



INSC 571 COURSE SYLLABUS

**INSC 571 – Children’s Materials
Sections 1 (CRN 20103) and 2 (CRN 20104)
School of Information Sciences – Spring 2018
Wednesdays, 6:30-9:10 p.m. (EST)**

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Updated on 12/19/2017

COURSE DESCRIPTION AND VALUE PROPOSITION

Critical survey of diverse children’s materials, for birth through age 12, in all formats and genres, including print, digital, and multimodal. Emphasis on evaluation, selection, and recreational or curricular use in school and public libraries.

Children’s literature (the “resources” in the title) is at the heart of what we do as youth librarians. We base programming, provide services, and create living collections using it. 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 serve you the rest of your careers. On a more practical note, every children’s librarian’s job requires this knowledge so you are making yourself more employable by taking the class.

There is a separate young adult resources and services class so we will restrict ourselves to considering literature for children from birth through the young side of age twelve. Young adult and adult titles are outside the bounds of our class.

STUDENT LEARNING OUTCOMES

You will be able to:

- Discuss the evolution of children’s literature and how it is a social and cultural product;
- Articulate genre characteristics and discuss how they may be used to connect children and their literature (in whatever form it takes);
- Analyze the literary strengths and weaknesses of a particular work;
- Demonstrate how to use books and other media for recreation as well as for curricular support;
- Articulate how to build and manage a successful children’s literature collection in a school or public library;
- Articulate trends in children’s literature;
- Utilize professional resources in order to stay abreast of new publications, trends, and media related to children’s literature.

HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, and engage equally with your peers and with me.

TEXTS FOR THE COURSE

Required Texts

- Bang, Molly. 2016. *Picture This: How Pictures Work*. San Francisco: Chronicle Books.
- Sendak, Maurice. (1963) 1988. *Where the Wild Things Are*. New York: HarperCollins.
- White, E.B. (1952) 2004. *Charlotte's Web*. New York: HarperCollins.

Additional Texts

One of the purposes of this course is to expose you to a wide range of literature written for and about children, birth through age **twelve**. This is a course with a heavy reading load and there will be quite a bit of outside reading required for successful completion of the course. Individual texts have not been required because there are usually many different titles that can be called upon to illustrate or support the concepts we discuss in class. **Be prepared to make frequent visits to libraries and/or bookstores of your choice, in order to do the additional reading.**

LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important.

My approach to teaching is based on Malcolm Knowles' view of adults as learners, and on John Dewey's ideas about active (versus passive) learning. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You are interested in creating a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

There are several different kinds of learning activities in this class, including but not limited to papers, group work, polls or surveys, presentations, and lectures. You can realistically expect to spend three hours outside of class for each hour of in-class time. Instructional techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections and analysis through blogs and discussion board postings. Class sessions are 2 hours and 40 minutes long, including a break (usually 10 minutes).

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. 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 strongest Internet connection available in your area.

For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
 - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>
 - There’s a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source of online training support, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, 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.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv (UTKSIS-L@LISTSERV.UTK.EDU) and at the LiveOnline@UT site (<https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx>). You’re strongly encouraged to participate each term.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Methods of Documentation for Assignments



**The Chicago Manual
of Style Online**

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages are optional, BUT always give your paper a title
- Cite everything!
- Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

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 class time on the due date. “**Prior arrangement**” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

Citizenship, Resilience, and Grit (aka active class participation)

You do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not simply

agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning **community**. Quality of thought is much more important than quantity.

UNIVERSITY POLICIES

Assessment and Evaluation

- Formative (along the way, usually ungraded)
 - Includes but is not limited to feedback during class, comments on drafts, in-class polls and clarification requests, discussion board postings and feedback
- Summative (at the end of the section, usually graded)
 - All your assignments, as posted on Canvas

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale for graduate students (see http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Point_Average) 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 13 points for a 15-point assignment, your letter grade would be $13/15 = .87 \times 100 = 87$, or a B+.

Converting Points to a Letter Grade

A	93 – 100	(4 quality points per semester hour) superior graduate student performance.
A-	90 – 92.75	(3.7 quality points per semester credit hour) intermediate 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) well below the graduate student standard.
D	60 – 69.75	(1 quality point per semester hour) clearly unsatisfactory/doesn't satisfy degree requirements.
F	0-59.75	(no quality points) extremely unsatisfactory/doesn't satisfy degree requirements.

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 "the most unusual of 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=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete.

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 miss class, listen to the archived lecture/discussion and let me know if you have questions.

