



Course Syllabus
LI 831XI
Resources and Services for Children
Internet, begins 1/16

Faculty:	Angela Vietti-O'Kane
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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Important Dates for Spring 2013

<i>1/16: First day of class</i>	<i>1/21: Martin Luther King Day (ESU closed)</i>	<i>1/30: Last day to add/drop</i>	<i>3/12: Midterm grades due</i>
<i>3/16-3/24: Spring Break</i>	<i>3/27: Last day to withdraw</i>	<i>5/10: Last day of classes</i>	<i>5/18: Commencement</i>
<i>5/21: Final grades due</i>			

Course Description

Explores the recreational, cultural, informational, and educational needs of 21st century children. Students apply knowledge of child development theories to the design of reader's advisory services, literature-based library programs, and literacy activities for youngsters from pre-school through age 11. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all children.

Course Learning Outcomes

Students will develop and exhibit:

- positive attitudes toward the freedom of expression, the ALA's Right to Read, and the Right to View statements;
- respect for diverse cultural and ethnic values and value system;
- knowledge of learning styles and of human growth and development and ability to engage in

best practices (current trends in the field) and practical action that includes effective work with classroom teachers to addresses content, curriculum and planning (KSDE Standard #3; Competency 3 - Engages in practical action: Knowledge 1; Skills, 1; Dispositions 1 and 2);

- flexibility and creativity in the design of instructional programs and services;
- open-mindedness--a non-judgmental approach;
- sympathy toward the needs and interests of all children;
- willingness to act as an advocate for children and youth, communicating with family and community members in partnership;
- enthusiasm for reading, viewing, and sharing resources with children and youth;

Students will gain in their knowledge of:

- Characteristics and information needs of children relating to reading; and to cross-cultural, ethnic, and special needs issues;
- Developmentally appropriate programs of service that are responsive to the information needs of children;
- Information services for children and children's access issues;
- Research relating to library services for children;
- The variety of literature, media, and multimedia resources for children and trends in their publication and creation;
- Presenting literature and extending the literature experience of children through activities such as booktalking, reader's advisory activities, and curricular applications;
- Strategies for evaluating, promoting, and marketing children's services.

Students will be able to:

- Apply published research to practice in the design of programs and services for children and youth;
- Guide faculty and student users in reading, listening, and viewing;
- Select and organize information for children;
- Create online resources for professional use and children's interactions with literature;
- Review collections for racism, sexism, and bias related to ethnicity, class, religion, ability, and age in order to create an intellectual environment that is safe for children of all ethnicities, socio-economic and ability levels, races, and religions.

Instructor Contact Information

My email address is: aviettio@emporia.edu. I will check my e-mail and will generally respond to messages within 24 hours Monday-Friday, but may not check as frequently on weekends. Please feel free to contact me via phone if that is more convenient at (913) 271-8016.

Required Readings

Tunnell, Michael O. (2011). *Children's Literature, Briefly (5th edition.)* Boston: Pearson.

Recommended Readings

Norton, Donna. (2010). *Through the Eyes of a Child: An Introduction to Children's Literature (8th edition.)* Boston: Pearson.

Learning Activities

1. Children's Literature Update (200 points)

Your ability to provide quality, user-centered services to children and to create useful and valued collections relies heavily upon your personal knowledge of high quality literature. The best way to familiarize yourself with children's literature is to read from the vast selection that is available. To that end, you will read 40 books for children aged birth - 11 years old, due by genre or category specified in Blackboard. Since this assignment represents an update, please select **books published since 2008**. Your book selections should reflect a diversity of experience consistent with meeting the information needs of children in a diverse world. Use the guidelines and rubric provided within Blackboard to assist you with this assignment.

2. Choice project - choose one of the following (100 points)

A. Using the Kansas Library Media and Technology standards to guide you, develop a game or activity for teaching a particular information/literacy skill to children of a grade level of your choosing. Use the guidelines and rubric provided within Blackboard to assist you with this assignment. Your activity will be shared with the class via Blackboard.

