

**Summer 2015**  
**INSC 577: Picture Books Across the Curriculum**  
**Wednesdays, 6:30 to 9:10 EST**

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**Course Description**

This course provides guidance for selecting and using quality picture book literature and other media for teachers and librarians. The focus will be cross-curricular with an emphasis on using picture books in traditional and non-traditional ways to enhance student learning.

**Course Objectives**

- develop skills to analyze and select picture books to support subject specific content areas;
- practice selection strategies for picture books in fiction and nonfiction genres;
- explore techniques to use picture books with a variety of audiences;
- analyze a wide variety of picture books including award winners;
- compile and share book lists of titles and ideas for teaching.

**Special Needs**

The University of Tennessee intends to comply with requirements of Section 504 of the Rehabilitation Act of 1973 and those of the Americans with Disabilities Act (ADA) of 1990. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087, in 2227 Dunford Hall, or via email at [ods@utk.edu](mailto:ods@utk.edu) to coordinate reasonable accommodations for students with documented disabilities.

**CCI Diversity Statement** (College of Communication and Information Bylaws, Section II-C)

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](http://www.cci.utk.edu/diversity-statement).

**Technology**

This is an online synchronous class that requires you to be comfortable with different technologies, including Online@UT (Blackboard Learn, Blackboard Collaborate), the Internet and World Wide Web, word processing, presentation software, and some social media applications, such as blogs. There are 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.

Please be sure your computer is equipped with a microphone of some sort, as you will be making presentations in this course.

For additional information or support:

- Technology at SIS – The Essentials: [www.sis.utk.edu/computing](http://www.sis.utk.edu/computing)
- LiveOnline@UT – Blackboard Support:  
[oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx](http://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx)
- UT Technology Training: [oit.utk.edu/Training/Pages/default.aspx](http://oit.utk.edu/Training/Pages/default.aspx)

### **Evaluation Criteria**

- Class participation (includes posting brief biography and participating in weekly class discussions at Blackboard) -- **10%**
- Weekly picture book lists (30 picture books a week) -- **40%**
- Best-100 list – **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**

100-93	A	Excellent
92-86	B+	Very Good
85-80	B	Good
79-75	C+	Satisfactory

### **Policy on Academic Integrity**

All submitted work must be the student's own. 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 an "F" grade for the course. Other penalties may be levied in accordance with university regulations, as stated in *Hilltopics*.

### **Class Participation (Note: The honorable Dr. Cindy Welch gets credit for 90% of this wording...)-**

Active class participation is different than simply class participation. You must do more than show up for class. You will be present and engaged during and after class, start and contribute to posts on Blackboard, or bring related materials to the attention of the instructor or your fellow students. Blackboard 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 discuss in more detail on the first night of class how 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 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.

Picture books are a fascinating art form. There's so much to discuss and share. Don't be shy! Let's do this.

### **Class Attendance Policy**

Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. If you do miss class, be sure to listen to the archived lecture/discussion. Let me know if you have questions.

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Blackboard.

### **Note on Academic Honesty**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., carelessness), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses.

Specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval;
- 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 source on writing research reports, such as "Section 34," Harborage College Handbook (Hodges Library, Reference: PE 1112 .H6 [latest edition]). Infractions of academic

integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

## **Assignments**

**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.

### **Weekly Picture Book Evaluations:**

We will talk about this in class, but let me say here: I cannot stress enough that my top 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 Lists.docx" to guide you.

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 last day of the course:**

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:**

Locate the Caldecott Medal-winning books and Honor books for one decade from 1940 to 2010. 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 Blackboard 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.

## **Schedule**

### **June 3**

- Our group: Bios and introductions
- Syllabus and review of assignments
- Lecture: Picture book basics:

- What is a picture book?
- Why picture books?

### **June 10**

- Lecture: “Anatomy of a Picture Book”
- Caldecott presentation – The Naughts

### **June 17**

- Lecture: Selection Tools and Awards
- Guest speakers: Dean Schneider and Robin Smith
- Caldecott presentation – The 1990s

### **June 24**

- Lecture: Books of Information
- Caldecott Presentation – The 1980s

### **July 1 -- No synchronous class meeting**

- Reading Evaluation Lists due on Blackboard for June 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup>, and 24<sup>th</sup> – and July 1<sup>st</sup>

### **July 8**

- Lecture: Poetry
- Caldecott Presentation – The 1970s

### **July 15**

- Lecture: Folktales, Fairy Tales, Fables, etc.
- Caldecott presentation – The 1960s

### **July 22**

- Lecture: Multicultural books
- Caldecott presentation – The 1950s

### **July 29 --**

- Lecture: International Books
- Caldecott presentation: The 1940s

### **August 5**

- Reading Evaluation Lists due on Blackboard for July 8<sup>th</sup>, 15<sup>th</sup>, 22<sup>nd</sup>, and 29<sup>th</sup> – and August 5<sup>th</sup>
- Conclusion: What I Want You to Take Away
- Best-100 lists due on Blackboard