Class Cancellation

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for announcements via Canvas. More information about the School's cancellation policy is available at www.sis.utk.edu/courses/guidelines.

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. 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.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, "Academic Honesty," http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

HODGES LIBRARY INFORMATION SCIENCE LIAISON



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>

COLLEGE OF COMMUNICATION & 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.

I reserve the right to revise, alter or amend this syllabus. We'll discuss any changes ahead of time, and you will always be notified in writing and/or by email of any changes.

INSC 571 – Children’s Resources & Services, Spring 2018 Weekly Schedule of Topics, Readings, and Activities

January 10: Course Introduction and Overview

Read for today

- Bruce, Allie Jane. 2016. “A Deep Conversation About Binary Thinking,” November 21, 2016, from the *Reading While White* blog, available online at readingwhilewhite.blogspot.com/2016/11/a-deep-conversation-about-binary.html, last accessed on December 28, 2016.
- Myers, Christopher. 2013. “Young Dreamers,” *Horn Book Magazine*, November/December 2013: 10-14.
- Hunt, Peter. 1999. Ch 1: “Introduction: The World of Children’s Literature Studies,” in Hunt, Peter, ed. *Understanding Children’s Literature*. New York: Routledge.
- Wolf, Shelby Anne and Shirley Brice Heath. 1992. “Prologue,” in *The Braid of Literature: Children’s Worlds of Reading*. Cambridge, MA: Harvard University Press.

DUE today

- Introduction (see Canvas for instructions)
- List your top 4 genre choices after class on the Canvas “Genre Choices” discussion board. NOTE: the discussion board will only be available from 9:30-11:00 p.m. EST TONIGHT. If you don’t choose a genre, I will assign one to you.

January 17 – Picturebooks: Techniques, Style, Media, Design

Read for today

- Bang, Molly. 2016. *Picture This: How Pictures Work*. Chronicle Books.
- Lukens, Rebecca, Smith, Jacquelin, Coffel Cynthia. 2013. Ch 3: “Picturebooks,” in *A Critical Handbook of Children’s Literature*, 9th ed. Boston: Pearson.
- Naidoo, Jamie C. 2008. “Opening Doors: Visual and Textual Analyses of Diverse Latino Subcultures in Americas Picture Books,” *Children & Libraries*, Summer/Fall 2008: 27-35.
- Sendak, Maurice. *Where the Wild Things Are*
- Sipe, Lawrence R. 2011. Ch 17: “The Art of the Picturebook,” in Wolf, Shelby A., Coats, Karen, Enciso, Patricia, and Jenkins, Christine A. (eds), *Handbook of Research on Children’s and Young Adult Literature*. New York: Routledge. **NOTE:** Also read the two “Point of Departure” pieces by picturebook illustrators Chris Raschka and David Wiesner that follow the Sipe article. You’ll be reading from p. 238-255.

January 24 – Traditional Literature

Read for today

- Sayers, Frances Clark. 1965. “Walt Disney Accused,” *Horn Book* 41 (December, 1965): 602-11. Available online at <http://www.hbook.com/1965/12/choosing-books/horn-book-magazine/walt-disney-accused/#>
- Warner, Marina. 2014. “How Fairytales Grew Up,” *The Guardian*, December 12, 2014. Available online at www.theguardian.com/books/2014/dec/12/how-fairytales-grew-up-frozen.
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DUE today

- Genre Clinic, including booktalks

January 31 – Poetry

Read for today

- Winter, Carol and Schmidt, Gary D. 2001. Ch 4: “The Delight and Wisdom of Children’s Poetry,” in *Edging the Boundaries of Children’s Literature*. Boston, MA: Allyn & Bacon.

DUE today

- Genre Clinic, including booktalks
- Picturebook Analysis

February 7 – Concept Books and Early/Easy Readers

Read for today

- Carlson, Ann D. (1996) “Concept Books and Young Children,” in Vandergrift, K. E. (ed.) *Ways of Knowing: Literature and the Intellectual Life of Children*. Scarecrow Press, Inc.

Skim for today

- Goodreads “Popular Concept Books Shelf,” available online at <https://www.goodreads.com/shelf/show/concept-books>. Goodreads is a crowdsourced list of read-alikes and recommendations. Although I’m pointing you in that direction for concept books, it is also a good place to start for any genre if you really don’t know where to begin. Take their recommendations with a grain of salt.

