

# UTK SIS: INSC 577

## COURSE INFORMATION

INSC 577: Picture Books Across the Curriculum, Summer 2021  
University of Tennessee, Knoxville  
Class Meetings: Thursdays, 6:30 to 9:10 PM EDT (Zoom)

Zoom link:

<https://tennessee.zoom.us/j/92111596396?pwd=d2RPVTEyOGtSWjZlMGZMRzFubWVJZz09>

### Faculty Contact Information

- Julie Danielson
- jdaniels@utk.edu
- Located in Murfreesboro, Tennessee
- (615) 967-7207
- sevenimpossiblethings.org
- Office hours: Virtual and by appointment



### SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

### Welcome Statement

I am so pleased you have signed up for this course. I am excited for us all to dive into the world of picture books this summer. We will read a lot of them during our time together, and I hope you are ready to engage in some discussions about sharing picture books with young patrons.

## COURSE INFORMATION

### Catalog 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.

## **Additional Information**

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. This course provides a broad exposure to picture books — I ask you to read 200 of them over the course of the summer — and it is reading- and discussion-intensive. It is less writing-intensive than other graduate courses.

## **Student Learning 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.
- Compiling and sharing book lists of titles and ideas for teaching.

## **Course Design**

The course, delivered synchronously via Zoom, 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.

## **Recommended Texts**

Please use APA style of writing.

# COMMUNICATION

## **Email**

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).

## **Instructor Availability**

Please reach out to me via email any time if you have any questions, concerns, or feedback and/or if you want to schedule a meeting with me. Email is the best way to reach me. You can expect a response within 24 hours (though I kindly request some wiggle room on Saturdays). If it is urgent, you are welcome to call my cell number listed above.

## COMPUTING REQUIREMENTS AND RESOURCES

### 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 to ensure you're made aware of course-related information. 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.

### Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: [sis.utk.edu/techintro](http://sis.utk.edu/techintro).

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

### Course Resources

We will use [Canvas](#) for our learning platform and Zoom to connect. If you need guidance with Zoom, please visit [this page](#) at the university's site.

## COURSE ATTENDANCE AND PARTICIPATION POLICIES

### Learner Expectations

- Be willing to immerse yourself in picture book-reading this summer and engage in reflective thinking about them.
- Let me know immediately if you are having trouble accessing picture books for your "weekly" readings (the 200 I want you to read this summer).
- Come to class on time.
- Let me know in advance if you will miss a class.
- Be attentive and engaged in class. I will remember (as an introvert myself) that some people feel more comfortable speaking up than others do, but Zoom also allows for typed chats.
- Refrain from looking at websites not related to class; your cell phone; social media; etc. during our time together.
- Spend an adequate amount of time on the assignments each week. As a rule, graduate students can realistically expect to spend three hours outside of class for each hour of in-class time.

- Display tolerance and respect in all communication. Treat one another with dignity. Allow everyone to share their ideas and carefully consider their input. No one should ever be put down for their contributions. Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. (See the ALSC Community Agreement I will post at Canvas.)
- Abide by the [UT Honor Code](#).
- Maintain the highest standards of academic integrity.
- I would love to see your faces, but cameras in our Zoom sessions are always optional.
- Please, unless it's unavoidable, try not to call into class via your cell phone. Log in via a computer so that it will be easier to navigate Zoom settings and see PPT slides.
- Please go into Canvas notification settings and adjust them so that you receive Canvas announcements via email.
- When needed, seek help. Reach out to me.

### **Instructor Expectations**

Instruction techniques will include lectures, peer-to-peer teaching through presentations and break-out room discussions, and personal reflections through discussion board postings. Class sessions are 2 hours and 40 minutes long, including at least one 10-minute break.

What you can expect from me as your instructor:

- **“Office” hours:** Please email me if you'd like to schedule a Zoom call (or regular phone call) to discuss anything, and we can schedule a meeting right away.
- **Communication (timing):** I will be online and available every weekday. All questions will receive a response within 24 hours, as I check email multiple times each weekday. I will check in once each day over the weekend. Please give me some wiggle room on Saturdays.
- **Class time (timing):** I will log in to each of our Thursday night Zoom sessions 15 minutes early — earlier, if possible. I can be available afterwards for any questions, comments, and/or feedback.
- **Communication (methods):** I will use either the email tool within Canvas to send email to individual students or to the class as a whole, or I will use my UT account (jdaniels@utk.edu). I will also periodically post announcements in our Canvas course.
- **Grading:** I will give you feedback on your assignments within seven days.
- **I will be prepared for all classes.**
- **I will evaluate my students fairly and equitably.**
- **I will be respectful of all students.**
- **I strive to create and facilitate meaning learning activities.**
- **I will behave according to the university's [Code of Conduct](#).**
- **Course engagement:** I look forward to discussing picture books with you this summer. I will try to limit lectures every week to approximately one hour. I have a lot I want to teach you, but I know it is easy to get Zoom-overloaded. We will also have discussions in break-out groups, and I will be hearing from you all via your group presentations. I will be active and engaged in discussions and hope you will strive to do the same.

## Attendance and Participation

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.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade.

**Contact me as soon as possible if you cannot attend class.** Students are expected to give adequate advanced notice of an excused absence, make up the missed work, and make every effort to avoid a class conflict. 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
- 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
- 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.

I cannot control what you do during our Zoom sessions, but please remember: If you use class time for work other than our work in this Summer 2021 community during which we are learning together about picture books — any online activities that keep you from paying

attention to our Zoom meeting — then you are not only considered *not* in full attendance, but you are robbing yourself of detailed learning in this course and the opportunity to connect with your classmates. Let's all give picture books our full attention this summer!

