

Fall 2018

INSC330: Books and Related Materials for Children

The School of Information Sciences

The University of Tennessee

Class Meetings: Asynchronous

*ZOOM Course ID/Link

UTK Syllabus, Provost's Office:

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

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COURSE DESCRIPTION

Students enrolled in IS 330 will actively read, discuss and write about a variety of materials and resources suitable for children from birth to age 14. Students will also develop criteria for selecting books and materials that encourage reading in the classroom as well as during leisure time.

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.

STUDENT OUTCOMES:

This is a reading and writing intensive class. The role of excellent children's literature in education, both for teachers and for library resource specialists, is invaluable, and by completing this course you will have a solid background in this topic.

By the end of the courses, students will be able to:

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

COURSE DESIGN

IS330 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.).

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 communication will be through discussion boards and emails.

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.

REQUIRED TEXTS:

Textbook

Lukens, R. J.; Smith, J.J., & Coffel, C.M. (2013). **Ninth** edition. *A critical handbook of children's literature*. Boston: Pearson.

Trade Books (listed in the order they will be read)

White, E. B. (1952). *Charlotte's Web*. New York, NY: HarperCollins.

Ryan, Pam Munoz (2000). *Esperanza Rising*. New York, NY: Scholastic Press.

Williams-Garcia, R. (2010). *One Crazy Summer*. New York, NY: Amistad.

Lobel, Arnold (1979). *Frog and Toad Together*. New York, NY: HarperCollins.

Pennypacker, Sara (2006). *Clementine*.

Alexander, Kwame (2014). *Crossover*. Boston, MA: Houghton Mifflin Harcourt.

Satrapa, Marjane (2003) *Persepolis*. New York: Pantheon Books.

Yang, Gene Yuen, and Lark Pien (2009) *American born Chinese*. New York, NY: First Second.

Bridges, Ruby. (1999). *Through My Eyes*. New York, NY: Scholastic.

You will be looking closely at these books, so you may want to purchase them. 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. The required picture books are on reserve at Hodges.

COMMUNICATION

CONTACTING ME

The best ways to contact me is through email. My email is lpatric2@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. 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.

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.

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. If you are using your personal computer, be sure you are running the latest version of Java, by going to java.com and using the update button; this is free to do and will make sure the applications run effectively for you.

We will be using the Canvas software for the class lectures.

To attend class sessions, log into Canvas (Online@UT), locate this course in your "My Courses" section, select the lecture from either "Pages" or the link on the syllabus on the homepage of the course. Each one will be labeled with Week 1, Week 2, etc. The session will be available as an audio recording, illustrated by PowerPoint slides. This is true whether you use a PC or Mac platform.

The Online@UT program, also known as Canvas, will be used for many course management tasks. We'll use interaction tools such as the Discussion Boards. PowerPoint presentations from the class sessions will be posted under the Home Page Syllabus and Assignments link, in the appropriate folder.

There are many resources available on Canvas and it's worth exploring to see what's there. There's a student help section, labeled Resources, which has links to some excellent resources, including information about taking an online course, using Canvas. I highly recommend taking a look at this section at the beginning of this course.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom 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

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 on the homepage.
- **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.

- **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. Canvas provides 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.

CLASS PARTICIPATION: INTERACTIVE ACTIVITIES

In our online environment, class participation will occur using the interactive tools available on the Blackboard site. The Discussion Blogs allow both the instructor and class members to pose and answer questions, and to share thoughts or ideas with the group. Participation in these blogs (replying to other students’ responses, posing questions, etc.) could result in the difference between letter grades at the end of the semester if you are close to a higher 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 <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>, p. 15 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. 73:

"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

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 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. You can find excellent guidance on using APA at <http://owl.english.purdue.edu/owl/resource/560/01/>. If you use someone's words or ideas without attribution - that's plagiarism. Remember, plagiarism is a violation of scholarly and professional ethics and University policy; don't do it! **If you cheat or plagiarize, you will fail the course** and could face further penalties in accordance with University regulations. Further information is available in Hill Topics, the UTK student handbook and on our class Blackboard site, under For Students.

I will also be talking about this topic in the first lecture, since sometimes it doesn't seem clear what's plagiarism and what's not. But a good rule for yourself is - if you're not sure, go ahead and provide the citation.

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 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: 1000

Breakdown of assignment points

1. Introduction		
a. Introduction Blog Post		4 pts
2. First Exam		200 points
3. Second Exam		200 points
4. Lukens Response Papers (4 x 75 pts. ea.)		300 points
5. Reading/Viewing Responses (5 total)		100 points
6. Video Project		120 points
7. Participation:		76 points total
Blog Posts (4 x 5 pts each=20 pts)		
Lectures (14 x 4 pts each= 56 pts)		
=====		
		1,000 points

SUBMISSION OF GRADED ASSIGNMENTS

Graded assignments should be submitted through our Canvas site. A link to directions for how to do this will be provided. 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: Patrick_Lukens Paper Charlotte’s Web. Also, on the document itself, include your name, the assignment name, the class number (IS 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.

