. There will be a minimum of 30 hours of outside reading for the course.

General Policies: Since this is an online class, students will be expected to participate fully in the online discussion forums, checking in at least three times a week to read and respond to comments. Our discussions will be based on a combination of required course readings and on the personal and professional experiences adult learners bring to the classroom.

Student Expectations:

- 1. Online Book Discussion** - students are expected to log in to the class discussion forums at least three times a week to respond to comments and questions from the instructor and classmates
- 2. Readings** – students should plan for a minimum of 30 hours of reading outside of class. The instructor will expect them to broaden their existing Newbery repertoire by reading award winners they haven't already read or by re-reading Newbery books they remember from childhood reading. In addition, each week there will be a few required articles that will provide a context for the era and further information. These articles are all posted on the class website, in addition to a number of supplementary articles to read for more depth.

CEUs: At the conclusion of the course, ALSC will send a Certificate of Completion to all students who completed the reading and fully participated in the discussions. This will be the equivalent of 40 hours of work.

Course Schedule

July 9-July 15

Week One: In the Beginning

- Introductions
- How and Why the Newbery Award Got Started
- The First Decade
- The Impact of the Newbery Medal on Children's Book Publishing

Assignments

Read:

- **From the 1920s:**
The Voyages of Dr. Dolittle by Hugh Lofting
—or—
The Trumpeter of Krakow by Eric P. Kelly
- "The Newbery Medal Books, 1922-1933" by Muriel E. Cann
- "They Who Get Slapped" by Louise P. Latimer

Discuss your readings in the online Forum

July 16-22

Week Two: Growing Pains

- Newbery Books of the 1930s and 1940s
- How the Newbery Winner Was Chosen
- Terms and Definitions: What Does Distinguished Mean?
- The Question of Popularity

Assignments

Read:

- **From the 1930s:**

Hitty, Her First Hundred Years by Rachel Field

--or--

Caddie Woodlawn by Carol Ryrie Brink

- **From the 1940s:**

Johnny Tremain by Esther Forbes

--or--

Strawberry Girl by Lois Lenski

- "The Method of Selecting Newbery and Caldecott Medal Books," by Irene Smith
- "The Popularity of Newbery Books," by Mary E. Townes
- "What Are Little Boys Made of?" by C. C. Certain
- "An Open Forum on the Newbery Medal" by C. C. Certain
- "The Newbery Medal: A Plea for Understanding," by Clara E. Breed

Discuss your readings in the online Forum

July 23-29

Week Three: From Romance to Realism

- Newbery Books of the 1950s and 1960s
- Changes in Attitudes toward Children and Children's Literature
- Changes in the Newbery Selection Process

Assignments

Read:

- **From the 1950s:**

Ginger Pye by Eleanor Estes

--or--

Miracles on Maple Hill by Virginia Lee Sorensen

- **From the 1960s:**

It's Like This, Cat by Emily Cheney Neville

--or--

From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg

- "Selection of the Newbery-Caldecott Awards," by Marian Herr
- "The Newbery and Caldecott Awards," by Elizabeth Burr
- "An Open Letter to John Newbery," by Doris Ryder Watts
- "Out Where the Real People Are," by Emily Cheney Neville
- "It's This Way, Kid!" by David C. Davis

Discuss your readings in the online Forum

July 30-August 5

Week Four: What Color Is Gold?

- Newbery Medal Books in the 1970s and 1980s
- Racism, Sexism, and the Newbery Medal
- Reconsideration of Some Past Winners
- Serving on the Newbery Committee

Assignments

Read:

- **From the 1970s:**

Souder by William H. Armstrong

--or--

M.C. Higgins, The Great by Virginia Hamilton

- **From the 1980s:**

A Visit to William Blake's Inn by Nancy Willard

--or--

Joyful Noise by Paul Fleischman

- "The All-White World of Children's Books," by Nancy Larrick
- "The Slave Dancer: Critiques of a Newbery Winner," by Binnie Tate, Lyla Hoffman, Sharon Bell Mathis, and Albert V. Schwartz
- "Souder: A Black or White Tale" by Albert V. Schwartz
- "Heroines in Newbery Medal Award Winners: 75 Years of Change," by Mara L. Houdyshell and Janice J. Kirkland
- "It's All Political: Books, Awards, and Librarianship," by Allie Jane Bruce

Discuss your readings in the online Forum

August 6-August 12

Week 5: The Higher Power of Newbery

- Newbery Medal Books in the 1990s and 2000s
- What the Newbery Medal Means to Authors, Publishers, Teachers, and Children

Assignments

Read:

- **From the 1990s:**

Shiloh by Phyllis Reynolds Naylor

--or--

Walk Two Moons by Sharon Creech

- **From the 2000s:**

Bud Not Buddy by Christopher Paul Curtis

--or--

The Higher Power of Lucky by Susan Patron

- **From the 2010s:**

Last Stop on Market Street by Matt de la Peña

- "Has the Newbery Lost Its Way?" by Anita Silvey
- "Captain Underpants Doesn't Need a Newbery Medal," by Erica S. Perl
- "Happy Seventy-Fifth Birthday, Newbery Award! Newbery Authors Share Their Thoughts," by Ramona Nolen Kerby
- "The Search for Distinguished" by Kathleen T. Horning
- "That Big Old Gold Sticker: Children Talk about the Newbery Award," by Kathleen T. Horning
- "What Makes a Good Newbery Novel?" by Patricia Lee Gauch

Discuss your readings in the online Forum

August 13-August 19

Week 6: Newbery in the Library... and Beyond

- Honor Books
- Library Programming with Newbery Medal Books
- Mock Newbery Discussions with Adults and Children
- Selection Issues
- What's Ahead for the Newbery Medal?

Assignments

Read any two Honor books published in the same year as any of the previous Medal books you read for this course

Read:

- "A Newbery Honor Collection for Elementary Readers," by Lyn Lacy
- "The Criss-Cross Conundrum," by Karen Cruze
- "Alive and Vigorous: Questioning the Newbery," by Martha V. Parravano
- "Last Stop, First Steps," by Roger Sutton
- "It's All Political," by Allie Jane Bruce

Discuss your readings in the online Forum