LIS S672: Seminar on Youth Literature
What's Trending in Children's and Youth Literature
Spring 2019 / Kramer
Department of Library and Information Science
Indiana University School of Informatics and Computing, Indianapolis

Required Text(s):

Miller, Donalyn. *Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits.* Jossey-Bass, 2013. 978-0-470-90030-7 (pbk)

Short, Kathy, Carol Lynch-Brown and Carl M. Tomlinson. *Essentials of Children's Literature.* Pearson, 2014, 8th edition. 978-0-13-306673-9 (pbk.)*

> *A children's literature textbook is **required** for foundational readings about genres and other topics. It is perfectly fine to use another base text rather than purchasing another text. Please recognize I won't have the correct page numbers for your book, but the conceptual base will be the same.

REMINDER: Donalyn Miller, author of the textbook, will be presenting at Butler University on **Saturday, Feb. 2**. You can find details about attending here: https://partnershipforinquirylearning.org/event/donalyn-miller-engaging-nonfiction/

NOTE: Good teachers are responsive to students' changing needs. All project assignment descriptions detailed here are in their **final** format. However, if "in-flight" corrections are needed to maximize your educational experience, I reserve the right to make those changes as needed including adjusting due dates to give ample time for work. Due dates will **not** be moved sooner, but will occasionally be extended based on student feedback.

Please recognize that projecting your learning trajectory for the next 16 weeks is difficult! It's not really "teaching" if I ignore your needs and requests throughout the semester!

Section No.: 26213 *Credit Hours:* 3
Time: Online *Location:* Online
Instructor: Kym Kramer, MLS, Director of School Library Media Education
Office Hours: By Appointment, Monday-Saturday
Office: IT 369
535 W. Michigan Street, Indianapolis, IN 46202
Phone: (317) 278-2093 (Office), forwards to cell phone

Email: PLEASE USE CANVAS CONVERSATIONS FOR **ALL** CLASS CORRESPONDENCE. If I am your advisor, please use IU MAIL for advising questions. (kakramer@indiana.edu)

Class Structure: This is course is delivered through an on-line interface (Canvas). Each **Monday by 6:00 PM** I will post the session's lecture, activities, and study materials. See page 2 for more details!

OF IMMEDIATE IMPORTANCE AND UNDERSTANDING: This course requires frequent access to current children's and young adult literature in a format of your choice. **For this reason, physically using a library or accessing one electronically will be required for ALL of the assignments in this class. You must have this type of access in order to successfully complete this class.**

Where and When

This web-based course is delivered asynchronously via Canvas. There is **one** scheduled class meeting time (see Yo'GRT description section) in March, and there are assignments and/or online posts due. We will be experimenting with Zoom video conferencing as a tool for book discussions in March, when you will select the session that works for you. I ask that you are open to trying new things.

Each session: I will post an online lecture presentation that will go over the concepts for the assigned content. The sessions will be made up of three components:

- **Text screens:** layer ONE of the content / basic / key points / visual representations
- **Audio commentary:** layer TWO that does **not** read the screens / key to understanding what we are discussing / you will be LOST if you cannot hear audio
- **Video content:** I will include video when I feel it enhances what we are discussing

Technology: Be sure to check to see which browsers work best for Canvas. I have personally found that I cannot run it in Internet Explorer without it leaving components of the presentations off the screen. I am currently using Firefox and Chrome reliably.

Note: the use of a tablet or mobile device (phone) likely will NOT give you all the functionality needed for the course. Remember, the audio is a separate and KEY PIECE of the session presentations. You will miss 50% of the content without reliable sound.

You will require frequent and reliable access to current library materials. Additional course materials are grouped by session in the **Modules** tool (click on the icon in the Canvas tools at the left of your screen). Written assignments are uploaded to and graded within the **Assignments** tool. Grades and feedback are sent via the **Assignments** tool, but are also available in the **Gradebook** tool. An on-line class community is designed through conversations which are held in the **Discussions** tool.

Please contact me right away if you have questions or concerns about any aspect of the delivery of this class.

Communication: I will be on Canvas and IU e-mail each day, often early in the morning and late in the evening. I will make every attempt to respond to your e-mails within 24 hours. However, some of the rest of my duties entail fieldwork in the form of Student Teaching and Internship supervision. I am often tied up for hours without e-mail access, but will respond as quickly as possible. If you do not hear back from me within 48 hours, please DO contact me again. You won't hurt my feelings or upset me by contacting again, but I do expect you to advocate for your own education by helping make sure your needs stay on my radar. It is easy to "lose threads" when trying to keep so many students' needs in mind.

Email: Please use Canvas e-mail for ALL questions related to this course. <mark>REMEMBER: If you are not familiar with Canvas yet, e-mail is accessed in the "Inbox" tool. Your messages show up in the "Inbox" tool which is now found in the menu on the left side of your screen. The BEST part is that it can also show up in your IU e-mail and you can respond directly from IU e-mail without the message getting lost in cyberspace (usually)!!</mark> You have to choose for it to show up in IUPUI mail in your settings, but I highly recommend it!

