**INSC 571 COURSE SYLLABUS**

**INSC 571 – Children’s Materials**
School of Information Sciences – Fall 2019
*Updated on 08/19/19*

**Course Sections:** 001 (CRN 52800) and 002 (CRN 52801), combined online
**Meeting Time and Place:** Wednesdays, 6:30-9:10 (EST) via Zoom
**Course Credit Hours:** 3 Graduate Hours

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**Dr. Cindy Welch,** Clinical Associate Professor
445 Communications Bldg., 1345 Circle Park Drive
Knoxville, TN 37996
Office: 865.974.7918/Fax (SIS): 865.974.4667
Email: cwelch11@utk.edu
Office Hours: By appointment

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**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 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.*

**Texts for the Course**

**Required Texts**

**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 are not required because there are many different titles that can 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.**

**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.

**SIS Program Outcomes and Assignments for the Student Learning Collection (SLC)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Associated with these SIS Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre Clinic</td>
<td>• Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts. (#5)</td>
</tr>
<tr>
<td></td>
<td>• Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)</td>
</tr>
<tr>
<td>Reading Blog</td>
<td>• Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)</td>
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<td></td>
<td>• Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information. (#6)</td>
</tr>
<tr>
<td></td>
<td>• Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)</td>
</tr>
<tr>
<td>Nonfiction Analysis Paper</td>
<td>• Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts. (#5)</td>
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<td>• Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently.</td>
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</table>
**How to be Successful in this Class**

Be present, be intellectually curious, contribute regularly to our learning community, and engage (throughout the whole semester) equally with your peers and with me.

**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. This can only happen if both students and instructor are willing to participate in the learning.

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, you still 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, so 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](http://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](https://oit.utk.edu/Pages/default.aspx)
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
LinkedIn Learning (formerly lynda.com) is a great source of online training support, with tutorials and video on everything from Google Drive to Canvas. You’ll need your UTK netid and password to check it out, at https://oit.utk.edu/training/online-training/linkedinlearning/students/.

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.

**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.

**Course Requirements, Assessment and Evaluation Methods**

**Methods of Documentation for Assignments**

- 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.*

**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 in-class discussions.
- Summative (at the end of a learning unit, 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 x 100 = 87, or a B.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Quality Points/Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>(4 points) superior graduate student performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.75</td>
<td>(3.7 quality points/semester hour) intermediate performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.75</td>
<td>(3.5 quality points/semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.75</td>
<td>(3 quality points/semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.75</td>
<td>(2.7 quality points/semester hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.75</td>
<td>(2.5 quality points/semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 77.75</td>
<td>(2 quality points/semester hour) well below the graduate student standard.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.75</td>
<td>(1 quality point/semester hour) clearly unsatisfactory/doesn’t satisfy requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0–59.75</td>
<td>(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.</td>
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You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me and must present valid documentation for why you believe you have earned a different grade. The amount of time and/or effort spent does not qualify as a valid reason for a change. 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.

Penalty for Late Work
Except by prior arrangement, 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.

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 s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

**College of Communication & Information (CCI) 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.

**University of Tennessee Title IX Statement, Mandatory Reporter**
University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

**HODGES LIBRARY INFORMATION SCIENCE ASSISTANCE**
Our Information Sciences librarian is Anna Sandelli.

*I reserve the right to revise, alter or amend this syllabus. We will discuss changes ahead of time whenever possible and you will always be notified by email and Canvas if/when changes are made.*
August 21: Course Introduction and Overview

Read for today

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.

August 28 – Picturebooks, Part 1: Techniques, Style, Media, Design
- Sendak, Maurice. Where the Wild Things Are

September 4 – Picturebooks, Part 2 (Applications); Character, Plot, Setting

Read for today and bring these books to class
- Macaulay, David. Black and White
- Marshall, James. Miss Nelson is Missing
- Sendak, Maurice. Where the Wild Things Are
- White, E.B. Charlotte’s Web
- Wiesner, David. Tuesday
- Yolen, Jane. Owl Moon
- Zelinsky, Paul. Rapunzel
September 11 – Traditional Literature

Read for today

DUE today
- Genre Clinic, including booktalks

September 18 – Poetry

Read for today

DUE today
- Genre Clinic, including booktalks
- Picturebook Analysis

September 25 – Concept Books and Early/Easy Readers

Read for today

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

October 2 – Character, Plot, Setting (review); Theme, Point of View (POV), Style, Tone

Read for today
- White, E.B. Charlotte’s Web

VIEW as many of these as you can for today
- Charlotte’s Web movie (2006) – 97 minutes
• Charlotte’s Web animated movie (1973) – 94 minutes

October 9 – Biographies and Autobiographies

Read for today

DUE today
• Genre Clinic, including booktalks

October 16 – Graphic Novels

Read for Today

VIEW for Today

DUE today
• Genre Clinic, including booktalks
• Fiction Analysis

October 23 – Informational Books

Read for today

DUE today
• Genre Clinic, including booktalks
October 30 – Science Fiction; Fantasy

Read for today


DUE today

- Genre Clinic, including booktalks

November 6 – Mysteries and Horror

Read for today

- TBA

DUE today

- Genre Clinic, including booktalks
- Nonfiction Analysis

November 13 – Historical Fiction

Read for today


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
November 20 – Realistic/Contemporary Fiction

Read for Today

Spend some time for today
- WNDB, “We Need Diverse Books,” online at https://diversebooks.org. Read some articles, blog entries on this site.

DUE today
- Genre Clinic, including booktalks

November 27 – Thanksgiving Break (no class)

December 4 – Intellectual Freedom and Collection Development; Course Wrap-up

Read for Today

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
## Assignments Recap

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Upload thru Assignments or Post on a Discussion Board?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picturebook Analysis</td>
<td>20</td>
<td>Assignments</td>
</tr>
<tr>
<td>Fiction Analysis</td>
<td>20</td>
<td>Assignments</td>
</tr>
<tr>
<td>Nonfiction Analysis</td>
<td>20</td>
<td>Assignments</td>
</tr>
<tr>
<td>Reading Blog</td>
<td>20</td>
<td>Discussion Board (Post URL)</td>
</tr>
<tr>
<td>Genre Clinic</td>
<td>20</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1: Make one or two e-trailers (1-3 minutes each) for an “essential” book or two from your genre</td>
<td>3 points possible for 1 trailer 5 points possible for 2 trailers</td>
<td>Share during genre clinic week</td>
</tr>
<tr>
<td>Option 2: Submit a “gamify 571” proposal to Dr. Welch (details on Canvas)</td>
<td>5 points possible for creative, thoughtful proposal</td>
<td>Email to Dr. Welch by final day of class</td>
</tr>
</tbody>
</table>

Note: Although you are not *required* to share your analyses, I strongly encourage you to post 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!