1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

   Date Submitted: 3/31/2015

1b. Department/Division: Library &Information Science

1c. Contact Person

   Name: Will Buntin

   Email: wbuntinuk@gmail.com

   Phone: 859-257-3317

   Responsible Faculty ID (if different from Contact)

   Name: Stephanie Reynolds

   Email: stephanie.reynolds@uky.edu

   Phone: 859-257-5894

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: LIS 612

2c. Full Title: Youth Literature for a Diverse Society

2d. Transcript Title: Youth Lit Diverse Society

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 3.0

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: 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.

2k. Prerequisites, if any: LIS 610: Library Materials and Literature for Children (or comparable)

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

    If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

    Will the course be offered every year?: Yes

    If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

    If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?: Yes

    Will it be of interest to a significant number of students outside the degree pgm?: No

    If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

    If No, explain:

9. Course Relationship to Program(s).

    a. Is this course part of a proposed new program?: No

    If YES, name the proposed new program:

    b. Will this course be a new requirement for ANY program?: No

    If YES, list affected programs:

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?: No

    b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Stephanie Reynolds

Instructor Email: stephanie.reynolds@uky.edu

Internet/Web-based: Yes

2

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? 0%

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless or location. We also have a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Libary Services when appropriate.

6.How do course requirements ensure that students make appropriate use of learning resources? In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Students are informed via the syllabus and given contact information for technical issues.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   Course offered through DLP and ATL

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name: Stephanie Reynolds

   SIGNATURE|JTHU222|Jeffrey T Huber|LIS 612 NEW Dept Review|20150331

   SIGNATURE|MSBEAC2|Megan B Sizemore|LIS 612 NEW College Review|20150420

   SIGNATURE|ZNNIKO0|Roshan Nikou|LIS 612 NEW Graduate Council Review|20150427

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse....   **Upload File**

	ID	Attachment
Delete	4741	LIS612 Syllabus.pdf

First | 1 | Last

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: COMMUNICATION AND INFORMATION ▼   Submission Date: 3/31/2015

   b. * Department/Division: Library & Information Science ▼

   c.

        * Contact Person Name: Will Buntin   Email: wbuntinuk@gmail.com Phone: 859-257-3317

        * Responsible Faculty ID (if different from Contact) Stephanie Reynolds   Email: stephanie.reynolds@uky. Phone: 859-257-5894

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year ᴸ

   e.

   Should this course be a UK Core Course? ○ Yes ◉ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ◉ Yes ᴸ ○ No

   b. * Prefix and Number: LIS 612

   c. * Full Title: Youth Literature for a Diverse Society

   d. Transcript Title (if full title is more than 40 characters): Youth Lit Diverse Society

   e. To be Cross-Listed ² with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours¹ for each meeting pattern type.

3.0 Lecture	Laboratory¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

   g. * Identify a grading system:
     ○ Letter (A, B, C, etc.)
     ○ Pass/Fail
     ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
     ◉ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit? ○ Yes ◉ No
     If YES: Maximum number of credit hours:
     If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

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.

k. Prerequisites, if any:

LIS 610: Library Materials and Literature for Children (or comparable)

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?**   ○ Yes ◉ No

   If YES, enter the off campus address:

4. **Frequency of Course Offering.**

   a. * Course will be offered (check all that apply):   ☐ Fall   ☑ Spring   ☐ Summer   ☐ Winter

   b. * Will the course be offered every year?   ◉ Yes ○ No

   If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?**   ◉ Yes ○ No

   If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?**   20

7. **Anticipated Student Demand.**

   a. * Will this course serve students primarily within the degree program?   ◉ Yes ○ No

   b. * Will it be of interest to a significant number of students outside the degree pgm?   ○ Yes ◉ No

   If YES, explain:

8. * **Check the category most applicable to this course:**

   ☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere

   ☐ Relatively New – Now Being Widely Established

   ☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

   a. * Is this course part of a proposed new program?   ○ Yes ◉ No

   If YES, name the proposed new program:

   b. * Will this course be a new requirement [1] for ANY program?   ○ Yes ◉ No

   If YES [1], list affected programs::

10. **Information to be Placed on Syllabus.**

   a. * Is the course 400G or 500?   ○ Yes ◉ No

   If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

   b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany *every* submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requiremen are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	LIS 612	Date:	3/30/2015
Instructor Name:	Stephanie Reynolds	Instructor Email:	stephanie.reynolds@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

   Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, of student learning outcomes, etc.

   Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi policy; etc.

   Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f as defined above?

   No.

   Which percentage, and which program(s)?

   0%

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom settin

   Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ◉ Yes
   ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

   Course offered through DLP and ATL

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resour. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- 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

  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name:
   Stephanie Reynolds

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

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

Youth Literature for a Diverse Society
Delivered Online via Blackboard
LIS612– Spring

Course Syllabus

Instructor
Stephanie D. Reynolds, Ph.D.
333 Little Library Building (Bldg. #224)
E-mail: stephanie.reynolds@uky.edu
(e-mail is preferred contact method)
Office Phone: (859) 257-5894

Office Hours
Tuesdays, 12:00 PM ET to 4:00 PM
ET or by appointment.
Appointments are recommended
even during office hours.

