LIS-S571: Materials for Youth (Fall 2017)

IUPUI
School of Informatics and Computing
Department of Library and Information Science
soic.iupui.edu/departments/lis/

Instructor: Linda Mills

B.S. Social Studies and Library Science
M.L.S. Indiana University

Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence.

You can always e-mail me for other needs at linmills@frontier.com if necessary.

Cell phone: 812-569-5588

COURSE DESCRIPTION

From whimsical picture books to serious works for young adults, Materials for Youth explores the broad spectrum of books, magazines, and media available for children and young adults.

Extended description

This three-hour course focuses on the evaluation and use of materials for youth including books, magazines, and media. It will expand your thinking about the role of materials in shaping today’s youth. This course will be taught online with web-based readings and resources, discussions: however, you must also have access to picture books and novels for youth. You will be reading award books (Newbery, Caldecott, Printz), analyzing and comparing illustrations in picture books, examining illustrators, reading a series of books from different genres (fantasy, realistic fiction, historical fiction), examining magazines, and completing projects (i.e. video, trailer, LibGuide). You will also be joining in discussion with your classmates on these areas after reading additional materials to support statements that you will be sharing.

Required textbook(s)

I will not require a textbook; however, if you have not taken a Children’s Literature class before you might want to seriously consider the following text. It can be purchased relatively cheaply on Amazon.

Tunnell, Michael O. Jacobs, James S. Young, Terrell A, and Bryan, Gregory (2016). Children’s Literature, Briefly. Sixth Edition. Boston: Pearson (there is also a fifth addition, c2012 that you could use. It really is a
good read book.) The older edition will give you the definitions of the genres and provide the information that is needed for this class.

I will refer to the appropriate chapters in the syllabus that correlate to each topic covered. This text is very readable and is not a standard, dry textbook. There are many other children literature textbooks available, but I think you will find this one very manageable.

I will also refer to some materials and videos that I will have in the resources in Canvas. All in all you will have a vast variety of resources to peruse. The problem will be digesting and synthesizing the materials that you read.

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Attendance**

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course makes the assumption that students are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat, or call the instructor if there are problems or concerns.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the weekly tasks on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason (because things do happen in your lives), contact me ahead of time via Canvas mail. I also realize that circumstances arise at the last minute also, just remember to email me and explain the circumstances. It is the student that does not communicate with me that I get concerned about so please do not be that student.

**Deliverables**

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus and in the assignment tab of Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline. Remember, communication is the key in this class. Email me when you anticipate problems.

**Accommodations**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must
register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations.

Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Adaptive Educational Services (AES), Tel. 317 274-3241.

- Learning disabilities means any mental/physical/health condition that affects your ability to learn and complete assignments.
- If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension.
- If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students.

Most resources should be accessible to visually-impaired students. All task directions are in .pdf format. If .pdfs or web-based readings are inaccessible, please contact me for substitutions.

**Canvas**

Canvas will be an integral part of the course. If you have problems accessing Canvas, please contact the University Information Technology Services (UILS) Support Center at 317-274-HELP. All course announcements will be found in Canvas along with the course schedule, assignments for grade, and other course documents. I will be using the announcement section to keep you informed of how the class is progressing.

**Your Questions, Concerns, and Comments**

Please do not hesitate to contact me directly via Canvas mail with any questions. I may profit by your questions by also answering them publicly if the answer will be of general interest to others -- but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, my availability, etc.).

**What Tools you Need**

You are already using some browser, of course, but you will need to see if it is the most recent version. If it is not, update it. For PC users, you need to have the most recent version of Edge, Internet Explorer, Firefox, or Chrome. For Mac users, you need to have the most recent version of Safari or the most recent version of either Firefox or Chrome. For the final project assignments, you will be making a video, creating a book trailer, and using LibGuides. I will give you access to LibGuides early in the semester and there is a tutorial to use to help you create your project.

Two-Step Login (Duo) will be required for all students beginning November 2, 2017. Be sure to bring your primary device (like a cellphone or tablet) with you, so you can log into secure IU systems. Also make sure you have a backup device like a hardware token or Google Voice. If you get stuck without a working device, the UTIS
Support Center can give you a bypass code, but it takes up to 20 minutes to verify your identity (not great for time-sensitive class activities).

