



INSC 330 COURSE SYLLABUS

INSC 330 – Books and Related Materials for Children
Section Number 001; CRN 20088
School of Information Sciences – Spring 2017

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(About course content, assignments, grades, due dates, readings, etc.)

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(About Zoom or Canvas, how to listen to lectures, post to discussion boards, etc.)

COURSE DESCRIPTION AND VALUE PROPOSITION

Materials for children in leisure time or classroom activities. Criteria for selecting books, magazines, recordings, films, and related materials. Storytelling and other devices for encouraging reading. (UTK Catalog)

Children's and young adult literature is at the heart of much of our culture, heritage, and sense of identity, going all the way back to folk and fairytales. You'll see references to it in books for adults, media, advertising, and many other aspects of our daily lives. Taking this class will give you an overview of this very extensive field, and you will be exposed to important authors, genres, trends, and titles that will, hopefully, make you want to continue reading after the semester ends. On a more practical note, every children's librarian's job requires this knowledge and it is also useful in teaching, communications, and other fields – not to mention parenting! – so hopefully this will help you rediscover (or ignite) and nurture a love of reading in yourself and in others.

STUDENT LEARNING OUTCOMES

This is a reading and writing intensive class. By the end of the courses, students will be able to:

- Identify historical and current trends and issues.
- Identify and discuss reading, listening and viewing characteristics of children at different levels of maturity and ability.
- Critically evaluate books and related materials using established guidelines.
- Identify literary genres and notable book awards for children.
- Demonstrate a familiarity with a broad range of authors and illustrators.
- Demonstrate knowledge of and ability to use selection aides.
- Recognize stereotypes and cultural biases in children's literature.
- Write clearly and knowledgeably about topics related to children's literature.

TEXTS FOR THE COURSE

Required Textbook

- Lukens, Rebecca J. and Jacquelin J. Smith, and Cynthia Miller Coffel. (2012). *A Critical Handbook of Children's Literature*, 9th edition. Pearson.

Additional Required Texts

- Alexie, Sherman. (2009). *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers.
- Bridges, Ruby. (1999). *Through My Eyes*. Scholastic Press.
- Lobel, Arnold. (1979) *Frog and Toad Together* (I Can Read Level 2). HarperCollins.
- Pennypacker, Sara.(2008). *Clementine*. Disney-Hyperion.
- White, E.B. (2012). *Charlotte's Web*. HarperCollins.
- Williams-Garcia, Rita. (2011). *One Crazy Summer*. Amistad.
- Woodson, Jacqueline. (2016). *Brown Girl Dreaming*. Puffin Books.
- Yang, Gene Luen. (2008). *American Born Chinese*. Square Fish.

You can find the additional required texts at the University Bookstore, or McKay's Used Books (www.mckaybooks.com/), or at your local public library. Be advised, though, that since you'll be using them for assignments, you'll probably want to write in and/or tag these books. Do not use ebooks or audiobooks for these required texts, and pay attention to publishing dates and editions.

Course Reserves at Hodges Library

There are books on reserve for the 330 classes at the Circulation Desk, on the 2nd floor of Hodges Library. The books are a variety of award-winning and/or notable titles that you may want to consult as you work through various assignments.

During the semester, you'll also be reading a variety of picture books, non-fiction and fiction books of different genres and for a range of ages. I recommend using Hodges Library and/or your local library for those books.

TEACHING PHILOSOPHY

My basic teaching philosophy is that you are in my class to learn about children's literature. My job is to make it an interesting and thought-provoking journey. Your job is to be open to new ideas and to take advantage of being in this class by engaging with the materials, with your fellow classmates and with me. I believe learning is a process and that no matter where you start in that process, there is always more to understand.

ABOUT THE COURSE

INSC 330 is an asynchronous online course, which means that each student is able to access the weekly session and course information at any time during that week. There are no in-person (face-to-face or F2F) class meetings. Each week this course will (usually) have one recorded class session of no more than 90 minutes or a combination of lecture and supplementary materials (articles, videos,

etc.). New topics will begin on Fridays and your assignments are always due by 11:59 p.m. on the date indicated on the weekly schedule.

If you haven't already taken an online course, you'll find that it's different from a F2F course and even a synchronous course, in which students meet online at the same time. All of our content-related communication will be through discussion boards and emails. If you're having trouble, or just want to visit, you're always welcome to make an appointment to meet with me in person.