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 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

- 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. (Referred to in course materials as Fox.)
- 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 Naidoo.)

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 [Students will be writing book reviews.]
- Please see pages 6 & 7 below for the required young adult literature and journal articles.
- See the youthlitmatters wiki for additional recommended texts.

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.

<u>STUDENT EVALUATION</u>

Grading Parameters
- Group Discussion Board: 100 points – 35%
- Librarian Interview: 100 points – 15%
- Collection Development Project: 100 points – 30%
- Cultural Authenticity Paper: 100 points – 20%

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.
- Rubrics for course projects and participation (discussion) will be provided in class.

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 forums, as well as the course calendar (see the schedule on page 6 below). In most instances 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 and thoughtful. I encourage you to complete your discussion posts in Word 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.

Communication
You may communicate with me via the Main Discussion Board in Blackboard, e-mail or phone. E-mail will elicit the timeliest response. 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 accessible and that all discussion posts are read in a timely manner. All official UK email is sent to your UK email address. It is your responsibility to be certain that you are receiving those emails and reading them in a timely manner as well.

Submission of Course Projects
<u>IMPORTANT</u>: Unless otherwise indicated, all projects are to be submitted electronically via Blackboard by the **End of the Day** (i.e., 11:59 PM) on the date indicated (see Course Projects beginning on pages 9 & 10 below and the course calendar in Blackboard for due dates). All

projects must be submitted via Blackboard. Projects are **not** accepted 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 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 (in-text citations, bibliographies and Works Cited; for all other formatting, please use the Document Template provided in Blackboard).

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.

Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical or Formal, 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.

All papers must have a unique title that specifically describes your work and not the project name. 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. All documents must be written in a 12-point font (please do not use Calibri) with 1-inch margins. Please use double-line spacing unless otherwise indicated. Using the Document Template that will be provided in Blackboard will facilitate meeting this requirement.

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 3 days *before* the due date. **Late assignments will not be accepted without prior approval.**

COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about young adults and their literature 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. This course is fast paced and the workload is heavy. Please see the Discussion Participation Rubric provided in Blackboard.

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/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. Please 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

READING/DISCUSSION SCHEDULE

Please see the youthlitmatters wiki for the list of suggested youth literature titles, though you may select titles not included on the list. Please choose the audio version for at least 2 selections. Note that you must read __Make Lemonade__ by Virginia Euwer Wolff for the paper due on March 23rd (see page 9). You will need to complete the readings by as early on the module period as possible. Your discussion board responses must reflect on each of the youth works that you choose based upon the topic of the module. For example, for Module 1 you will reflect on whether each of the 4 books that you read demonstrates tolerance and/or acceptance.

MODULE/DATES	ITEM/ASSIGNMENT
Module 1: Who are YOU?	• **Read:** Naidoo, Part I
Module 2: Tolerance vs Acceptance	• **Read:** Fox, Part I; Readings on pages 7-8 below • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)
Module 3: Exploring Diversity	• **Read:** Fox, Part II; Readings on pages 7-8 below • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)
Module 4: Building Diverse Collections	• **Read:** Fox, Part IV; Readings on pages 7-8 below • **Read:** Collection Development Policies posted in Blackboard • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)
Module 5: Exploring Cultural Authenticity	• **Read:** Fox, Part III; Readings on pages 7-8 below • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)
Module 6: Why All the Controversy?	• **Read:** Naidoo, Part II; Readings on pages 7-8 below • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)
Module 7: Bridging the Culture Gap	• **Read:** Fox, Part V; Readings on pages 7-8 below • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)
Module 8: Where Do We Go From Here?	• **Read:** Readings on pages 7-8 below • **Read:** 2 children's picture books, 1 juvenile chapter book, 1 young-adult novel (see the youthlitmatters wiki)

ADDITIONAL MODULE READINGS

The additional readings are also posted in the course in Blackboard. Articles are accessible either online or via UK Libraries Electronic Databases. For online access, a regular search engine (e.g., Google or Yahoo) will usually suffice; in some instances, you may need to use Google Scholar or WorldCat.

MODULE 1: INTRODUCTION: Who are YOU?

- Balderrama, S. R. (2000). This trend called diversity. *Library Trends, 49*(1), 194-214.
- Brooks, W., & Browne, S. (2012). Towards a culturally situated reader response theory. *Children's Literature in Education, 43*(1), 74-85. DOI: 10.1007/s10583-011-9154-z
- Madigan, D. (1993). The politics of multicultural literature for children and adolescents: Combining perspectives and conversations. *Language Arts, 70*(3), 168-176.

MODULE 2: Tolerance vs Acceptance

- Glazier, J., & Seo, J. (2005). Multicultural literature and discussion as mirror and window? *Journal of Adolescent & Adult Literacy, 48*(8), 686-700.
- Toelken, B. (2004). Beauty behind me; beauty before (AFS Address). *Journal of American Folklore: Journal of the American Folklore Society, 117*(466), 441-445.

