s571: Materials for Youth

From whimsical picture books to serious works for young adults, Materials for Youth explores the broad spectrum of books, magazines, and media (e.g., audio, video, images, interactive, games, apps) available for children and young adults.

Instructor Information

Name - Annette Lamb, Ph.D.
Address – P.O. Box 206 Teasdale, Utah 84773
Email - alamb@eduscapes.com or anlamb@iupui.edu
Lamb Voice Mail and Fax – 435.425.3415
Personal Page – http://eduscapes.com/lamb

Course Description

This three-hour course focuses on the evaluation and use of materials for youth including books, magazine, and media.

This course will expand your thinking about the integral role of materials for youth in a comprehensive school and/or public library setting. This course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

Course Assumptions

The following entry skills are required for this course:

- demonstrate basic computer skills related to keyboarding, operating system, and disk management
- identify, select, access, and evaluate information found on the Internet and in the library
- use technology as a personal and professional productivity tool for activities such a word processing (Microsoft Word) and desktop presentations (Microsoft PowerPoint)
- use a word processor, web development tool, or raw HTML for simple web page development
- download drivers and plugins as needed
- use Canvas for forums and information sharing

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to email or arrange a chat with your instructor any time!

Course Objectives

At the completion of the course, students will be able to:
• Identify relevant and important genres, media, producers, and titles for children and young adults.
• Identify relevant and important user characteristics and information needs of children and young adults.
• Apply relevant professional materials such as research articles and selection and review resources.
• Explain relevant and important trends and issues (e.g. intellectual freedom, multiculturalism).

**MLS Program, Graduate Program and ALA Competency Connections.**

This course addresses competencies related to the MLS program in the following areas:

• Assist and Educate Users  
• Develop and Manage Library Collections  
• Organize and Represent Information Resources  
• Apply Management and Leadership Skills  
• Work Effectively Within and Across a Variety of Organizational Structures  
• Demonstrate Basic Technical Expertise  
• Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in the following areas:

• Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field  
• Thinking critically, applying good judgment in professional and personal situations  
• Communicating effectively to others in the field and to the general public  
• Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

• Information Resources  
• Organization of Recorded Knowledge and Information  
• Technological Knowledge and Skills  
• Reference and User Services  
• Continuing Education and Lifelong Learning  
• Administration and Management

**Course Materials**

There is no required textbook for this course. The following materials will be used in the course.

**Syllabus** - [http://eduscape.com/materials/course/syllabus.htm](http://eduscape.com/materials/course/syllabus.htm)  
**Course Content** - [http://eduscape.com/materials/materials](http://eduscape.com/materials/materials)  
**CourseGuide** - [http://eduscape.com/materials/course/courseguide.htm](http://eduscape.com/materials/course/courseguide.htm)  
**Canvas Sharing Area** - [https://canvas.iu.edu](https://canvas.iu.edu)

For those students who have never taken a Children's Literature course, consider the following optional text.
Course Requirements

The course requirements will be addressed within a CourseGuide located at http://eduscapes.com/materials/course/courseguide.htm

There are three types of assignments: Social Media Booklist, BookBit Discussions, and Projects.

Social Media Booklist (10 Points)

BookBit Discussions (6 Points each)
- Bookbit 1: Newbery Award
- Bookbit 2: Printz Award
- Bookbit 3: Caldecott Award
- Bookbit 4: Illustration and Young Readers
- Bookbit 5: Fantasy - Children
- Bookbit 6: Fantasy - YA
- Bookbit 7: Realistic Fiction - Children
- Bookbit 8: Realistic Fiction - YA
- Bookbit 9: Historical Fiction
- Bookbit 10: Magazines

Projects (10 Points each)
- Project 1: Tough Ones Trailer and Talk
- BookBit 2: LibGuide Project
- BookBit 3: You Choose

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final grades are based on the following range within the total 100 points possible:

A 98-100
A- 95-97
B+ 92-94
B 89-91
B- 86-88
C 80-85
D 75-79
F below 74

The meaning of the letter grades follows the SLIS Grading Policy:

A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.
A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.
IUPUI Values Statement

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct:

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the
use of tutors, books, notes, calculators, computers, and wireless communication devices.

b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.

c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. directly quoting another person’s actual words, whether oral or written;

2. using another person’s ideas, opinions, or theories;
3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

4. borrowing facts, statistics, or illustrative material; or

5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Beginning Fall 2014, all students are required to complete the plagiarism tutorial during s401.

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to http://diversity.iupui.edu/aes/

Administrative Withdrawal
A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

**Course Evaluation Policy**

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**Course Communication**

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Be sure to set your Canvas notification so that you receive Course Announcements through your email account.