ONLINE COURSE SUCCESS GUIDELINES FOR STUDENTS

Accept that you must be more self-reliant in an online class: Although students are always responsible for knowing everything in the syllabus and complying with the requirements of the course, this is especially true for an online class. Try to manage your time well and let me know if you have any questions or are confused about an assignment or topic.

Keep up with the weekly schedule outlined below: Because the schedule is flexible, it may be tempting to wait to do the readings or listen to the lecture. It's difficult to catch up once you get behind and it's challenging to do the written work and discussion board postings. **This class requires consistent work - the workload should be easily manageable as long as you keep up with it.**

Be fully engaged in the opportunities to interact with your fellow students and the instructor. These will include emails and discussion boards.

STUDENT RESPONSIBILITIES

- **Do all assigned readings prior to each class session.** The lecture will assume that you know the information that is in the readings, and will build upon it.
- **Complete all assignments** and submit them on time, using the format and procedure specified.
- **Check your e-mail and Canvas regularly.** I will use email to return assignments, solicit student input, and make clarifications. Canvas will also be used for announcements and discussion boards and other interactive activities.
- **Complete all weekly assignments.** Most weeks there will be readings, a lecture and an assignment due. These tasks are relatively simple to complete, but are designed to help you keep up with the class work. They are explained in more detail on Canvas under the **Assignments** tab.
- **Participate** actively in the class by giving your best effort to the interactive activities using the discussion board. In addition, treat your colleagues with courtesy and respect by reading and reflecting on their online comments, and responding to them appropriately. It is fine to disagree with someone's opinion, but there is no excuse for disrespect or intolerance.
- **Timely online attendance is required.** The course calendar below lists which class sessions you should complete at your convenience during each week. It is essential that you keep up by attending the session in the proper week, so you can complete assignments as scheduled. I receive statistics about whether or not a student has "attended" a recorded class session, which allows me to "take roll" just as I would in a traditional class.

CONTACT ME

The best way to contact me is through email, cwelch11@utk.edu, and I check my email at least once a day, usually more often. I will respond to your email as quickly as possible, most likely within 24 hours. The University requires me to use your official UT email address, so if you are using some other email account (gmail, yahoo, etc.) be sure to forward your UT email so that you don't miss anything. I am also accessible by phone or you are welcome to drop in during office hours. I welcome your questions and if you are ever unsure of an assignment or want clarification, please ask. It's never a bother - I would much rather you ask me than have to wonder about something. Be bold, be brave; chances are good that if you are wondering about something, someone else is too.

COURSE COMMUNICATIONS

To take this course, you **must** have access to a computer with high speed Internet access, and you **must** use a UTK email account. You may use your own personal computer, or you may use the computers available in the various campus libraries or computer labs. The course software works well on either a PC or a Mac, but some students have found it works better to use Firefox, Safari, or Chrome as your browser, rather than Internet Explorer.

Starting in this spring 2017 semester, all Information Studies & Technology minor (INSC) courses will use the new learning management system Canvas, instead of Blackboard Learn, which is being discontinued after the spring 2017 semester. The Online@UT link currently goes to a page with login icons for both Canvas and Blackboard. For this course, you will use the Canvas login to access the course site for many activities, including accessing recorded class sessions, posting your responses to discussion topics, obtaining assignment instructions, and other activities. Online@UT is available at online.utk.edu.

Since Spring 2016, UT has used a virtual meeting application called Zoom to deliver online class sessions at UT, instead of Blackboard Collaborate. Zoom is simple to use from a student point of view, and attending our classes is similar to clicking on a YouTube video to make it play. An embedded link to each recorded class session, which are entitled Session 1, Session 2, etc., will be made available through the course Canvas site. Each class session is an audio recording, illustrated by PowerPoint slides or other visual aids, created using screen sharing.

Whether you are an experienced online student, or have never had an online class before, be assured that you can easily access the class sessions, and any tech glitches that pop up can be successfully solved. I will give you specific access instructions by email when the first class session is released, but in general, to "attend" class sessions you can simply log into Canvas, click on the INSC 330 course site box in your Courses list, then click on the Modules link in the left side navigation bar. That shows you everything due or pending for the week, including the link to the lecture. If you want to access just the lectures, click on Modules and look for the "Zoom Lectures" module. There will be a separate Page created for each class session. **IMPORTANT: YOU MUST ACCESS THE SESSION RECORDINGS BY USING THE EMBEDDED VIDEO LINK ON THE CANVAS SITE WEEKLY MODULES IN ORDER TO GET CREDIT FOR ATTENDING THE SESSION.** Accessing the recording directly from the Office 365 Video Channel will prevent your attendance from being tracked, so be sure you follow these and any

instructions sent to you in my reminder emails, to be sure you get credit for attending class. Prior to attending a session, the Powerpoint slides for each session will be available for you to download or print out for taking notes. Feel free to explore the course Canvas site, to see what is available.