MODULE 3: Exploring Diversity

- Barker, J. L. (2010). Racial identification and audience in *Roll of Thunder, Hear My Cry* and *The Watsons Go to Birmingham, 1963. Children's Literature in Education, 41*(2), 118-145.
- Lempke, S. (1999). The faces in the picture books. *Horn Book, 75*(2), 141-148.
- Martin, M. (1999). Never too nappy. *Horn Book Magazine, 75*(3), 283-289.

MODULE 4: Building Diverse Collections

- School Library Journal Reviews Editors. (2014). Windows & mirrors: Top recent titles that reflect the multicultural experience. *School Library Journal, 60*(5), 25 & 28-31.
- Wickens, C. M. (2011). Codes, silences, and homophobia: Challenging normative assumptions about gender and sexuality in contemporary LGBTQ young adult literature. *Children's Literature in Education, 42*(2), 148-164. DOI: 10.1007/s10583-011-9129-0
- Williams, V. K., Deyoe, N. (2014). Diverse Population, Diverse Collection? Youth Collections in the United States. *Technical Services Quarterly, 31*(2), 97-121. DOI: 10.1080/07317131.2014.875373

MODULE 5: Exploring Cultural Authenticity

- Perkins, M. (2009, April). Straight talk on race. *School Library Journal, 55*(4), 28-32.
- Loh, V. (2006). Quantity and quality: The need for culturally authentic trade books in Asian-American young adult literature. *The ALAN Review, 34*(1), 44-61.

MODULE 6: Why All the Controversy?

- Aronson, M. (2001, May). Slippery slopes and proliferating prizes. *Horn Book Magazine, 77*(3), 272-278.
- Hearne, B. (1999). Swapping tales and stealing stories: The ethics and aesthetics of folklore in children's literature. *Library Trends, 47*(3), 509-528.
- Hochwald, L. (1996). Little book, big controversy. *Publishers Weekly, 243*(31), 32-3
- Horning, K. T. (May 2014). Still an all-white world? Nancy Larrick's landmark 1965 study on race and children's books was supposed to have been a wake-up call. Not much has changed. *School Library Journal, 60*(5), 18-21.
- Larrick, N. (1965, September). The all-white world of children's books. *The Saturday Review, 48*, 63-65. The http://www.unz.org/Pub/SaturdayRev-1965sep11-00063
- Pinkney, A. (2001, September). Awards that stand on solid ground. *Horn Book Magazine, 77*(5), 535-539.

MODULE 7: Bridging the Culture Gap

- Agosto, D. (2001). Bridging the culture gap: Ten steps toward a more multicultural youth library. *Journal of Youth Services in Libraries, 14*(3), 38-41.
- Stoffle, C.J., & Tarin, P.A. (1994, July). No place for neutrality: The case for multiculturalism. *Library Journal, 119*(12), 46-49.

MODULE 8: Where Do We Go From Here?

- Robbin, A. (2000). We the people: One nation, a multicultural society. *Library Trends, 49*(1), 6-48.

COURSE PROJECTS

All projects are due by the End of the Day (11:59 PM) on the date indicated.

Librarian Interview

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 consider 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 (numbered and in bold text, please) and the responses (in first person, please). 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 interview, you are to provide a 600- to 800-word reflective statement that includes the Program Learning Outcomes.

Cultural Authenticity Paper

For this paper, you will perform an in-depth analysis of the cultural authenticity of *Make Lemonade* by Virginia Euwer Wolff. In developing your paper, consider the excerpt below on Authenticity from the Multicultural Literature for Youth section of *Youth Services Librarianship: A Guide to Working with Young People in School and Public Libraries.*

- You may use the course texts, but you need have 3-5 academic-focused resources to support your assertions.
- Your paper is to be 1,500 to 2,000 words (this does not include your Works Cited).

Authenticity. Subtle racism and stereotypes in multicultural literature has led many to wonder who should write multicultural literature. It seems that most scholars agree that it is much more genuine and proper for a person of color to write about his own culture. However, another issue is that there is a need for more writers from diverse backgrounds.

Authorship is an important factor to consider in choosing multicultural literature. Also, one should be wary of books that fall into the "melting pot" category, which means that they ignore cultural differences of characters – treating all as one in the same. Many argue that, for writers, the purpose of creating a character of color should in part be to highlight aspects of their culture. Especially when the main character of a story is a person of color, it would greatly defeat the purpose of multicultural literature if that character's culture were not portrayed at all. In selecting texts, one should ask, "Does this book include one or more minority characters just for the sake of there being a person of color on the cover?" (https://youthserviceslibrarianship.wikispaces.com/Multicultural+Literature+for+Youth)

Collection Development Project

For this project you will develop a diverse collection for a library of your choice; it must be a real library (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 develop your collection.
- 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 20 items 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).
- Use NoveList (via UK Libraries), WorldCat.org, TeachingBooks.net, Amazon.com, etc. to select titles. Avoid paperbacks and whenever possible, choose library bindings.
- Your bibliography must include the genre and reading level.
- 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.
- Though you might be able to justify multiple copies of an item, only one copy of an item is permitted.