PREPARATION OF WRITTEN WORK

- I prefer that you use either APA or MLA documentation styles.
- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).
- All assignments must be word-processed and **include your name**, date, and class number.

DUE DATES AND LATE ASSIGNMENTS

The due dates for all assignments are posted in the course calendar and on the assignments.

Late Assignments

Late assignments won't necessarily be accepted or get full credit but if you notify me in advance and get my permission your chances are much greater. In most cases, assignments turned in late *with prior permission* will be reduced by some amount of points that will be established at the time. This will depend in part on how late the assignment is.

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

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale on pp. 5-6 of the syllabus for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

EVALUATION

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. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

ASSIGNMENTS: DESCRIPTION

The next section of the syllabus has an initial course calendar. There will probably be changes and adjustments as the semester progresses, but I'll give you plenty of notice if or when that happens. **Whenever you see the word Due, followed by the name of an assignment in the assignment box, it means that assignment is due by 11:59 p.m. of the next Wednesday.** For example, Week 1 shows that the Introduction assignment is due. That means it's due by Wednesday August 29 at 11:59 p.m.

Week	Date	Lecture Subjects	Reading	Assignments	Points
1	8/23-8/29	Introductions	Lukens - Preface	Introduction Discussion	4
		Review Syllabus	Lukens - To the Reader	Week 1 Lecture	4
		Plagiarism	Lukens - Chapter 1		
		Quality Children's Literature	Course Syllabus		
		Reader's Response	<i>Charlotte's Web</i>		
2	8/30-9/5	History of Children's Literature	Lukens - Appendix A	Week 2 Discussion	5
		Awards	Lukens - Chapter 2, pg 15-19	Week 2 Lecture	4
		Multicultural and Diverse Literature	Additional links		
3	9/6-9/12	Character	Lukens, Chapter 5	Week 3 Lecture	4
		Narrative	Lukens, Chapter 6		
			Additional Links		

4	9/13-9/19	Setting	Lukens, Chapter 7	Lukens Paper <i>Charlotte's Web</i>	75
		Theme	Lukens, Chapter 10	Week 4 Discussion	5
		Reader's Response Theory	Additional links	Week 4 Lecture	
5	9/20-9/26	Style	Lukens Chapter 8	Revisions on <i>Charlotte's Web</i> Lukens Response	
		Tone	Lukens Chapter 9	Week 5 Lecture	4
		Point of View	Additional links		
		Booktalks			
6	9/27-10/3	Picture Books	Lukens, Chapter 3	Lukens Paper <i>Esperanza Rising</i>	75
		Concept Books	Additional links	Week 6 Lecture	4
		Reading Aloud to Children	<i>Clementine</i>		
7	10/4-10/10	Transitional Readers	<i>Frog and Toad Together</i>	Week 7 Lecture	4
		Easy Readers	Additional links		
		Literature in the lives of children			
8	10/11-10/17	No Lecture	<i>One Crazy Summer</i>	Exam 1	200
				Reader's Responses Young Readers	50
9	10/18-10/24	Reading Incentive Programs	Additional links	Lukens Paper <i>One Crazy Summer</i>	75
		AV for Children	Lukens Chapter 4, 76-82	Week 9 Lecture	4
		Traditional Literature			
		Storytelling for Children			
10	10/25-10/31	Science	Lukens Chapter	Week 10	5

		Fiction	4, 83-85	Discussion	
		Fantasy	Additional links	Week 10 Lecture	4
		Series	<i>Crossover</i>		
11	11/1-11/7	YA Literature	Lukens, Chapter 2, 19-40	Lukens Paper <i>Crossover</i>	75
		Challenges	<i>Persepolis</i>	Week 11 Lecture	4
		Graphic Novels			
12	11/8-11/14	Poetry	Lukens, Chapter 11	Reader's Response on <i>Persepolis</i>	30
		Literature for Middle Grades	Additional Links	Week 12 Lecture	4
13	11/15-11/21	Historical Fiction	Lukens, Chapter 4, 93-97	Video Project	120
		Biographies	Lukens, Chapter 12	Week 13 Lecture	4
			Additional Links		
			<i>Through My Eyes</i>		
14	11/22-11/28	Modern Realism	Lukens Chapter 4, 88-93	Reader's Response Biography	20
		Humorous Fiction	Additional links	Week 14 Lecture	4
		Mysteries	<i>American Born Chinese</i>		
15	11/29-12/5	Informational Books	Lukens, Chapter 13	Week 15 Discussion	5
		Online Resources	Lukens, Chapter 14	Week 15 Lecture	4
		Creating a Literature-Rich Classroom	Additional links		
16	12/6-12/12	No Lecture	Final Exam Guide 	Exam 2	200

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.