



COURSE SYLLABUS
IS 330 Books and Related
Materials for Children
Spring 2017

Course Section:
Meeting Time and Place: **Online**
Course Credit Hours: **3 credit hours**

FACULTY CONTACT INFORMATION: Lisa Meidl, Lecturer, School of Information Sciences
Office: Communications Building, 451
Phone: 865.974.2148 (SIS),
865.425.3265 (OR)
E-mail: lmeidl@utk.edu

GTA: Katie Booher at kbooher4@vols.utk.edu

- I. COURSE DESCRIPTION:** Students enrolled in IS 330 will actively read, discuss, and write about a wide variety of books, materials, and resources suitable for children. Students will also develop criteria for selecting age-appropriate books and materials that encourage reading in the classroom as well as during leisure time.
- II. VALUE PROPOSITION/COURSE GOALS:** What this course has to offer you is not only book knowledge and appreciation of children’s literature/materials but the opportunity to gather the tools that will enable *you* to be adept at finding the resources that the young people in your life need and crave.
- III. STUDENT LEARNING OUTCOMES:**
- 1) Evaluate books and related materials based on a series of appropriate guidelines.
 - 2) Demonstrate knowledge of and the ability to use selection aids.
 - 3) Identify and discuss the reading, listening, and viewing characteristics as well as the diverse needs and interests of children at varying ages of maturity.
 - 4) Demonstrate a familiarity with a wide range of print, audio-visual, and multi-media materials.
 - 5) Recognize the major characteristics of different literary genres in books for children.

- 6) Analyze the variety of literary qualities found in books for children.
- 7) Identify current and historical trends and issues pertinent to children's literature.

Student responsibilities

1. **Read and evaluate** selected books and materials. Evaluations will be written in formats outlined by the instructor. All reading responses should be typed and submitted electronically via Canvas. Responses must be submitted as a single file.
2. You must complete the assigned readings **before** you listen to the lesson.
3. **Check your e-mail and Canvas regularly.** The instructor will periodically send test scores, solicit student input, and make clarifications via e-mail.
4. Complete **two examinations.** The exams will most likely consist of a mixture of multiple choice, short answer questions and brief essays. Materials from the exam will come exclusively from the required readings and those concepts covered during lectures/class discussions.
5. Prepare short **critical analysis papers** (based on the critical evaluation and application of Lukens criteria applied to assigned class novels).
6. **Participate** in class through the discussion board on Canvas or class blogs per the instructor's direction.
7. **Attendance** is required. Students are required to listen to every lesson via Canvas.

IV. **LEARNING ENVIRONMENT:** Because this class is online only, we must work hard to communicate and get to know one another. The technologies that will help us accomplish this are class blogs, discussion boards and email. There will be opportunities to know classmates in smaller groups and create your own course content in the form of a video project. Though we won't be face-to-face, I am committed to finding ways to know you and to give you the opportunity to exchange ideas and information with your classmates.

V. **TEXTS/MATERIALS/RESOURCES FOR THE COURSE:**

Textbooks

Lukens, Rebecca. *A Critical Handbook of Children's Literature*, ninth edition, Harper Collins, 2013. Hereafter referred to as **Lukens**.

Required Readings

Alexie, Sherman. *The Absolute True Diary of a Part-time Indian*.

Bridges, Ruby. *Through my Eyes*.

Gantos, Jack. *Joey Pigza Swallowed the Key*.

Kibuishi, Kazu. *The Stonekeeper's Curse, Amulet I*.

Lobel, Arnold. *Frog and Toad Together*.

Palacio, R. J. *Wonder*.

White, E.B. *Charlotte's Web*.

Wiles, Deborah. *Each Little Bird That Sings*.

Reserve Materials

The instructor has placed picture book sets on reserve in Hodges Library. Students are **STRONGLY** encouraged to read these books before or shortly after the designated class. The picture books are listed as part of the course outline. These books may also be used for reading responses if necessary.

- VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:** You will want to be very familiar with the **Canvas website** including the use of class blogs, discussion boards, methods of submitting papers, and **Zoom**. This is my primary connection to you and vice versa so this is a “must!” Here are links to online learning tutorials: <https://oit.utk.edu/instructional/tools/online/Pages/online-learning.aspx> and <https://oit.utk.edu/instructional/tools/online/Pages/How-To.aspx> In addition, we will create a short **video project** this semester. You are welcome to use your own technologies but if you would rather not, please visit The Studio at Hodges Library. They can offer quick lessons and technology that you can check out. This assignment is due toward the end of the semester but don't wait until the last minute to complete it.

