UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

YOUTH LITERATURE FOR A DIVERSE SOCIETY
DELIVERED ONLINE VIA CANVAS
LIS612.210 – SUMMER 2020
JUNE 11 – AUGUST 6, 2020

Course Syllabus

Instructor
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(Canvas messaging preferred)

Office Hours
Summer Hours: By Appointment
Dr. Reynolds's Website

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 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 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

- Naidoo, J. C., & Dahlen, S. P. (2013). *Diversity in youth literature: Opening doors through reading*. Chicago: American Library Association. (Referred to in course materials as DYL)
- Fox, D. L., & Short, K. G. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teachers of English. [Available online]

YA Literature Reading List and Recommended Texts

- Horning, K. (2010). *From cover to cover: Evaluating and reviewing children's books* (Revised Edition). New York: HarperCollins.
- **Youth Literature Reading List**: See the course page on my website.

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.

STUDENT EVALUATION

Grading of Course Work
Final Grade is 50% Participation, 50% Assignments
- **Participation (Group Discussion)**: 75 points (5 points per session)
- **Author Study Guide**: 25 points; due **June 26**[th]
- **Cultural Authenticity Analysis**: 25 points; due **July 8**[th]
- **Author/Librarian Interview**: 15 points; due **July 20**[th]
- **Collection Evaluation Project**: 60 points; due **August 5**[th]
  Total: 200 points

Grading Guidelines
- Concise and clear writing is expected at all times. All work will be graded comparatively, including evidence of effort, research, support from course literature, clarity of thought, creativity, and when appropriate, design and awareness of the intended audience.
- Unless there is evidence of considerable improvement by the end of semester, final grades will not be rounded up (e.g., 89.6% will not be automatically rounded up to an A).

Grading Scale
90% – 100% = **A (Exceptional Achievement: work that goes above expectations)**
80% –   89% = **B (High Achievement)**
70% –   79% = **C (Average Achievement)**
 0% –   69% = **E (Failing)**

Participation
Class participation is an important component of your grade for this class. Please see the course schedule [here]. Credit may not be given for late responses. Poorly written posts will not be given credit. Your discussion posts must be substantive and thoughtful, but not essays (excessively lengthy posts may be deleted). I encourage you to complete your discussion posts in Word (or similar app) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work (trust me, I have been there).

Communication
You may communicate with me via the Discussion Boards in Canvas, e-mail or phone. Canvas email is preferred. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student's responsibility to be certain that all course communications are read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead! I have many students in multiple courses, please note the course number in all email (in the subject line) and phone communication with me.

Submission of Course Projects

IMPORTANT: All work is to be submitted electronically via Canvas by **11:59 PM ET** on the dates as indicated on the Course Schedule (see my website and Canvas). Projects are **not** accepted via email. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Documents created in Microsoft Publisher will only be accepted if submitted as a pdf. Microsoft Office and other software is available for free download. Please see https://download.uky.edu/ and http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). Proper citations/references are always required; this includes picture books, novels, and other materials. APA (7th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited). Please proof your work and ask someone else to as well.

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, you need to let me know at least 1 day *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval. 10% (i.e., 1 point for a 10-point assignment) will be deducted for each day the assignment is late. Note that I will be as flexible as possible this summer.**

ACADEMIC STANDARDS

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is

expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Accommodation
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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.

Diversity & Inclusion
The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success. We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time condemning all forms of hatred and oppression.

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/TDkqwy. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). I am your first go-to person for technology problems. E-mail me at stephanie.reynolds@uky.edu for the timeliest response.

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/ILL

UK ACADEMIC RESOURCES FOR STUDENT ASSISTANCE

Presentation U! Peer Tutoring

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit http://www.uky.edu/studentacademicsupport/about-us to view our drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

COURSE ASSIGNMENTS

Summer 2020 Course Schedule
Please see my [website](#) and Canvas for the course assignments and reading schedule.

Small Group Discussion Boards
Class participation is an important component of your total grade. In an online class, each session's class discussion takes the place of the face-to-face class meeting. Face-to-face classes meet two and half hours per week; thus, you should expect to spend the same amount of time participating in the online discussion, coming to the discussion prepared just as you would come to class prepared by having completed the reading of all course materiel required for the session before it begins.