If you still need to set up Duo, get started at: twostep.iu.edu

Learn more about recommended devices at: https://kb.iu.edu/d/anfl

For help resources, see: https://kb.iu.edu/d/alu

COURSE SCHEDULE

Course Materials: Calendar (tentative)

Examine the schedule below. The first column contains dates. The second column contains activities you should work on during the week indicated by the date. The third column shows specific assignments that are due on the date indicated in the first column.

I would recommend that you read the pages that I have on Pages in Canvas. The other suggestion that I gave is if you have the book Children’s Literature, Briefly by Michael O Tunnell, James S. Jacobs, Terrell A. Young and Gregory Bryan published by Pearson in 2016. This book is an easy read and has some good points in it plus lots of suggestions of books to read. I have included corresponding chapters from this book if you are interested in reading more about the genres.

ASSIGNMENTS: Please put your assignments in the corresponding DISCUSSION section in Canvas so you can read your classmates and respond AND also in the ASSIGNMENTS under the correct topic. This will make it easier for you to see the rubric with your grades that I will do on each one. It shouldn’t take long to put it in both places.

Note on due dates: All assignments are due by midnight on the dates listed. One advantage of this type of course is flexibility. However it is important to establish due dates to make sure that you all are successful in this course. Plan your time accordingly. Email me with problems or concerns you might have about getting work done in a timely fashion.

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<thead>
<tr>
<th>Date</th>
<th>Suggested Activities</th>
<th>Assignments Due</th>
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</table>
| Before Monday Aug 21—the first day of class | • Get an IUPUI network account to use  
• Be familiar with Canvas  
• Explore course materials  
• Set up profile in Canvas  
• Introduce yourself activity | Profile  
Introduce Yourself Due in Discussions |
| Wed Aug 23 | • Read Introduction to the Class in PAGES on Canvas  
• Watch video  
• Chapter 1—Why Read?  
• Chapter 2—What is a Good Book?  
• Chapter 3—What is a Well-Written Book? | Social Booklist Starter Due  
Newbery Assignment due |
| Wed August 30 | • Read Selection and Censorship in Pages on Canvas  
• Chapter 16—Controversial Books | |
| Wed Sept 6 | • Read Illustrations in Pages on Canvas  
• Watch video  
• Read Picture Books in Pages on Canvas | Reply due for Newbery |
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<tr>
<th>Date</th>
<th>Suggested Activities</th>
<th>Assignments Due</th>
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<tr>
<td>Wednesday, Sept. 14</td>
<td>• Watch video</td>
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<td>• Chapter 4—How to Recognize a Well-Illustrated Book</td>
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<td>• Chapter 7—Picture Books</td>
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<td>• Read Child Development and watch video on Canvas</td>
<td>Printz Award due</td>
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<td>• Chapter 5—Children’s Books-History</td>
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<td>• Chapter 9—Folklore</td>
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<td>Wednesday, Sept. 20</td>
<td>• Read Traditional Literature and watch video on Canvas</td>
<td>Caldecott due</td>
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<td>• Read Fantasy Literature and watch video in Canvas</td>
<td>Reply due for Printz</td>
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<tr>
<td>Wednesday, Sept. 27</td>
<td>• Read Fantasy Literature and watch video in Canvas</td>
<td>Illustrator due</td>
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<td>• Chapter 6—Organizing by Genre</td>
<td>Reply due for Caldecott</td>
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<td>• Chapter 10—Modern Fantasy</td>
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<tr>
<td>Wednesday, Oct 4</td>
<td>• Read Realistic Fiction for Children and Young Adults in Pages on Canvas</td>
<td>Fantasy for Children due</td>
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<td>• Chapter 11—Realistic Fiction</td>
<td>Reply for Illustrator</td>
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<td>Wednesday, Oct 11</td>
<td>• Read Historical Fiction in Pages on Canvas and watch video</td>
<td>Fantasy for Young Adults due</td>
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<td>• Chapter 12—Historical Fiction</td>
<td>Reply for Fantasy for Children due</td>
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<td>• Chapter 13—Biography</td>
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<td>Wednesday, Oct. 18</td>
<td>• Read Nonfiction and Informational Books in Pages on Canvas</td>
<td>Reply for Fantasy for Young Adults due</td>
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<td>• Chapter 14—Information Books</td>
<td>Realistic Fiction for Children due</td>
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<td>• Chapter 18—Teaching with Books</td>
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<td>Wednesday October 25</td>
<td>• Read Magazines and watch video</td>
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<td>• Read Poetry and watch video</td>
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<td></td>
<td>• Chapter 8—Poetry</td>
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<td>Wednesday Nov 1</td>
<td>•</td>
<td>Historical Fiction due</td>
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<td>Reply for Realistic Fiction for Young Adults due</td>
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<td>Wednesday, Nov. 8</td>
<td>• Read Media in Pages and watch video</td>
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<td>• Read Diversity and watch video</td>
<td>Magazines due</td>
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<td>• Chapter 17—Motivation</td>
<td>Reply for Historical Fiction due</td>
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<td>• Chapter 15—Multicultural</td>
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<td>Wednesday Nov 15</td>
<td>• Read Poetry in Pages on Canvas</td>
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<td>• Chapter 8—Poetry</td>
<td>Reply for magazines due</td>
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<tr>
<td>Tuesday Nov. 21</td>
<td>• Read Diversity in Pages on Canvas</td>
<td>Reply due for Project 1</td>
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<td>• Read Media in Pages on Canvas</td>
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<td>• Chapter 17—Motivation</td>
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<td>• Chapter 15—Multicultural</td>
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S571 Materials for Youth 5  
Mills's Syllabus-Fall, 2017
COURSE ASSIGNMENTS

