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

Youth Literature for a Diverse Society
LIS690.207 – Spring 2013
January 9 – May 3, 2013

Course Instructor
Stephanie D. Reynolds, Ph.D.
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Office Hours
• Thursdays: 11:30 am – 3:30 pm; or 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 culturally diverse 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 within the United States. Prerequisite: Children’s Literature (LIS610 or comparable) is preferred.

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 Texts

Recommended Reading
• Additional readings to facilitate completion of course projects will be posted in Blackboard. These readings are optional but recommended.

See the Youthlitmatters Wiki for the Youth Literature 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 – 35%
- Reader Response Project – 10%
- Collection Development Project – 15%
- Librarian Interview – 10%
- Opposing Viewpoints Paper – 15%
- Wiki Development Project – 15%

Grading Guidelines
(See Submission of Course Assignments for details.)
- Submissions with incorrect file-naming scheme: -2 minimum (progressive)
- Spelling errors: -2 per occurrence over two; Names/proper nouns (e.g., authors) -5
- Grammar and punctuation: Excessive (>1 occurrence per 100 words) misuse of punctuation and improper grammar will result in an automatic C (75) and referral to the UK Writing Center. Please proof your work! Concise and clear writing is expected. All work will be graded comparatively, including evidence of effort, research, clarity of thought, creativity, and when appropriate, design and awareness of intended audience.
- Late work will only be accepted with the prior consent of the instructor
- Incomplete or missing citations: -2 points minimum each

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

Participation/Attendance
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.

Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. Please include the course number in the subject line. Please note that communications received after 5:00 pm ET on Saturdays will be answered after 9:00 am ET on Mondays. 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.

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Formatting & Submission of Course Projects

IMPORTANT: Unless otherwise indicated, all projects are to be submitted electronically via Blackboard by the End of the Day (i.e., 11:59 pm in the student’s time zone) on the date indicated (see project instructions and the course calendar for due dates). All projects must be submitted via each project’s dropbox. Projects are not to be submitted via email. If you need to resubmit a project (prior to the due only), please email me to have the dropbox reset.

The use of proper English is expected at all times. This includes discussion posts. 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, all documents must be submitted as a 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. MS Publisher files are not accepted. 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 only single-line spacing unless otherwise indicated. All projects must have a unique title that specifically describes your work and not the project name. Please see the Document Template posted in Bb.

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). Proof your work and ask someone else to as well. Please show respect for yourself, the profession and for me by turning in quality work that demonstrates commitment to serving your future communities with excellence and care.

Full names and course information must be included on the first page of all documents (no cover page, please). Please include your last name and page numbers in the footer on all subsequent pages. The file names of all submitted documents must be formatted as: LastnameFirstInitial_DueDate (month and day only). For example, PetryT_0619.doc or SmithB_0705.docx. 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.
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 http://www.uky.edu/StudentAffairs/Code/part2.html.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning 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. Please see the online guide to supported operating systems and browsers: http://bit.ly/TDkgwy. 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.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/ukit/techtips/students; 859-257-1300

Information on Distance Learning Library Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
- Local phone number: 859-257–0500, x2171; Out of area: 800-828–0439 (option #6)
- DL Interlibrary Loan Service: http://libraries.uky.edu/DLLS
COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about youth literature and serving them and the adults in their lives without discussing the issues. In addition, it is not possible for me to adequately assess your comprehension of the course materials solely based on your submitted assignments. We will use the discussions to help to prepare you to complete your projects and to share the results of your work. While a rubric will be provided in Blackboard, a set number of posts are not part of the requirement. This course is fast paced and the workload is heavy. Expectations are high, but it is not a numbers game. You will receive a letter grade for participation at the end of the semester. Those who receive an “A” will have regularly participated in the discussion with thoughtful, well-written posts that reflect learning. Posts must indicate comprehension of course readings.

