University of Kentucky
School of Library & Information Science (SLIS)

Youth Literature for a Diverse Society
LIS690.220 – Summer II
June 9 – August 4, 2011

Instructor
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Office Hours
• By Appointment
• If you need to reach me or schedule an appointment, contact me via e-mail.

Class Information
• Online via Blackboard (Bb)
• Youthlitmatters Wiki

COURSE INFORMATION

Course Description
A survey and historical study of multicultural literature for youth of all ages. Students will engage in extensive reading, evaluation, and discussion of literature and the issues related to developing an understanding of various cultures and special populations. Prerequisite: None, though Children’s Literature (LIS610 or comparable) is recommended.

Course Objectives
• To become aware of and familiar with a wide variety of multicultural literature for youth.
• To develop competencies in the exploration and critical evaluation of multicultural materials for youth.
• To develop an understanding of both literature written about a culture and literature written for a culture.
• To learn to meet the personal and intellectual requirements and interests of youth of various ethnic backgrounds and special populations.
• To develop competencies in selecting and presenting books and stories for the purpose of motivating young people from various backgrounds to enjoy literature and to become lifelong readers.
• To develop an understanding of the potential uses of multicultural books in public and school library programming.
• To develop an awareness of multimedia materials and how they can promote literacy and encourage reading.
• To become familiar with selection aids and other sources of information about multicultural books for youth.
Course Overview
To complete this course, students will read a wide variety of children’s literature from across cultures, and experience media related to the literature. To meet the course objectives, students will complete a variety of course projects and engage in extensive discussion.

Required Reading


See the Youthlitmatters Wiki for the Reading List.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Integration of Syllabus with UK Educator Preparation Unit Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

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STUDENT EVALUATION

Grading Parameters

- Participation – 40% (200 points)
- Freedom Writers Project – 30%
- Collection Development Project – 30%

Grading Rubric (See Submission of Course Assignments for details.)

- Files with incorrect naming scheme: -5 points
- Projects submitted without student’s name and course information: -5 points
- Work with more than 4 spelling or major grammatical errors: -20 points minimum
- Unexcused late work: will NOT accepted
- Incomplete or missing citations (this includes proper in-text citations): -10 points
- Deductions for assignments that do not meet the minimum requirements will vary.

Grading Scale

- 90% – 100% = A (Exceptional)
- 80% – 89% = B (High)
- 70% – 79% = C (Average)
- 0% – 69% = E (Failing)

Please note that grades will not appear in you’re My Grades area in Blackboard until grades for each assignment or exam are final for everyone.

Participation

Class participation is an important component of your grade for this class. The due dates for required discussion posts will be posted in the appropriate Blackboard forums. Credit will not be given for late responses. To receive credit for discussion posts you must use proper English and punctuation. Your discussion posts must be substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with the author” is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work.

Please note that discussion questions will be posted in the graded discussion forum when that the module opens. It is the student’s responsibility to use the Subscribe feature for each discussion forum and to monitor e-mail and/or the discussion board for new questions and posts.

Absences/Attendance

Although this is an online course, regular attendance is expected. This means that you should be logging into the class on a regular basis, at least every 3 days is a good guideline (everyday for summer courses). Blackboard allows for tracking of student performance. If you are not logging in to read the discussion forums, other posted readings, and submitting assignments on time, your participation grade will be adversely affected.

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Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask questions. It is the student’s responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

Submission of Course Assignments
IMPORTANT: Unless otherwise indicated, all assignments are to be submitted electronically via Blackboard by 9:00 AM on the date indicated on the course schedule.

The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). APA (6th edition) formatting is required for citations. Detailed expectations will be provided in Blackboard.

Unless otherwise indicated, if you send me an assignment electronically it must be submitted as Word (or comparable) document. While documents with .doc or .docx extensions are preferred, .rtf and .txt are also acceptable. Microsoft Office products are free for students. Click https://iweb.uky.edu/MSDownload/ to download. All documents must be written in either 12-point Times New Roman or 12-point Arial (other similar fonts are acceptable) with 1-inch margins. Please use single-line spacing unless otherwise indicated. Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of the English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical, and to use the AutoCorrect feature to assist you (e.g., I have it set so that if I type lit, the word “literature” results). Please proof your work and ask someone else to as well.

Full names and course information must be included on the first page of all documents submitted for course credit. Please include your last name and page numbers on all subsequent pages. If you are submitting your assignments electronically, please use the following naming scheme for your files LastnameFirstInitial_DueDate (month and day only). For example, JohnsonT_0619.doc or SmithB_0705.doc. Incorrectly named files will lower your grade.