Course Delivery

This section of IS 330 is being offered in an online, asynchronous environment. What does that mean for the student? The student must have a computer with the proper system requirements to access Canvas. This class does not have a set meeting time or place. The instructor will record lessons and post course content on Mondays. Students will listen to the lessons via their computers during that week. The instructor will record one lesson per week; each lesson will be between 60 to 120 minutes with time allocated for discussion board activities. Students are reminded that this section of 330 is not a Distance Education class; students are expected to have access to the UT campus in order to complete the requirements for this course. There are no set office hours for the instructor or the graduate teaching assistant (GTA). Questions and concerns should be asked via email. Questions about the course content should be directed to the instructor. The **GTA** will answer all technical questions about Blackboard and Collaborate. If a student needs to meet face to face with the instructor or the GTA, the student can arrange that meeting by contacting the instructor or GTA. Please refer to section of the syllabus entitled "**Suggestions for Success in an Asynchronous Online Class**" for guidelines; that section is on page 5 of this document.

VII. COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS:

Student evaluation is based on performance for each of the responsibilities listed in the course syllabus. The final grade is based on the following:

1. First Exam	18% or 180 points total
2. Second Exam	18% or 180 points total
3. Lukens Response Papers (5 x 60 pts. ea.)	30% or 300 points total
4. Reading/Viewing Responses (7 x 21 pts ea.)	15% or 150 points total
5. Video Project ((Book Talk)	10% or 100 points total
6. Participation:	9% or 90 points total
Blog Posts (6 x 6 pts each=36 pts)	
Lectures (14 x 4 pts each= 56 pts)	
=====	
	100% or 1,000 points

Grading Scale

A = 96-100

A- = 93-95

B+ = 89-92

B = 86-88

B- = 83-85

C+ = 79-82

C = 75-78

C- = 70-74

D = 66-69

F = 65 and below

VIII. HOW TO BE SUCCESSFUL IN THIS CLASS:

1) Be self-reliant. In this type of class, a larger portion of the burden for success falls on the individual student. In a synchronous class, a student would have the opportunity to solicit immediate feedback from the instructor by asking questions. Likewise, the instructor can better determine comprehension in a face-to-face class. In this class, the student must assume more of this responsibility. Students should use email or the Discussion Board to ask questions.

2) Stay organized. Unlike the traditional face-to-face class, this course does not have a set time to meet. The student may "attend" class at 3:00 p.m. or 3:00 a.m. The student may listen to the lessons Monday morning or Monday night. The key to success in the class is to remain organized. Due dates for assignments should help the student with preparation. Students are encouraged to set up a schedule for listening to lessons, working on assignments, and reading the books.

3) Reduce distractions. The instructor will cover large amounts of material during each lesson; the student is responsible for that material. Students are encouraged to listen carefully and thoughtfully to the recordings and to take detailed notes. If the student is chatting on Facebook, streaming videos, listening to music, shopping online, or texting with friends, then he/she is likely to miss important course content.

4) Interact with your classmates and instructor in your class blog or discussion board. Even though the instructor will deliver course content in an online, asynchronous environment, students are required to use the forums on the Canvas discussion board or class blogs to interact with one another.

5) Avoid procrastination. If a student falls behind with listening to lessons or completing coursework, that student will likely struggle to finish assignments. This statement applies even more to the online environment where the student assumes more responsibilities. Remember that late work will likely receive a penalty.

IX. **COURSE FEEDBACK:** The very best way to communicate with me should you have a question about the course content is through email at imeidl@utk.edu. Other questions should be directed through my GTA, Katie Booher at kbooher4@vols.utk.edu. Please remember that UT policy states that there is a 48-hour turnaround for email. In most cases, I or my GTA will reply sooner than that. In addition, we will be using class blogs and discussion boards as a form of communication. Oftentimes, your classmates will have an answer to your question so take advantage of these methods as well.

X. **UNIVERSITY POLICIES:** Policy on Academic Integrity: All work submitted by the student must be the student's. The University of Tennessee operates with a strict student code of honor regarding academic integrity. **An observed act of academic cheating or plagiarism will result in failure for the course.** Complete information regarding this topic can be found at catalog.utk.edu under Academic Policies and Procedures.

XI. **STUDENTS WITH DISABILITIES POLICY:** If you need adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall at 865-974-6087.

This will ensure that you are properly registered for services. It is also important to meet with the instructor to discuss your situation.

XII. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION:

Schedule for Spring 2017

(**Assignments in blue, **Due Dates in red)

January 17 (Module 1)

Topics:

Course introduction
Definitions and Awards
History of Children's Literature

Requirements for the 1st week of class:

Read Lukens Chapters 1, 5 and 6

Listen to Lecture link found on Canvas

Read *Charlotte's Web* by E.B. White

*Read article/post to blog (prompt will be given)

January 23 (Module 2)

Topics:

Character and Narrative in Children's Literature
Lukens and Quality

Requirements for the 2nd week of class:

Read Lukens, Chapters 7 & 10 (Setting and Theme)

Listen to Lecture 2 via link found on Canvas

Read *Wonder* by R.J. Palacio

Begin your Lukens Response Paper: *Charlotte's Web* & Character/Plot

*Post to Blog/Prompt will be given

January 30 (Module 3)

Topics:

Setting and Theme in Children's Literature
Reader Response Theory

Requirements for the 3rd week of class:

Read Lukens, Chapters 8 & 9 (Point of view and Style and Tone)

Listen to Lecture 3 via link found on Canvas

Read *Each Little Bird That Sings* by Deborah Wiles

Begin your Lukens Response Paper: *Wonder* by R.J. Palacio—Theme/Setting

**DUE Lukens Response—*Charlotte's Web* & Character/Plot.

Turn in via Canvas

February 6 (Module 4)

Topics:

Style, tone and Point of View in Children's Literature

Requirements for Week 4 of class:

Listen to Lecture 4 via link found on Canvas

Read Lukens Chapter 14: A Lifetime of Reading

****DUE: Lukens Response—*Wonder* by R.J. Palacio & Theme/Setting
Turn in via Canvas.**

February 13 (Module 5)

Topics:

Books for Pre-School and Kindergarten
Concept Books
Reading Aloud to Children (Part 1)

Requirements for Week 5 of class:

Read Lukens Chapter 3 (Picture books)

Listen to Lecture 5 via link found on Canvas

****DUE: Lukens Response Paper—Each Little Bird That Sings & Style/Tone
Turn in via Canvas.**

February 20 (Module 6)

Topics:

Categories & Varieties of Picture Books
Art and Illustration in Picture Books
Reading Aloud to Children (Part 2)

Requirements for Week 6 of class:

Listen to Lecture 6 via link found on Canvas

Read Lukens, pp. 78-83

Read *Frog and Toad* by Arnold Lobel

Post to blog (Prompt will be given)

February 27 (Module 7)

Traditional Literature (Folk Stories, Fairy Tales, Tall Tales)
Easy Readers
Transitional Readers

Books for Primary Grades (Beginning and Emerging Readers)

Requirements for Week 7 of class:

Listen to Lecture 7 via link found on Canvas

Read Lukens Chapters 4 & 11 Genre and Poetry

Begin Reader Responses (3 picture books, 1 easy reader, 1 transitional reader)

Video Project Introduction

***Post to Blog (prompt will be given).**

March 6 (Module 8)

FIRST EXAM

(Please check Canvas for study guide)

March 13 (Module 9)

Topics:

Literature in the Lives of Children
Books for 3rd and 4th graders
Sustained Silent Reading
Storytelling for Children

Requirements for Week 9 of class:

Listen to Lecture 9 via link found on Canvas

***DUE Reader Responses (3 picture books, 1 easy reader, 1 transitional reader).
Turn in via Canvas**

March 20 (Module 10)

Topics:

Fantasy and Science Fiction for Children

Books in a series

Audio-visuals for children (audio books, apps and videos)

Requirements for Week 10 of class:

Listen to Lecture 10 via link found on Canvas

Read *The Absolutely True Story of a Part-time Indian* by Sherman Alexie

March 27 (Module 11)

Topics:

Poetry for Children

Literature for the Middle Grades

Book Review Sources

Requirements for Week 11 of class:

Listen to Lecture 11 via link found on Canvas

***DUE: Lukens Response to *The Absolutely True Story of a Part-time Indian* & Theme**

April 3 (Module 12)

Topics:

Issues in Varieties of Realism

Humorous Fiction

Mysteries

Requirements for Week 12 of class:

Listen to Lecture 12 via link found on Canvas.

Read Chapter 8 in Lukens (Point of View)

Read *Joey Pigza Swallowed the Key* by Jack Gantos

Begin Lukens Response Paper for Joey Pigza Swallowed the Key & Point of View

Post to blog (prompt will be given).

April 10 (Module 13)

Topics:

Historical Fiction

Graphic Novels

Requirements for Week 13

Listen to Lecture 13 via link found on Canvas.

Read Lukens Chapters 12 & 13 (Biography and Information books)

Read *The Stonekeeper's Curse* by Kazu Kibuishi

Read *Through My Eyes* by Ruby Bridges

****DUE: Lukens response to Joey Pigza Swallowed the Key & Point of View**

Turn in via Canvas.

April 17 (Module 14)

Topics:

Literature for Young Adults

Challenged Books

Issues of Diversity in Children's Literature

Listen to Lecture 14 via Blackboard Collaborate

****DUE: Video Project (Post a link to your video on your group blog)**

April 24 (Module 15)

Topic:

Non-fiction/biography

Requirements for Week 14 of class:

Listen to Lecture 15 via Blackboard Collaborate

Final Blog post (prompt will be given)

***DUE Final Reading/Viewing Responses (One movie/one Kazu Kibuishi's graphic novel, Amulet, The Stonekeeper's Curse).**

April (Module 16)

Final Exam or Final Project (TBA)

Study Guide will be posted

- XIII. IMPORTANT NOTE: Remember that when communicating in blogs, discussion threads, or any other forum in cyberspace, the highest form of respect is expected and required. The health of any class hinges on all members respecting one another. Please take a few minutes to read this short page on “netiquette” from the University of Wisconsin, Madison:**

<http://online.uwc.edu/technology/onletiquette.asp>

- XIV. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**