COURSE READING/DISCUSSION SCHEDULE

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<tr>
<th>MODULE/DATES</th>
<th>ITEM/ASSIGNMENT</th>
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| **Course Introduction:** January 9–January 13 | • Discussion: Who are YOU?  
• Read: Review the Youth Lit Reading List on the course wiki  
• Read: Module readings posted in Blackboard |
| **Module 1:** January 14–February 3 | • Discussion: Tolerance vs Acceptance  
• Read: SM, Part I; MCL, Part I  
• Read: Module readings posted in Blackboard |
| **Module 2:** February 4–February 24 | • Discussion: Exploring Diversity  
• Read: SM, Part II; MCL, Part II  
• Read: Module readings posted in Blackboard |
| **Module 3:** February 25–March 24 (Spring Break: March 10-16) | • Discussion: Building Diverse Collections  
• Read: SM, Part IV; MCL, Part III  
• Read: Collection Development Policies posted in Bb  
• Read: Module readings posted in Blackboard |
| **Module 4:** March 25–April 14 | • Discussion: Exploring Cultural Authenticity  
• Read: SM, Part III  
• Read: Module readings posted in Blackboard |
| **Module 5:** April 15–May 3 | • Discussion: Bridging the Culture Gap  
• Read: SM, Part V  
• Read: Module readings posted in Blackboard |
COURSE PROJECTS
All projects are due by the End of the Day on the date indicated.

Reader Response Paper
Due January 28

It is said that literature serves as either a window or a mirror (see the required readings for Module 1).

• Using 300-400 words per title, explain in which ways each of the books you read for Module 1 might serve as a mirror, a window – but maybe it’s both. Be sure to use the course texts and other readings to support your assertions.
• While this is a more informal paper, it should be presented in an academic manner. Avoid overusing statements such as, “I think…”
• Your work is to be submitted as one paper, but each title should be addressed on its own with a complete APA citation for each. Be sure to provide support for your response from the course readings.
• Your paper must include an introduction explaining the criteria you used for selecting which titles to read (hopefully it’s more than just because they were available) and a concluding statement reflecting on what you learned from this project.

Librarian Interview
Due February 18

For this project, you will interview a librarian who serves a population that primarily represents a specific population. For example, Lexington Public Library’s Village Branch serves a population that is predominately Latino. There are many possibilities, but some are a librarian who:
• serves a very poor community
• works in a juvenile detention center library
• works in an alternative school that serves a unique population such as teen moms or those with a disability (e.g., a blind school),
• works at a school that serves a particular ethnic group or religion

Please check your choice with me before scheduling your interview. Your interview must be interactive (e.g., in person, via phone, via Skype, etc., but not via email).

You will ask your interviewee 10-12 questions and provide a written transcript of the interview that includes both the questions and the responses. Questions will be discussed in class. I recommend recording the interview, but you need to have written permission (email is fine) to do so. At the end of your document, after the interviews, you are to provide a 400- to 600-word reflective statement.
Collection Development Project
Due March 18

For this project you will develop a diverse collection for a library of your choice; it must be a real library.

• In your introduction, provide a description of the library and a description of the population. Be sure to cite your source(s)! (+/-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. Descriptive annotations are not necessary, but you must briefly explain why you are including each item. (+/-150 words each)
• Be sure to include both fiction and non-fiction titles. You should also include multimedia materials (e.g., audio books, DVDs).
• There is not a requirement for number of items, but you may only spend $500.00 (you may be slightly over or under, but you must attempt to spend the full amount).
• Use NoveList (via UK Libraries), WorldCat, TeachingBooks.net, Amazon.com, etc. to select titles. Use Amazon.com, or similar, for your prices (do not worry about shipping costs). Do not use discounted prices that are subject to fluctuation. Use the publisher list price and assume a 20% discount. Avoid paperbacks and whenever possible, choose library bindings.
• Each item must include the genre, age level, Lexile score and the call number.
• You may use titles from the course reading list, but excessive use (more than a few) will lower your grade.
• Do not include out-of-print, hard-to-locate titles or those being sold by third-party sellers.
• You may not spend a large part of your budget on series titles.
• Though you might be able to justify multiple copies of an item, only one copy of an item is permitted.

Opposing Viewpoints Paper
Due April 8

For this paper, you will explore opposing sides of the cultural authenticity argument.

• Your argument may be based around a challenged or banned book, a small selection of books or a culturally specific youth media award such as ALA’s Pura Belpre Award. You may use books from the course reading list.
• Your paper must represent both sides of the argument as objectively and fairly as possible. You may use the course texts, but you need have 3-5 academic focused resources representing each side of the argument.
• Your paper is to be 2,000 to 2,500 words (this does not include your Works Cited)
Group Wiki Development Project  
Due April 29

For this project, students will work in a small group to develop a Google wiki (https://sites.google.com/). (Groups size will be dependent upon class size.)

- Each group will develop a wiki for a different diverse group.
- Group selection will be discussed after the first module.
- Group members will need to work together to decide how to organize the site and what books and other resources to include.
- Each site must have a page with sources for adults (i.e., parents, librarians, teachers).
- Each group member will complete a post-project assessment of the group work experience.