### **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 [utk.edu](http://utk.edu). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

## **ADDITIONAL POLICIES AND POINTS OF INFORMATION**

### **Disabilities That May Impede Learning**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087 or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

### **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: [civility.utk.edu](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.

### **Instructor Status as a Title IX 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](http://titleix.utk.edu).

## ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

### Academic Integrity

Students should be familiar and maintain their *Academic Integrity*, described in [hilltopics.utk.edu/academics](http://hilltopics.utk.edu/academics), 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** ([hilltopics.utk.edu/student-code-of-conduct](http://hilltopics.utk.edu/student-code-of-conduct), Section X. Honor Statement): *"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 [research.utk.edu/tag/plagiarism](http://research.utk.edu/tag/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, and quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

### **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. I will download the submissions from Canvas early the next morning. **I will *only* download assignments from Canvas *once*.** Therefore, 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 200 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 always communicate with you about your work.

### **Evaluation**

- Class participation/weekly readings (includes participating in weekly class discussions at Canvas) – **20%**



- Weekly picture book lists (which add up to 200 total books this summer) -- **30%**
- Best 50 list with foreword-- **30%**
- Presentation (bodies of work) -- **20%**

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(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 have informed how I teach this course. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

## Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment	MSIS Program Outcome
Discussion board and weekly readings	
Weekly picture book readings	Outcome 4
Best 50 list w/foreword	Outcome 3
Presentations (bodies of work)	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment</b>	<b>Value</b>	<b>Due Date</b>
Discussion board and weekly readings	20% of grade	[weekly]
Weekly picture book readings	30% of grade	July 1 and July 29
Best 50 list w/foreword	30% of grade	July 29
Presentations (bodies of work )	20% of grade	[July 1, July 8, or July 15]
<b>TOTAL</b>	<b>100</b>	

**Discussion board and weekly readings (20% of your total grade):**

Please check weekly the Discussion Board link at Canvas to read the discussion question assigned for the week. 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 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.

You will also see at the weekly schedule that I have assigned readings for each week. These are thought pieces, essays, articles, etc. by scholars and practitioners in the field. You will learn a lot about picture books from these pieces. I’d like for you to incorporate what you learn from these writings into class discussions, your discussion board responses, and the foreword for your Best 50 list.

**Weekly picture book readings (30% of grade – two due dates are July 1 and July 29):**

Read 200 picture books of your choosing in this summer course. This ends up being about 20 picture books a week for the entire time we meet. Please use the picture book resource list I will provide at Canvas to guide you. Please also do your best to vary your choices so that you are incorporating diversity in terms of audience, author/illustrator, subject matter,

point of view, etc. Important note: *There are only two due dates for these; you do NOT have to turn in your weekly readings on a weekly basis. We will discuss this the first night of class.*

You will create a simple blog for noting these titles. In your professional lives as librarians, you will need to know how to engage with online platforms and electronic formats such as this, and will you find that they are helpful for tracking your own reading.

Provide the following information about each book:

- Cover image
- Title
- Author
- Illustrator
- Publisher
- Publication year
- Brief Summary
- Ideas for using this book in classroom or library – that is, brief notes on curriculum connections, etc. (Imagine you're working in a school library, collaborating with teachers. You would use these notes to help you find just the right books they seek for a particular curricular need.)
- Whatever additional notes you'd like to add about this book and why you liked or didn't like it. Please remember to avoid the "arguments from parenthood" we discussed on the first night. Respond to the book critically, instead of leaning too heavily on more personal likes or dislikes (and instead of relying upon words like "cute" or "adorable" alone). Imagine that your colleagues will read this site one day. Imagine it as a professional tool.

The goal is for you 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 50 list.

Since my goal for you in this course is to read as many picture books as possible in one summer, this assignment and the Best 50 list are weighed the heaviest.

**Best 50 list w/foreword – due on July 29, last day of the course (30% of grade):**

Select 50 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.

In a Word doc, list the 50 books. Please include title, author, and illustrator. 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. What made this book stand out for you?

Prepare a foreword for your Best 50 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. Use what you've learned from your weekly readings too. At least 1,000 words (roughly) for this foreword 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.) If you cite any readings, please use the APA style.

**Presentations on bodies of work — either July 1, July 8, or July 15 (20% of grade):**

You will work in a group to present about the body of work of a picture book illustrator or author-illustrator from a list I will provide at Canvas. Study a collection of their books and tell us how they use design, artistic style, art-text interplay, etc. to create meaning. Does this illustrator work with one particular medium more often than others (i.e., watercolors, charcoals, etc.)? Do they tend to do fiction, nonfiction, or both? Note themes in their work. What awards/honors, if any, have they received? What makes their work distinctive?

Gather biographical information, interviews, and articles about their life and body of work. Consider the decade(s) which they worked and published. How did that influence their work, if at all?

Please remember that an *overview* is sufficient. Imagine that a teacher is doing an illustrator study about this person. How can you be of assistance? What can you tell the teacher about this artist's work, their style, significant themes, etc.? If you have any ideas for using this book in the classroom, please include those.

Find as a group your own entry point to analyze and create your slant for your presentation. Please decide as a group how you will divide the work and who will present.

30-minute oral presentations will include:

- A visual presentation (a PowerPoint presentation) that includes your thoughts/reflections. If you want to get creative and do something beyond a PowerPoint presentation, by all means, ask.
- Cover image and illustrations or spreads (if you can find any) from the books you include.

Please 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.