B. Select a children's literature illustrator whose designs are noteworthy and have particular value or meaning for you. Research this illustrator and his/her works, and then create a digital presentation to disseminate this information (a blog, wiki, Glogster, website, etc. Just no PowerPoint, please.) This presentation can be created to use with children or adults, whichever suits your needs best. Use the guidelines and rubric provided within Blackboard to assist you with this assignment. Your presentation will be shared with the class via Blackboard.

C. Create a literature blog whose purpose is to reflect upon children's issues as well as children's literature. Your blog's main audience can be either for children or for adults. You must post at least once a week. Use the guidelines and rubric provided within Blackboard to assist you with this assignment. Your blog will be shared with the class via Blackboard.

D. Individualized project. Do you have an idea for a meaningful project not listed here? Contact me and we can discuss your idea in detail.

3. Program Plan (100 points)

You will plan a program that could be tied to a school or public library environment, although the actual program could take place off-site. Thought will be given to planning the program, publicizing, and evaluating the event. These will be shared via the class Blackboard. Use the guidelines and rubric provided within Blackboard to assist you with this assignment.

4. Blackboard Interactions (100 points)

Throughout the class, various articles and book chapters will be used on Blackboard for posts and discussions. Specific information will be provided via Blackboard.

Assignments

Assignment	Due Date	Points
Discussion Board #1 - Introduction	1/22	25
Discussion Board #2 - eBooks	2/19	25
Choice Project	2/26	100
Discussion Board #3 - Boys and reading	3/26	25
Program Plan	4/30	100
Discussion Board #4 - Reading Incentive Programs	5/7	25
Children's Literature Updates	ongoing - refer to Course Outline	200

Tentative Course Outline

Session	Topics	Readings	Activities and Due Dates
Module 1: 1/16	Introduction	Textbook, chapters 1 & 5 Websites	Discussion board #1 - due 1/22
Module 2: 1/23	Quality counts	Textbook, chapters 2-4	
Module 3: 2/6	Picture & poetry books	Textbook, chapters 6-8 Websites	Discussion board #2 - due 2/19 Children's literature update #1 - due 2/19
Module 4: 2/20	Folklore & fantasy books	Textbook, chapters 9 & 10	Children's literature update #2 - due 3/5
Module 5: 3/6	Contemporary realistic fiction & historical fiction books	Textbook, chapters 11 & 12 Websites	Discussion board #3 - due 3/26 Children's literature update #3 - due 3/26
Module 6: 3/27	Informational/nonfiction & biography books	Textbook, chapters 13 & 14	Children's literature update #4 - due 4/9
Module 7: 4/10	Multicultural & graphic novel books	Textbook, chapter 15 Websites	Children's literature update #5 - due 4/23
Module 8: 4/24	Putting it all together	Textbook, chapters 16-18	Discussion board #4 - due 5/7 Children's literature update #6 - due 5/7
****			Choice project - due 2/26 Program plan - due 4/30

Grading Criteria

Pay close attention to the rubrics within Blackboard. It is strongly recommended that you thoroughly review each of them *before* you begin the assignment to which each of them pertains. By doing so, you will gain a better understanding of my expectations and the criteria I will use to assess your work.

It is important to submit your assignments on time. **Late assignments will have a 25% reduction of the earned grade.** Of course, emergencies do happen and if one should arise that prevents you from submitting your work by the scheduled due date, please contact me and we can discuss options.

SLIM Grading Scale*

96 - 100 A	77 - 79 C+
90 - 95 A-	74 - 76 C
87 - 89 B+	70 - 73 D
84 - 86 B	0 - 69 F
80 - 83 B-	

**The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.*

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

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<i>Management</i>	<i>fax: (620) 341-5233</i>
<i>Emporia State University</i>	<i>Content comments for the instructor:</i>
<i>1200 Commercial Campus Box</i>	<i>aviettio@emporia.edu</i>
<i>4025</i>	<i>Technical questions:</i>
<i>Emporia, KS 66801</i>	<i>slimhelp@emporia.edu</i>