

UTK SIS
Summer 2017
INSC 577: Picture Books Across the Curriculum

The School of Information Sciences

The University of Tennessee

Class Meetings: Thursdays, 6:30 to 9:10

***ZOOM Course ID/Link: <https://tennessee.zoom.us/j/889635362>**

UTK Syllabus, Provost's Office:

<http://tenntlc.utk.edu/the-syllabus/>

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COURSE DESCRIPTION

INSC 577 provides guidance for selecting and using quality picture books, wordless books, graphic novels, and other media for teachers and librarians. The course will have a cross-curricular focus with an emphasis on using these materials in traditional and nontraditional ways to enhance student learning for grades K-12.

My priority/goal in this course is for you to read as many picture books as possible in one summer -- and to apply to your picture-book readings what you learn in lectures and weekly readings about evaluating picture books.

STUDENT OUTCOMES:

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of...

- analyzing and selecting picture books to support subject specific content areas;
- practicing selection strategies for picture books in fiction and nonfiction genres;
- exploring techniques to use picture books with a variety of audiences;
- analyzing a wide variety of picture books, including award winners;
- and compiling and sharing book lists of titles and ideas for teaching.

COURSE DESIGN

The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions and small-group and individual activities.

REQUIRED TEXTS:

No textbook is required.

COMMUNICATION

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Collaborate software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

CLASS ATTENDANCE POLICY

Active class participation is different than mere class participation. Please do more than show up for class. Be present and engaged during and after class, start and contribute to posts on Canvas, and/or bring related materials to the attention of the instructor or your fellow students. Canvas contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning *community*. We will not be able to meet face to face and pass books around to one another, but let's do what we can to be as engaged as possible online.

Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- inform me in advance or as soon as possible after class;
- submit any work due from the missed class period;
- listen to class recording;
- obtain notes, handouts, etc. from Canvas;
- and check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- illness;
- serious family emergencies;
- special curricular or job requirements (e.g., judging trips, field trips, professional conferences);
- military obligation;
- severe weather conditions;
- religious holidays;

- participation in official university activities, such as music performances, athletic competition, or debate;
- and obligations for court imposed legal obligations (i.e., jury duty, subpoena).

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

INCLEMENT WEATHER

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55)(<http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

DISABILITIES THAT CONSTRAIN LEARNING

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.

CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in [Hilltopics 2014-2015](#), p. 45 as: *“Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her*

own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”

Students should abide by the **Honor Statement** described in the same Hilltopics, p. 16:

“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

ASSIGNMENTS AND GRADING

Student work is assigned a grade based on promptness, quality of thought, thoroughness, appropriateness of length, and originality. Work received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

General note on workload: As a rule, graduate students can realistically expect to spend three hours outside of class for each hour of in-class time.

DUE DATES AND LATE ASSIGNMENTS

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. If your assignment is not ready by the deadline:

- You must send me an email informing me that your assignment will be late.

- When it's ready, you must submit it to me via email, as an attachment.
- Assignments turned in late will result in a grade reduction for each day they are late.

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

ASSIGNING GRADES

This course provides a broad exposure to picture books---I ask you to read 300 of them over the course of the summer---and it is reading- and discussion-intensive. It is less writing-intensive than other graduate courses. Therefore, most grading is based upon the assumption that you will participate in the class. You lose points for lateness, failure to participate, and/or turning in work below the standards expected of graduate students. Please note that I may not assign letter grades for individual assignments but will communicate with you about your work.

EVALUATION

- Class participation/weekly readings (includes posting brief biography and participating in weekly class discussions at Canvas) -- **10%**
- Weekly picture book lists (30 picture books a week) -- **40%**
- Best-100 list with Foreword-- **30%**
- One picture book presentation (Caldecott) -- **20%**

Note on instruction: Instruction techniques will include lectures, peer-to-peer teaching through presentations and collaborative projects, and personal reflections through discussion board postings. Class sessions are 2 hours and 40 minutes long, including a 10-15 minute break.

Grading

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90- 92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88- 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83- 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80- 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78- 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70- 77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.