Please see the Assignments section of Canvas for full descriptions and due dates for these assignments. The assignments will be discussed more fully in that section. The readings each week will coordinate with the topics discussed. **If at any time, you have questions please contact me via Canvas or at linmills@frontier.com or via my cell phone/text.**

Assignment 1: Introduce yourself to the class (no points)

Your first assignment will be to introduce yourself to the class. Since this is an online course, we all need to know a little bit about each of us to be better able to interact during the next six weeks. Knowing some of our likes and dislikes about reading and books, helps us understand the postings that we will be doing on books.

Then share at least two picture books and two chapter books/novels that you enjoyed while growing up. What are your memories of reading?

Assignment 2: Read a Newbery Book and discuss (6 points)

Read a Newbery award winning title from the list below. Participate in a small group discussion associated with your books.

- DiCamillo, Kate (2014) *Flora & Ulysses: The Illuminated Adventures*
- Applegate, Katherine (2013). *The One and Only Ivan.*
- Gantos, Jack (2012). *Dead End in Norvelt.*

**Posting:**
Since everyone in the group has already read the book, your posting should cause classmates to think, react, investigate, or question what they’ve read. Your posting should not retell the story. Try to look at the book from the perspective of a child or young adult reader.

A quality posting should be concise (250-500 words) 1 point
It must weave in excerpts (with quotations) and examples directly from the text (1 point)
It must refer to at least two other books for youth (e.g., similar elements, readalikes, etc.) (1 point)
It should also include at least one of the following elements (1 point):

- Reference a work of professional literature.
- Recommend a resource or application that helps a fellow student gain more understanding or use of the materials discussed.
- Counter something (with evidence found in the professional literature or a statement by a fellow student.

While you may wish to discuss the work as a whole, it’s also fine to focus on some aspect of a character, setting, plot, or theme.

**Reply.**
TWO responses must demonstrate a thorough understanding of the book including excerpts or examples from the book. The responses should also demonstrate an understanding of a potential youth reader. At least one of your replies should take place early in the posting time to allow your peers time to react to your response. This assignment is intended to be a DISCUSSION rather than simply a posting and response (2 points)
Assignment 3: Read a Printz book and discuss (6 points)

Read a Printz award winning title from the list below. Participate in a small group discussion associated with your book.

- Sedgwick, Marcus (2014) *Midwinterblood*.

Assignment 4: Compare the illustrations in two different Caldecott Books (6 points)

It’s essential that a librarian’s personal views not impact their selection decisions. This rule becomes difficult when dealing with illustrations. Books with visuals that you find ugly or uninspiring may be exciting or stimulating for a child. All of the illustrators on this list have received the Caldecott award.

Select **TWO** of these illustrators: one whose illustrations draw your interest and another that you find the least appealing. Describe the techniques the illustrator used and examples from specific books to illustrate what you like (or dislike) about the illustrations. Be sure to both show and tell. Use visuals from their books to illustrate your examples. You might also wish to cite reviews. Also, discuss the issue of personal taste in selection decisions and your perspective on what appeals to children. Create a posting for two illustrators and a reply for two illustrators.