There are also campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>
- lynda.com is a great source of online training support, with tutorials and video on everything from Google Drive to our Canvas software, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx>. You'll need your UTK netid and password to access lynda.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Methods of Documentation for Assignments

Information Science is a multi- and inter-disciplinary field and you will encounter many citation styles – both as lifelong learners and as authors – including APA, MLA, and the Chicago Manual of Style. For that reason, as long as you are consistent in how you apply your choice, you may choose any major citation system. In general, we prefer that you use the American Psychological Association (APA) style.

Your essays and papers should be double-spaced, paginated (insert page numbers), with 1" margins, in 12-point type. The quality of your writing impacts your grade. If you're confused or concerned about any aspect of writing or citing, you can work with the UTK Writing Center (<https://writingcenter.utk.edu/>) in Hodges or the HSS building, or when they're not available, you can consult the Purdue OWL (Online Writing Lab, <https://owl.english.purdue.edu/owl/>). Your assignments should be well-constructed and well-written. Don't assume I know you know something and never make me guess what you mean.

Citing and Plagiarism – Academic Integrity!

The University of Tennessee operates with a strict student code of honor regarding academic integrity. All work submitted by a student must be that student's work. When you write for this class or when you find information through a search, remember that any sources you use must be credited and that materials from the Internet must be cited too. Use any standard style manual for citing sources as long as you are consistent in formatting the citations, although the preferred style for our college is APA (American Psychological Association) style. If you use someone's words or ideas without attribution - that's plagiarism. Remember, cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! **If you cheat or plagiarize, you will fail the assignment and maybe the course, and could face further penalties in accordance with University regulations.** Further information is available in Hilltopics, the UTK student handbook. A good rule of

thumb is - if you're not sure, provide the citation. Note that the instructor reserves the right to use plagiarism detection software.

Penalty for Late Work

Except by **prior agreement**, one (1) point per business day may be deducted for written or oral work not submitted by midnight on the due date. "**Prior arrangement**" means at least 24 hours prior to the original time scheduled for the presentation or assignment. The most important thing is to stay in touch with me so I can help you help yourself.

CLASS PARTICIPATION: INTERACTIVE ACTIVITIES

In our online environment, class participation will occur using the interactive tools available on the Canvas site. The discussions allow both the instructor and class members to pose and answer questions, and to share thoughts or ideas with the group. Participation (replying to other students' responses, bringing in additional information, posing questions, etc.) could result in the difference between letter grades at the end of the semester, especially if you are close to a higher grade.

Assessment and Evaluation

There will be a variety of assessments used in this class, both formative (along the way, usually ungraded), and summative (at the end of class, usually graded). The assessments will include but not be limited to discussion board posts, responses to each other's posts, exams, reflections, critical essays, and other assignments that are described in detail on our Canvas class space. *The quality, clarity, and organization of your writing impacts your evaluations, either negatively or positively; it's up to you.*

Student evaluation (See course calendar for all due dates) is based on performance for each of the responsibilities listed in the course syllabus. The final grade is based on the following:

Total points possible: 1,010

Breakdown of assignment points

1. Introduction	1% or 10 points total
a. Introduction Discussion Post (4 pts)	
b. Memories Post (6 pts)	
2. First Exam	20% or 200 points total
3. Second Exam	20% or 200 points total
4. Lukens Response Papers (3 x 60 pts. ea.)	10% or 100 points total
5. Reading Responses (4 x 20 pts ea.)	10% or 100 points total
6. Video Booktalking Project	15% or 150 points total
7. Picturebooks Project	15% or 150 points total
7. Participation:	10% or 100 points total
Discussion Posts (7 x 5 pts each=35 pts)	
Lectures (15 x 5 pts each= 65 pts)	
=====	
	101% or 1,010 points

Important note about grades: It's important you complete all the assignments. It's much better to do what you can on an assignment than to not turn it in. If you find yourself unable to turn in an assignment on time, please let me know and we can talk about it. All of these assignments are designed to help you learn the material and be actively engaged in any online discussions.