D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. It helps me improve as an instructor, and I will take your feedback into careful consideration. Students' comments from previous years I have taught have greatly informed how I teach this course. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

ASSIGNMENTS: DESCRIPTION

Weekly Readings and Discussion Board (10% of your total grade):

Please check weekly the Discussion Board link at Canvas to read the discussion questions assigned for the week. I will let you know if I want you to respond to just some or all of them. If you are only responding to some of them, please read the others anyway. Feel free to respond to more than is required. Whenever you can, apply what you're learning in your weekly readings to the discussions.

My emphasis in this course will be two-fold: I want you to read as many picture books as possible in one summer, and I want us to have discussions (as best we can without being face-to-face every week) on the readings, lectures, and what you're reading and learning about in the discussion forums. In this class, you'll use these discussion forums to communicate with me and with each other. Use these for continuing discussions after class, adding information about a particular subject, or for posting when required. Class participation involves active participation, but quality of contribution is much more important than quantity.

Weekly Picture Book Evaluations (40% of grade – two due dates are 6/29 and 8/10):

We will talk about this in class and I mentioned it above, but let me say here: I cannot stress enough that my priority/goal for you in this course is to *read as many picture books as possible in one summer*---and to apply to your picture-book readings what you learn in lectures and weekly readings about evaluating picture books---hence, this assignment and the Best-100 list.

Evaluate 30 picture books each week (for a total of approximately 300 in this summer course). Please use “Picture-Book-Resources-for-Best-100-list.docx” to guide you. (There are only two due dates for these; you do not have to turn in your “30” weekly. We will discuss this the first night of class.)

Provide the following information about each book:

- Title
- Author
- Illustrator
- Publisher
- Publication Year
- Awards (if any)
- Brief Summary
- Ideas for using this book in classroom or library
- Brief notes on curriculum connections/content learning standards/Common Core/etc.
- Special features included (if applicable) -- index; timeline; author’s notes; further reading; etc.
- Note where you accessed the book, should you want to reference that later.

The goal here is to read and enjoy as many picture books as possible. These notes on the book don’t have to be complicated or terribly formal. Noting the above information on each book is for your own future records and for your Best 100 list.

Best of the Best List (Best-100 list) – due on 8/10, last day of the course (30% of grade):

Select 100 books from weekly reading lists that you can envision using in your library/classroom or that you would recommend to someone else to use. These can be titles from your own weekly reading or shared by classmates on their lists.

Include title, author, illustrator, publisher, publication year, and brief summary. (Include a note about where you found the book for your own future reference.) Justify very briefly why it made your Best of the Best list -- quality of illustrations and/or design and/or writing, special features or format, subject matter, etc. These justifications don’t even have to be complete sentences; merely include some notes about what makes this book stand out for you.

Prepare a foreword for your Best 100 list. Share your difficulties, challenges, and delights in making your selections. Mention criteria, categories, and parameters that guided the shaping of this list. *Apply what we’ve learned in this course about evaluating picture books.* At least 1,000 words (roughly) for this essay is sufficient; feel free to write more, if you really want to delve into

your difficulties, challenges, etc. (Please use 12-point type and 1" margins, and please double-space.)

Caldecott Presentation (20% of grade) – due date depends on decade you choose:

Locate the Caldecott Medal-winning books and Honor books for one decade from 1940 to 2017. You will work in a group to present for 20 to 30 minutes on one decade.

Read and spend time with the selected books. Notice how the pictures support the text. Ask yourself what the pictures tell that the text does not. How do these winners achieve the seamlessness of picture and text about which Maurice Sendak spoke? Notice the whole book – design, typography, layout, endpapers, frontispieces, size, shape of the book, pages, characters, the medium the illustrator used, etc., which extend each book's themes. Note any continuity or discontinuity of themes (whether in story or art, etc.) throughout your decade.

As you read the books, note your reflections. Create a presentation of your learnings from your perusal of these outstanding books. Find, as a group, your own entry point to analyze and create your slant for your presentation, based on your reflections and responses to information you hear in class or read about. Please decide as a group how you will divide the work and who will present.

20-minute presentations will include:

- PowerPoint slides (3 to 5) with your thoughts/reflections, submitted to Canvas the day before you present;
- Cover image and illustrations or spreads from the book, if you can find them;
- Email slides and any ancillary materials to Julie by your presentation date.

DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.