Please remember that your discussion posts must be substantive and thoughtful, but **not** essays (excessively lengthy posts may be deleted). Poorly written posts will not be given credit. Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas. Proper grammar and punctuation is expected at all times.

Participation means that you are engaged in the discussion and not posting simply for the sake of meeting the requirement. You are expected to participate more than once during the session. This means that you are not posting all of your work within one 24-hour time frame and that you are engaged in the discussion before the end of the session. (Note that posting, for example, at 11:59 PM on one day and at 12:05 AM the next does not constitute participating on two different days). If all of your responses are posted on the same day, full credit will not be given. Credit will not be given for late responses without prior consent. Responses to classmates' posts must be more substantial than comments such as, "I agree" or "Great post". Please note that participation in the discussion is not a "numbers game". If you aim for participating in each session's discussion by engaging with at least 3 people, your level of participation will automatically be in the A range. **Please note that I will be as flexible as possible this summer. More information will be posted in Canvas.**

Evaluation Criteria: Completeness and thoughtfulness of responses which demonstrate respect for other points of view, and evidence of comprehension of the textbooks and other readings. Engagement with the course material, other students, and the instructor. Adherence to the guidelines above and the instructions posted each week.
Learning Outcomes: To gain an understanding of the vast resources representing diverse cultures in youth literature and to recognize where gaps exist and how to fill them. To explore the needs of using said resources and to explore possible implementation in curriculum and programs, as well as in reader's advisory.

Course Projects

Author Study Guide, due June 30
For this assignment, you will delve deeply into the life and work of an author (children's or YA; living or deceased) of your choice. You will study the body of work of one author to understand that author's background, experiences, and the cultural perspectives that influenced his/her writing. Before preparing and submitting your work, be sure to check Canvas for examples and for more specific guidelines. Your trifold guide will include the following:

- A brief biographical sketch (150-250 words) of the author. How has the author's background, experiences, and cultural perspective influenced his/her writing?
- A short summary of the overall theme(s) associated with the author's body of work.
- An annotated bibliography of all the author's works (if you chose a prolific author, you can limit your bibliography to the 15 or so of the most popular works).
- Your reviews of two of the author's books (you may choose which two to read). The reviews are to be written by you. For guidance, review scholarly reviews. Sources from Book Review Index (linked on the course menu) are great; no newspaper or blog reviews, please).
- Be sure to include your sources with proper APA 7 citations.
- Be sure that your name is on your guide!

Evaluation Criteria: Thoroughness and presentation of the guide that demonstrates an understanding of the chosen author and his/her body of work.
Learning Outcomes: To develop a deeper understanding of a culturally diverse author and how his/her body of work contributes to the culture(s) that their work represents.

Cultural Authenticity Analysis, due July 8th
For this assignment, you will perform an analysis of the cultural authenticity of one of the books, of your choice, that you have read this semester.

- You may use the course textbooks, but you need to use 1-2 additional scholarly resources to support your assertions.
- Your analysis should be 600-800 words. If you have more to say than what you can put into 600-800 words, please save additional comments for the discussion.
- In developing your analysis, consider the excerpt below on Content from the Multicultural Literature for Youth section of *Youth Services Librarianship: A Guide to Working with Young People in School and Public Libraries* (note that this was a Wikispaces page that is no longer available; the content – no pun intended – is still relevant.

Content. The profanity, crime, violence, and other harsh realities of life present in a lot of multicultural literature, especially in urban or "street" literature, have caused many educators and librarians to be hesitant of seeking out such literature. At the same time, many of the characters and plots within these texts may strike a chord with readers and should be

appreciated just as many have embraced banned books. Tatum (2009) argues that many of these texts are disabling rather than enabling and it may be challenging to determine which will benefit youth. Hughes-Hassell and Rawson (2012) created a rubric to aid in identifying enabling texts based on Tatum's research. Although created for African-American adolescent males, the rubric may be tailored toward other groups. Retrieved from, http://bridgetolit.web.unc.edu/files/2013/04/Identifying-Enabling-Texts.pdf.