Late Work
It is expected that you will submit course assignments on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, let Dr. Reynolds know before the due date. Late assignments will not be accepted without prior approval.

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ACADEMIC STANDARDS

Academic Integrity
All of your work for this class is expected to be original work. You may not use work submitted for a grade in another class or collaborate with anyone unless required for completion of the assignment. Proper citations are expected for all sources used for any course work. Please review the University’s plagiarism policy.
http://www.uky.edu/StudentAffairs/Code/part1.html
http://www.uky.edu/Ombud/Plagiarism.pdf
http://www.uky.edu/StudentAffairs/Code/part2.html (section 6.3.1)

Disability Accommodation
Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.

Incompletes
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students (for the purpose of this online course, this means all students) are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. For both Windows and Mac users, Mozilla Firefox 3.6.17 is browser/ version currently recommended by UK’s Blackboard administrators.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859–257–8272

Information Technology Customer Service Center (UKIT)

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Information on Distance Learning Library Services

http://www.uky.edu/Libraries/DLLS

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6)
- Email: dllservice@email.uky.edu

COURSE SCHEDULE
(Subject to change)

<table>
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| Module A: Tolerance vs Acceptance: Good, bad or indifferent?  
  - Read SM, Part I; MCL, Part I; Reading list Group A* | 6.09 – 6.15 |
| Module B: Diversity: What’s race got to do with it?  
  - Read SM, Part II; MCL, Chapter 6; Reading list Group B* | 6.16 – 6.22 |
| Module C: “Special” populations: Should we single them out?  
  - Read MCL, Chapter 9; Reading list Group C* | 6.23 – 6.29 |
| Module D: From the inside looking out: The immigrant experience  
  - Read MCL, Chapter 7; Reading list Group D* | 6.30 – 7.06 |
| Module E: LGBTQA: Getting beyond the initials  
  - Read MCL, Chapter 5; Reading list Group E* | 7.07 – 7.13 |
| Module F: Mirrors & Windows: Seeing others, seeing ourselves  
  - Read SM, Part III; MCL, Chapter 8; Reading list Group F* | 7.14 – 7.20 |
| Module G: Cultural authenticity: Where does understanding begin?  
  - Read SM, Parts IV & V; Reading list Group G* | 7.21 – 7.27 |
| Module H: Looking forward: Where do we go from here?  
  - Read MCL, Chapters 4 & 10 | 7.28 – 8.04 |

*See the Youthlitmatters Wiki for the Reading List.

COURSE DISCUSSION

Discussion questions will be posted on the first day of each module period. In order to facilitate discussion, students should have read all of the required readings prior to the module opening date, and utilize the text readings and the youth literature to respond to the questions. Each question is worth 25 points. Please see the instructions in Blackboard for complete discussion requirements. Discussion grades will be posted after the completion of each module. Failure to fully participate will dramatically impact the final course grade.
COURSE PROJECTS

Notes for both projects: While your projects may include materials that are not contemporary, please avoid using out-of-print or dated materials that are not readily available. For those who are creating a fictitious library for the collection development project, do not include materials that are not available for purchase. For those using an existing library, check Worldcat.org for availability.

Collection Development Project – DUE July 7, 2011, 9am
Pick a library for which to develop a collection for a particular culture. You may make up a library, choose the library you work in, or the library you use.
• Provide a description of your library and describe the population for which you are developing the collection and the demographics of the community. (200-300 words)
• Justify the need for improving the diversity of the collection. Why does the current collection not meet the needs of the community? (150-200 words)
• Provide an APA-formatted bibliography of your choices for the collection. Annotations are not necessary, but you must briefly explain why you are including each item. (approximately 100 words each)
• You should include some multimedia materials (e.g., audio books, DVDs).
• There is not a requirement for number of items, but you may only spend $750.
• You may use titles from the course reading list, but not more than a few.
• Use Amazon.com or similar for your prices (do not worry about shipping costs).

Freedom Writers Project – DUE August 4, 2011, 9am
This project requires that you watch the movie The Freedom Writers.
Choose a main youth character from the movie for whom to develop a reading guide. Develop of bibliography of 8-10 titles appropriate for the character, including a description of each (a sample entry will be provided in Blackboard).
Provide 2-3 appropriate websites with descriptions.
Provide a brief summary describing the purpose of your guide. (approximately 100 words)
You may use titles from the course reading list, but not more than a few.
Include any other information you feel is relevant.
Your guide must legible, attractive and engaging.