SUBMITTING GRADED ASSIGNMENTS

Graded assignments should be submitted through our Canvas site. The file name should make it clear what assignment it is and who you are. For instance, if I were submitting my first assignment, I would name my document: Welch_LukensResponseCharlotte. Also, on the document itself, include your name, the assignment name, the class number (INSC 330) and the word count. Please use Microsoft Word for the regular written assignments. **No pdfs.** If this is a problem, let me know. If, after reading the instructions, you still have questions about this, e-mail me.

All assignments receive a point value, a perfect score on all assignments adds up to 1,010 points. The University mandates a particular grading scale for undergraduate students (http://catalog.utk.edu/content.php?catoid=20&navoid=2292&hl=undergraduate+grades&returnto=search#grad_cred_hour_grad) and the scale below is how I convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 130 points for a 150-point assignment, your letter grade would be $130/150 = .87 \times 100 = 87$, or a B+ for that individual assignment. I round up when the point value is .5 or more.

Undergraduate Grades

Grade	Performance Level	Point Range
A	Superior	961-1010
A-	Intermediate Grade	934-960
B+	Very Good	833-933
B	Good	758-832
B-	Intermediate Grade	682-757
C+	Fair	581-681
C	Satisfactory	505-580
C-	Unsatisfactory	429-504
D+	Unsatisfactory	328-428
D	Unsatisfactory	253-327
D-	Unsatisfactory	177-252
F	Failure	0-176

You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me, and present valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Note on “Incompletes”

Based on University of Tennessee policy, an Incomplete is granted only under "extraordinary circumstances." Power to grant an Incomplete resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at http://catalog.utk.edu/content.php?catoid=20&navoid=2292&hl=undergraduate+grades&returnto=search#grad_cred_hour_grad.

COLLEGE OF COMMUNICATIONS & INFORMATION DIVERSITY STATEMENT

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. The full address for ODS is 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@utk.edu. Also, contact me so we can talk about solutions.

STUDENT SUPPORT

Each student should be aware that he/she has a web of available support services at UTK, starting with me (course instructor), your advisor, and the SIS administration. For more information, see the SIS “Course Wellness” guidelines at www.sis.utk.edu/courses/guidelines.

Hodges Library’s Information Sciences Page

- Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
- Our Information Sciences librarian is Margaret Casado, <http://libguides.utk.edu/profile.php?uid=15558>

ABOUT THE COURSE CALENDAR

The next section of the syllabus has an initial course calendar. There will be probably be changes and adjustments as the semester progresses, but I’ll give you plenty of notice if or when that happens. **All assignments are due by 11:59 on the date indicated in the table below.**

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. I will relay these changes usually in advance, but always in writing.

COURSE CALENDAR

Week	New Topic Begins	Topics	Reading/Assignments/Listen/Due
1	1/13	Introductions and settling in. Review syllabus Plagiarism Quality children's literature Genres	Read: Course Syllabus Read: Lukens Preface, To the Reader, Chapter 1 Read: <i>Charlotte's Web</i> Listen: Week 1 Lecture Assigned: Introduction (Discussion Post)
	1/16		Due: Introduction
2	1/20	Happy Martin Luther King, Jr. Day! History of children's literature Book awards Literature in the lives of children Multicultural and Diverse Literature	Read: Lukens Chapter 2, Appendix A Read/watch: Additional Listen: Week 2 Lecture
	1/26		Due: Discussion Post 1 (Prompt will be given)
3	1/27	Character and Narrative Reader Response Theory	Read: Lukens Chapter 5 and 6 Read/watch: Additional Listen: Week 3 Lecture Assigned: Lukens Response Paper <i>Charlotte's Web</i> & Character/Plot
4	2/3	Setting and Theme Comprehensive Children's Literature Database (how to use it)	Read: Lukens Chapter 7 and 10 Read/watch: Additional Read: <i>One Crazy Summer</i> Listen: Week 4 lecture Assigned: Lukens Response Paper <i>One Crazy Summer</i> & Setting and Theme
	2/6		Due: Lukens Response Paper <i>Charlotte's Web</i> & Character/Plot
	2/9		Due: Discussion Post 2 (Prompt will be given)
5	2/10	Style, Tone, and Point of View (POV) Booktalks and Booktalking	Read: Lukens Chapters 8 and 9 Read/watch: Additional Listen: Week 5 lecture Assigned: Lukens Response Paper on Style and Tone, and POV
	2/13		Due: Lukens Response Paper <i>One Crazy Summer</i> & Setting and Theme
6	2/17	Picture books Art and words Reading aloud to children Books for babies to 2 nd graders	Read: Lukens Chapters 3 and 14 Read/watch: Additional Read: <i>Clementine</i> Listen: Week 6 lecture Assigned: Picturebooks Project