Evaluation Criteria: The quality and depth of the analysis, representation of both sides of the authenticity argument, the demonstrated understanding of the work, and the use of the course texts and other resources to support your assertions.
Learning Outcomes: To gain a stronger understanding of the importance of cultural authenticity and how the lack of it can affect the represented population, especially its youth.

Author Interview, due July 20th
For this assignment, you will interview an author who writes books which feature diverse characters and themes. Authors from the course reading list are a great place to start; however, you are not required to use the authors whose work we discuss here or to use the author on whom you based your guide for the Author Guide assignment (though doing so, when possible, would be great).

You will write and ask your interviewee 10-12 questions based on what you would like to learn. Yes, I must grade the assignment, but what do **you** want to know? I recommend recording the interview, but you need to have written permission from your interviewee (email is fine) to do so. The interview must be interactive (e.g., phone, Zoom, Skype); that is, you may not simply e-mail or otherwise provide all the questions and ask for a response. Avoid accepting yes or no responses; you may have to work to engage your interviewee, though must authors love to talk about their work.

You will submit the interview with each question in bold type followed by the response. Please also number each question. You will also provide a 500- to 600-word reflection statement about what you learned from the interview with support for your assertions from at least 2 course readings. If you have more to say than what you can put into 500-600 words, please save additional comments for the discussion board. Note that question responses do not have to be verbatim but please be as complete as possible (avoid do including every "um", etc.). If you need assistance getting in touch with authors, please let me know. If you cannot find someone who can be interviewed within the required timeframe, you may write a summary of already completed interviews (at least 2) with an author who meets the criteria. If you are really interested in learning more about an author who is deceased, you may choose this route. These papers should be 600-800 words.

Evaluation Criteria: Completeness of the interview, evidence of engagement with the interviewee, and the thoroughness of the Reflective Statement.
Learning Outcomes: To gain an understanding of the work of authors or librarians who are writing diverse populations and the importance of writing for and about those communities.

Collection Evaluation Project, due August 5th

For this semester project, you will evaluate a diverse collection at a library organization of your choice (e.g., your local public library, the school or public library where you work, or your child(ren)'s school library). You will choose a specific culture upon which to base your evaluation. Note that you will be asked early in June to select your organization. You will submit a report, as well as a community resource guide. Report lengths will vary depending upon the size of the collection you evaluate, but you should plan for a minimum of 1,200 words not including the bibliography. Before preparing and submitting your work, be sure to check Canvas for examples and for more specific guidelines. You will include/consider the following:

- Describe the library organization and the general population (e.g., demographics). Be sure to cite your source(s)!
- Describe the part of the collection that you will be evaluating and the population it is intended to serve. Be sure to include why this part of the collection is important to the population served by the organization.
- In your analysis, comment on the completeness, currency, and condition of the collection. Is it meeting the needs of the community? If possible, talk to the librarian in charge of collection development, as well as any other librarians who work with it.
- Provide an APA-formatted bibliography of 20 items that you believe should be added to the collection with descriptive annotations (publisher descriptions are fine but remember to cite your sources) and briefly explain why you are including each item. Please avoid vague language and provide a unique reason for each title. Your bibliography must include the genre and reading level (and Lexile Score, if you wish).
- Use NoveList (via UK Libraries), WorldCat.org, TeachingBooks.net, Amazon.com, Goodreads.com, etc. to select titles. Because each organization will be different, you are not working within a budget and do not need to provide pricing.
- You may use titles from the course reading list, but please do not use more than a few. Please avoid overuse of series books. If you do include a series, it counts as one item.
- Do not include out-of-print, hard-to-locate titles, or those being sold by third-party sellers. Check Amazon.com for purchasing availability.
- Lastly, create a promotional piece letting the community know about this part of the collection (you can create an event or program to promote it, if you wish). This promotional piece can be a webpage or a printable guide.

Evaluation Criteria: Thoroughness and presentation of both the report and the final deliverable (i.e., adherence to the above criteria) that demonstrates an understanding of the needs of the chosen population and of the selected literature.

Learning Outcomes: The ability to evaluate a collection, to build collection development skills, and to create a valuable resource for use in the library that you evaluated.