

## Article Critique

### Module 3

#### **Teacher-Librarian as Literacy Leader**

By: Michael Cart

#### **Summary:**

“Teacher-Librarian as Literacy Leader” by Michael Cart is a professional article published in the journal, *Teacher Librarian*, and is available through ProQuest. In this article, Cart describes school librarians as “literacy leaders”. He says that in this role, librarians are given the duty of promoting reading literacy in their libraries through programs and provision of high-interest books that reflect their learning communities. Cart then goes on to describe the ways in which librarians can promote children’s love of reading, including: modeling reading behavior, talking about books, offering more reading materials, and knowing the library’s community of readers. Showing a passion for reading through exhibiting reading behavior and talking about books, along with providing high-interest books for the librarian’s specific reading community, the author asserts are the two most important things in promoting reading through the library.

#### **Critique:**

In this article, author Michael Cart focuses on the role of the librarian in promoting reading and reading literacy. He refers to this role as “literacy leader” and claims that in this position it is imperative that individual librarians create collections and spaces that target each of their individual students, and that the “home base” of this leadership begins through the school

library (Cart, p. 8). Cart then supports his view by giving multiple examples of how librarians can boost the reading interest of their students, referencing trusted sources, and citing reports that support his argument. Through specific examples and evidence-based support, the author effectively substantiates his assertion that the school librarian is a “literacy leader” and promotes change at the individual level through the library.

Building his credibility in his author’s bio, Cart references his experience as director of the Beverly Hills (CA) Public Library, professor at UCLA, *Booklist* columnist and reviewer, editor of the literary journal *RUSH HOUR*, and author and editor of many books. Additionally, he has won multiple awards including the Grolier Foundation Award and the American Library Association Best Book for Young Adults for his young adult novel, *My Father’s Scar*. His bio also cites his achievement of being the only person to have served as president of both the American Library Association’s Young Adult Library Services Association and the National Council of Teachers of English’s Assembly on Literature for Adolescents (Cart, p.12). Further bolstering his claims, Cart references various published authors of scholarly publications and surveys conducted by trusted library associations throughout his article.

Within the article, Cart focuses his claims to reach librarians that serve the specific audience of teens and young adult readers. His writing style is relatable and straightforward, making his argument and evidence clear. Not only does the author utilize logos for supporting his claims in citing surveys conducted by SmartGirl.com and referencing articles from the trusted journal, *Teacher Librarian*, Cart additionally targets his readers’ emotions through pathos. Focusing on the young adult demographic, the author alludes to librarians’ own troubling, “awful” teen years through direct reference of his own. He then describes books as “reassuring” and “lifesaving” during this tumultuous age frame. Having librarians reflect on their past and

directly relate with their teen audience, encourages the reader to support the author's assertion that it is the librarian's duty to provide materials that register to the emotional interests of their audience members.

In this article, Cart supports his claim that it is imperative that teacher librarians are at the forefront for promoting reading and reading literacy through their role as "literacy leader". He does so through pathos, logos, and strongly built credibility. This article should be recommended to teacher librarians hoping to evoke reading and reading literacy in their libraries.

## **References**

Cart, M. (2007). Teacher-librarian as literacy leader. *Teacher Librarian*, 34(3), 8-12. Retrieved from <https://libproxy.library.unt.edu/login?url=https://libproxy.library.unt.edu:2165/docview/224877748?accountid=7113>