- Floca, Brian. Illustrator of *Locomotive* (2014)
- Henkes, Kevin. Illustrator of *Kitten’s First Full Moon* (2005)
- Klassen, Jon. Illustrator of *This is Not My Hat* (2013) and *Sam and Dave Dig a Hole*
- Pinkney, Jerry. Illustrator of *The Lion and the Mouse* (2010)
- Stead, Erin. Illustrator of *A Sick Day for Amos McGee* (2011)

Assignment 5: Do an in-depth study of an illustrator of picture books (6 points)

Analyze the work of **ONE** illustrator from a list given to you. Include a short biography, major issues raised by the work, media and techniques used in illustration with examples, distinctive style or changes from book to
Assignment 6: Read and discuss a fantasy book for children. (6 points)

Read ONE of the following books:

- Black, Holly and Clare, Cassandra (2016) The Bronze Key
- Jones, Keely. (2105) Unusual Chickens for the Exceptional Poultry Farmer.
- Pennypacker, Sara (2016) Pax.
- Park, Linda Sue. (2016) Forest of Wonder, Wing and Claw

Assignment 7: Read and discuss a fantasy book for Young Adults. (6 points)

Read ONE of the following books (this is a tentative list)


Assignment 8: Read and discuss a realistic fiction for children. (6 points)

Read ONE of the following books:


Assignment 9: Read and discuss a realistic fiction book for young adults. (6 points)

Read ONE of the following books: (this is a tentative list)

- Niven, Jennifer (2015). All the Bright Places.
Assignment 10: Read and discuss a historical fiction book. (6 points)

Read ONE of the following books:

- Mills, Wendy (2016) *All We Have Left.*
- Richmond, Caroline. (2016) *The Darkest Hour.*
- Polisner, Gae. (2016) *The Memory of Things.*

Assignment 11: Examine children and young adult magazines. (6 points)

From a list provided, choose one children’s magazine and one young adult magazine to evaluate. Consider the following criteria when doing so:

- What is the subject or content of the magazine?
- How interesting is it visually? What kinds of illustrations are included?
- In terms of advertising, how much is included? What kinds of products are advertised? Who is the audience for these advertisements (if it’s a magazine for both boys and girls are the advertisements aimed at both genders as well?)
- Who is the audience for this magazine? Boys and/or girls? What age? Would it be appropriate for a school or public library?
- What is the cost?
- Please remember that I am interested in the “whys” tied to these criteria. Don’t just tell me that a magazine is appropriate for girls, but tell me why as well. Explain why you think a particular magazine is not appropriate for a school or public library collection. In your discussion you should provide specific examples from at least three issues of the children’s and three issues of the young adult magazines you select. For instance rather than saying “the visuals were great.” Show me an example of a visual from the magazine and discuss why you think it’s visually pleasing. Or, discuss an example of a specific article that you think would be appropriate for this age group and why. If you cannot get copies of the magazines from the list provided, you are welcome to check with me for approval of alternative titles.

For some youth, magazines are the extent of their leisure reading activities. Think about ways you can expand the reading options for youth who only seem interested in magazines. Magazines can jumpstart an interest in other types of reading. Select ONE magazine that you reviewed earlier and describe a reader. Then identify two works of fiction and two works of nonfiction that might appeal to this youth based on your knowledge of a magazine they like to read. Include a brief summary of the item, cite one professional review, and describe why a youth might like it. Also post a reply to one of your classmates.

Assignment 12: Project 1: Video and Book Trailer (10 points)

It can be tough to convince youth to read poetry and diverse works. Evaluate booktrailers and booktalks on any topic and think about what makes a persuasive book video or trailer. Then, create a booktailer AND video record a booktalk related to two tough topics. Upload both to either YouTube or Vimeo.
Both your booktrailer and your booktalk should each be 60-180 seconds long. Your booktrailer should be rich in visuals and audio. Your booktalk should be more than a talking head. It **MUST** include an interesting backdrop, books, props, puppets, or other elements that engage the audience.

The video or book trailer needs to focus on poetry or short story promotion focusing on a specific book, author, style (e.g., humor) or subject (e.g. animals) of book. Your job is to convince youth to read poetry or story stories. Consider any work written in verse such as *Brown Girl Dreaming* (2014), a memoir in verse by Jacqueline Woodson.

The other book trailer or video needs to focus on a work in the traditional (e.g. folktales or retellings of classic tales) or diversity category (e.g. international, multicultural, mental or physical challenges such as *El Deafo* or the *Last Leaves Falling*, gender, LGBTQ). Your job is to convince youth to read outside their comfort zone.