	2/19	Extra Credit Option: Lawson McGhee Library Visit, 1-3 p.m.	
	2/20		Due: Lukens Response Paper on Style and Tone, and POV
7	2/24	Concept Books Easy readers Early readers Transitional readers Books for 3 rd and 4 th graders	Read: Lukens Chapter 4, 76-82 Read: <i>Frog and Toad Together</i> Read/watch: Additional Listen: Week 7 lecture Assigned: Reader Response on one Easy Reader and one Transitional Reader
	3/2		Due: Discussion Post 3 (Prompt will be given)
8	3/3	Exam 1	Due: Exam 1
	3/6		Due: Reader Response on Easy Reader (1) and Transitional Reader (1)
9	3/10	Folk and Fairy Tales (Traditional Literature) Science fiction Fantasy Series	Read: Lukens Chapter 4, 78-85 Read/watch: Additional Listen: Week 10 lecture Assigned: Video Booktalks Project
	3/19		Due: Discussion Post 4 (Prompt will be given)
10	3/13 – 19	HAPPY SPRING BREAK	
11	3/24	Poetry Novels in Verse Book review sources Literature for 5 th and 6 th graders	Read: Lukens Chapter 11 Read: Galda chapter on poetry Read: <i>Brown Girl Dreaming</i> Listen: Week 11 lecture Assigned: Reader Response to <i>Brown Girl Dreaming</i> or children's/YA poetry anthology of your choice
	3/27		Due: Picturebook Project
12	3/31	Modern realism Humorous Fiction Mysteries	Read: Lukens Chapter 4, 88-90 Read: Read <i>Absolutely True Diary of a Part-time Indian</i> Listen: Week 12 lecture
	4/3		Due: Reader Response to <i>Brown Girl Dreaming</i> or a children's or YA poetry anthology of your choice
	4/6		Due: Discussion Post 5 (Prompt will be given) Due: Video Booktalks Project

13	4/7	Young Adult Literature Graphic Novels, Comics, and Manga Challenges Censorship versus Selection	Read: Lukens Chapter 2 pages 19-40 Read: <i>American born Chinese</i> Read/watch: Additional Listen: Week 13 lecture Assigned: Reader Response on <i>Absolutely True Diary...</i>
	4/13		Due: Discussion Post 6
14	4/13 (Note the date!)	Historical Fiction Biographies and Autobiographies Media for Youth	Read: Lukens Chapter 12 Read: <i>Through My Eyes</i> Read: Additional Listen: Week 13 lecture Assigned: Reader Response on <i>Through My Eyes.</i>
	4/17		Due: Reader Response on <i>Absolutely True Diary...</i>
15	4/20 (Note the date!)	Informational books Literary Nonfiction Children as information seekers Online resources Creating a literature-rich classroom	Read: Lukens Chapter 13 Read: Additional Listen: Week 15 lecture
	4/24		Due: Reader Response on <i>Through My Eyes.</i>
16	4/26 (Note the date!)	eBooks, apps, and audiobooks for children Reading programs Exam Review	Read/watch: Additional Listen: Week 16 lecture and exam review
	4/27		Due: Discussion Post 7
	5/1	Study Day	
	5/2	Exam 2 or alternate research paper assignment	

Extra Credit Options, each worth 3 points

You can do one or more of these and turn them in by the final day of class, April 27th.

- 2/19 – Visit Lawson McGhee and take a tour, 1:00-3:00 p.m., and complete a discussion board post about what you learned. 150 word minimum.
- Write your own Frog and Toad story, using your original words and illustrations.
- Attend the CCYAL Spring Author lecture (usually on a Monday night, more info to come)
- Attend at least one session of the College of Communication & Information Social Media Week, February 27 – March 2. Then, do a discussion post about how the session related to our class. 150 word minimum.