DUE today

- Genre Clinic, including booktalks

February 14 – Character, Plot, Theme, Setting, Point of View (POV), Style, Tone

Read for today

- Caravette, Loretta. 2011. “Portrait of the Reader as a Young Child,” *Children & Libraries*, 9(2), Summer 2011: 52-57.
- Chambers, Aidan. 1980. “The Reader in the Book,” in Chambers, Nancy, ed. *The Signal Approach to Children’s Books*. Metuchen, NJ: Scarecrow Press.
- Lukens, Rebecca, Smith, Jacquelin, Coffel Cynthia. 2013. Ch 9: “Style and Tone,” in *A Critical Handbook of Children’s Literature*, 9th ed. Boston: Pearson.
- White, E.B. *Charlotte’s Web*

VIEW as many of these as you can for today

- Charlotte’s Web comic - <http://www.scholastic.com/charlottesweb/comic/>
- Charlotte’s Web movie (2006) – 97 minutes
- Charlotte’s Web animated movie (1973) – 94 minutes

February 21 – Biographies and Autobiographies

Read for today

- Bishop, Rudine Sims. 2011. Ch 16: “African American Children’s Literature: Researching Its Development, Exploring Its Voices,” in Wolf, Shelby A., Coats, Karen, Enciso, Patricia, and Jenkins, Christine A. (eds), *Handbook of Research on Children’s and Young Adult Literature*. New York: Routledge.

- Heath, Shirley Brice. 2011. Ch 3: “The Book as Home? It All Depends,” in Wolf, Shelby A., Coats, Karen, Enciso, Patricia, and Jenkins, Christine A. (eds), *Handbook of Research on Children’s and Young Adult Literature*. New York: Routledge.

DUE today

- Genre Clinic, including booktalks
- Fiction Analysis

February 28 – Graphic Novels

Read for Today

- Goldsmith, Francisca. 2009. “A Place in the Library,” in Martha Cornog and Timothy Perper, eds., *Graphic Novels: Beyond the Basics*. Santa Barbara, CA: Libraries Unlimited.
- Hughes-Hassell, Sandra. 2010. “Supporting the Literacy Needs of African American Transitional Readers,” *Teacher Librarian*, 37(5), June 2010: 18-23.
- Nyberg, Amy Kiste. 2010. “How Librarians Learned to Love the Graphic Novel,” in Weiner, Robert G. ed., *Graphic Novels and Comics in Libraries and Archives*. Jefferson, NC: McFarland & Company.

VIEW for Today

- Evaluating Book Apps for Children: A Mini Series” (view all 4 parts, please). Found at Great Kid Books, <http://greatkidbooks.blogspot.com/2011/09/evaluating-book-apps-for-children-mini.html>

DUE today

- Genre Clinic, including booktalks

March 7 – Informational Books

Read for today

- Excerpts from Common Core Standards, read all the sections of the Introduction under Kindergarten-Grade 12 (click on it on the right-hand side navigation), available online at <http://www.corestandards.org/ELA-Literacy/>, last accessed January 14, 2017.
- Bamford, Rosemary and Kristo, Jan. 2003. Ch 2: “Choosing Quality Nonfiction Literature: Examining Aspects of Accuracy and Organization,” in Bamford & Kristo, eds. *Making Facts Come Alive: Choosing & Using Quality Nonfiction Literature K-8*, 2nd ed. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Kerper, Richard M. 2003. Ch 3: “Choosing Quality Nonfiction Literature: Examining Access Features and Visual Displays,” in Bamford, Rosemary & Kristo, Jan, eds, *Making Facts Come Alive: Choosing & Using Quality Nonfiction Literature K-8*, 2nd ed. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Kiefer, Barbara and Wilson, Melissa I. 2011. Ch 20: “Nonfiction Literature for Children: Old Assumptions and New Directions,” in Wolf, Shelby A., Coats, Karen, Enciso, Patricia, and Jenkins, Christine A. (eds), *Handbook of Research on Children’s and Young Adult Literature*. New York: Routledge.

March 14 – Spring Break – No Class

March 21 – Science Fiction; Fantasy

Read for today

- Pratchett, Terry. 1996. “Let There Be Dragons,” from Sheila Egoff, Gordon Stubbs, Ralph Ashley, and Wendy Sutton, eds., *Only Connect: Readings on Children’s Literature*. New York: Oxford University Press.
- Spencer, Rochelle. “Diversity is Magic: A Roundtable on Children’s Literature and Speculative Fiction,” November 5, 2015. *Los Angeles Review of Books*,” online at <https://lareviewofbooks.org/article/diversity-is-magic-a-roundtable-on-childrens-literature-and-speculative-fiction/#!>, accessed on December 28, 2016.
- Yolen, Jane. 1996. “Turtles All the Way Down,” from Sheila Egoff, Gordon Stubbs, Ralph Ashley, and Wendy Sutton, eds., *Only Connect: Readings on Children’s Literature*. New York: Oxford University Press.