You should select a specific age span such as 9-10 year olds or 17-19 year olds for your audience. **Include a short report** that includes an evaluation of two booktrailers and two booktalks you evaluated and thought were great examples. Discuss what makes an effective booktalk and booktrailer.

On your two submissions give citation(s) for book(s), also give a description of your intended audience for each, and the selection tools (i.e., Kirkus Reviews) you used in choosing your book and why you chose the books that you did.

**This assignment will be discussed more in class after the semester starts.**

**Assignment 13: Project 2: Create a LibGuide. (10 points)**

LibGuides is a subscription service used by many libraries to create pathfinders. We've been given permission to use the service free for our class. A few examples of how this service can be used by librarians include Dystopian, Civil War, and Holiday books. Access to LibGuides will be included within the assignment tab and discussed further in class.

**Assignment 14: Project 3: Choice (10 points)**

This assignment will be added later. Please stay tuned for the choices you will have.

**Assignment 15: Finish creating your Social Booklist and add comments to a discussion tab. (10 points)**

On or before the first week of class, create an account in LibraryThing or GoodReads. If you already have an account, you can use it. Share your account URL with your classmates and me and enter at least five books for youth you’ve already read.

During this fall session, add the books you read as well as books you’d like to read. You should add at least **forty (40) books**. I’m not picky about how much information you add. It’s up to you to decide how much you like to use this resource besides logging books.

I’ll check to be certain that you’ve posted your profile’s URL, but I won’t grade this assignment until the last day of class. As long as you have completed your profile and entered the required number of books during the semester, you will get the points.

I would like you to add comments throughout the semester to a discussion tab on whether this resource is a good fit for you or what kind of uses you would see this being used for. At the end of the semester when you submit
your final listing, please make a comment on the discussion tab on whether you found this useful OR whether you could see yourself using something else.

**Purpose of this exercise:** This assignment is to help you find a means of keeping track of books that you read so you can recommend them to patrons. It really helps to keep these kind of lists as the more you read, the more some of those books go out of your mind! This will help keep the information you gain from reading safe to be able to use in the future.

P.S. When I first started, you know B.C. (before computers!), I kept an index card on the books that I read so I could refer back to them when I needed to do a booktalk or recommend books to students or teachers. I have found over the years that it really did help as I read more and more and it seemed as if my memory wasn’t as good, or I couldn’t remember an author or a title! It is always difficult to tell a student to go find the red book because that is all

**RESOURCES**

I have links within the readings in Resources in Canvas to accompany each area that we will be examining. It is up to you to read and decide how you want to use some of the materials that I suggest. However, please feel free to go beyond these suggestions to find appropriate materials (reviews of books, statements of authors, articles that pertain to topics). The student that goes above and beyond the suggested readings will get the most from this course.

**STUDENT LEARNING OUTCOMES**

**Course Learning Outcomes**

Upon completing this 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.
- Utilize relevant and important professional materials such as research articles and selection and review resources.
- Explain relevant and important trends and issues in children’s literature. (e.g. intellectual freedom, multiculturalism etc.)
- Create videos, book trailers, infographics, and LibGuides to appeal to children and young adults.

**GRADUATE AND PROFESSIONAL LEARNING**

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:
1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
2. Communicate effectively with their peers, their clientele, and the general public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

**MLS PROGRAM OUTCOMES**

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users
ALA MLS COMPETENCIES

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

**Foundations of the Profession**

1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

**Information Resources**

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

**Organization of Recorded Knowledge and Information**

3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.
6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.
8B. The principles of effective personnel practices and human resource development.
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

GRADING SCALE

Note that LIS instructors coordinate letter grades to percentage scales differently. For instance, a 95% grade may count as an A in one course but an A- in another. The following scale is in effect for this course.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
</tbody>
</table>

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

**Incompletes**

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. See: [IUPUI Registrar: Grade of Incomplete](#)

**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. Learn more at [IUPUI Administrative Withdrawal Policy](#)
COURSE EVALUATION POLICY

Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed through Canvas. 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.

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 IU Code of Student Rights

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. 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.

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.
   1. 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.
   2. 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.
3. 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.
4. 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.
5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on
fieldwork.
6. A student must not steal examinations or other course materials, including but not limited to, physical
copies and photographic or electronic images.
7. 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.
8. 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.
1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of
another person without acknowledgment.
2. 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
3. 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.
4. 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.
5. 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.
IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies

Email

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.

Disabilities Policy

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Visit Adaptive Educational Services (AES) for more information.

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.

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.

Statement of Values

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.