DUE today

- Genre Clinic, including booktalks

March 28 – Mysteries and Horror

Read for today

- TBA

DUE today

- Genre Clinic, including booktalks
- Nonfiction Analysis

April 4 – Historical Fiction

Read for today

- Dorris, Michael. “Trusting the Words,” *Booklist*, June 1&15, 1993: 1820, 1822.
- Lindquist, Tarry. “Why and How I Teach with Historical Fiction,” *Instructor*, accessed online at <http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/social1.htm>
- Pavonetti, Linda M. 2004. Ch. 14: “The Evolution of Historical Fiction for Children,” in *Children’s Literature Remembered: Issues, Trends, and Favorite Books*. Westport, CT: Libraries Unlimited.

Skim for today

- *American Indians in Children’s Literature* (AICL) blog, by Debbie Reese, available online at <https://americanindiansinchildrensliterature.blogspot.com/p/about.html>. Last accessed on December 28, 2016. Read the article on the book, *A Fine Dessert*, and then anything else that catches your fancy. The article is online at <https://americanindiansinchildrensliterature.blogspot.com/search?q=fine+dessert>, last accessed on December 28, 2016.
- *Reading While White* blog, available online at readingwhilewhite.blogspot.com/. Read the Mission and FAQ sections and then skim whatever interests you. Last accessed on December 28, 2016.

DUE today

- Genre Clinic, including booktalks

April 11 – Realistic/Contemporary Fiction

Read for Today

- Harris, Violet J. 2003. Ch 11: “The Complexity of Debates about Multicultural Literature and Cultural Authenticity,” in Fox, Dana L. and Short, Kathy G. (eds) *Stories Matter: The Complexity of Cultural Authenticity in Children’s Literature*. Urbana, IL: National Council of Teachers.
- Kiefer, Barbara Z. 2009. Ch. 9: “Contemporary Realistic Fiction,” in *Charlotte Huck’s Children’s Literature*, 10th ed. Boston, MA: McGraw-Hill.
- Leland, Christine, Lewison, Mitzi, & Harste, Jerome. 2013. Ch 4: “Choosing Books: Diversity Counts,” in *Teaching Children’s Literature: It’s Critical!* New York: Routledge.

DUE today

- Genre Clinic, including booktalks

April 18 – Intellectual Freedom and Collection Development

Read for Today

- Gutman, Dan. 2010. “How I Corrupted America’s Youth.” *School Library Journal* 56(5) (May 2010): 28-31.
- Horning, Kathleen T. 2015. “Milestones for Diversity in Children’s Literature and Library Services,” *Children and Libraries* 13(3) (Fall 2015): 7-11.
- Jenkins, Christine A. Ch 32: “Censorship: Book Challenges, Challenging Books, and Young Readers.” In Shelby A. Wolf, Karen Coats, Patricia Enciso, and Christine A. Jenkins, eds. *Handbook of Research on Children’s and Young Adult Literature*. New York: Routledge. (pgs 443-454)

DUE today

- Read a banned or challenged children’s book (fiction or nonfiction) and post your thoughts on Canvas. If you need help finding a book, check here: www.ala.org/ala/issuesadvocacy/banned/frequentlychallenged/challengedbydecade/2000_2009/index.cfm
- Reading Blogs

April 25 – Technology and Reading; Course Wrap-up

Read for today

- TBA

Assignments Recap

Assignment	Points Possible	Upload thru Assignments or Post on a Discussion Board? <input type="checkbox"/>
Picturebook Analysis	20	Assignments
Fiction Analysis	20	Assignments
Nonfiction Analysis	20	Assignments
Reading Blog	20	Discussion Board (Post URL)
Genre Clinic	20	Discussion Board
Extra Credit <i>Make one or two e-trailers (1-3 minutes each) for an "essential" book or two from your genre</i>	3 points possible for 1 trailer 5 points possible for 2 trailers	Play during genre clinic week

Although you are not required to share your analyses, I strongly encourage you to also share your papers on the discussion boards after you turn them in via Canvas, so that we can maximize our exposure to and conversation about children's books and materials. Thank you!