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

Course Description: This course examines current trends in children's and youth literature publishing as they relate to libraries and their patrons. We will be exploring high quality literature in an effort to broaden each other's knowledge and experience with the hundreds of titles that rise to the top each year. Reading will be measured in terms of volume (see formula below). Additionally, this course is designed as a "seminar." A seminar focuses on a particular subject of interest and participants are encouraged to learn through exploration, individual goal setting, sharing and discussion. As such, dialogue, discussion, and debate will play a central role in the seminar. While I will provide background information for each topic **to get you started**, it's your job to jump into the professional literature along with the youth literature to come up with your own conclusions about the state of literature for youth**.** This truly is a class where your approach directly impacts your outcome. I am hopeful you will jump in with both feet and a scuba suit!

Further, this class centers upon a "community of learners" philosophy. As such, the beginning of the semester is structured around designing our community and network and building trust with one another. I will be a *member* of the learning group as much or more than I am a *leader* of the learning. Progression throughout the rest of the semester will be around topical **questions. <mark style="background-color:#00FF00">Their subsequent answers will be centered on opinion and thoughtful contemplation, but may at times have no clear or singularly correct answer.</mark>** Having been a library professional for over 20 years, I know this is sometimes hard for us to accept. You will be asked to read, read, read, think, think, think and write, write, write.

<mark>**I am asking that you recognize the style of class construction as you determine whether this course is for you.**</mark>

Enduring Understandings for S672 "Trends":
These are the conceptual understandings taught in S672
- Change drives trends.
- Trends drive change.
- Library professionals must stay abreast of high quality literature.
- Responsive librarians anticipate customer needs and wants.
- Librarians can inform and influence readers' choices.
- The information inquiry cycle is the act of learning how to learn.
- Life-long learners communicate and share knowledge.

Essential Questions:
- What are some trends in children's and youth literature?
- What techniques can a library professional use to "keep up" with trends?
- What are the authoritative resources that help librarians respond to trends?
- Can responsiveness be measured?

IU MLS Learning Outcomes for S672: https://soic.iupui.edu/lis/master-library-science/learning-outcomes/

==*Students who complete this course will be able to:*==

PG 1: Approach Professional Issues with Understanding
1.2 Anticipate emerging trends and respond proactively
- o Read widely and deeply in several youth literature genres, both self-chosen and encouraged.
- o Analyze and respond to youth literature through writing and other mediums.

PG 2: Assist and Educate Users
2.1 Analyze and identify the information needs of diverse communities of users
- o Read widely and deeply in several youth literature genres, both self-chosen and encouraged.
- o Analyze and respond to youth literature through writing and other mediums.

PG 3: Develop and Manage Collections of Information Resources
3.3 Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources
- o Read widely and deeply in several youth literature genres, both self-chosen and encouraged.
- o Librarians can inform and influence readers' choices.
- o Library professionals must stay abreast of high quality literature.

PG 4: Manage and Lead Libraries and Other Information Organizations
4.2 Communicate effectively to a variety of audiences.
- o Read widely and deeply in several youth literature genres, both self-chosen and encouraged.
- o The information inquiry cycle is the act of learning how to learn.
- o Life-long learners communicate and share knowledge.

IU Principles of Graduate and Professional Learning

Students who complete this course will be able to:

- Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.
- Think critically, applying good judgment in professional and personal situations.
- Communicate effectively to others in the field and to the general public.
- Behave in an ethical way both professionally and personally.

Conceptual Underpinnings for S672:

This elective course supports the exploration of the following **ALA's** Core Competencies of Librarianship as formulated by the American Library Association in 2009. Competencies highlighted in yellow are supported through assignments and projects, and might be considered when creating your LIS ePortfolio reflection requirements. "A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:"

http://www.ala.org/educationcareers/careers/corecomp/corecompetences

ALA Core Competencies as related to Professional Outcomes

1. **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).

2. **Information Resources**
   2A. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

5. **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.
   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.

7. **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.

Adopted as amended by the ALA Council, January 27, 2009, 2008-2009 ALA CD#10-10.1 revised.

The **instructor** will:

- Carefully choose readings and plan activities that will build students' enduring understandings of the course material.

- Convey examples of theory, techniques, and models relevant to youth literature.
- Be responsive to students' needs and questions.
- Judge student performance fairly in accordance with the LIS grading policy and the expectations for the assignments outlined in this syllabus and rubric details.
- Treat students as individuals and allow them to create a set of learning opportunities that are best for their situation and goals.

Participation = Attendance

Because this class is held entirely online, participation is crucial to your success**. You will want to check Canvas for S672 often.** I recommend that you check once a day for messages and announcements that may affect your participation and assignments. **Always be well prepared to participate in discussions and activities based on readings and assignments, as that is the way you will demonstrate mastery of the course objectives. Failure to participate every session is the same as not being in attendance.** You may lose points when you don't post or don't turn in an assignment on time.

- **If you do not complete at least half of all activities during the first four Sessions of class, you can be administratively withdrawn. This would occur after the tuition refund dates.**

Be sure to allow time to work in Canvas. Because there is no face-to-face interaction, an online course requires a **greater commitment** to demonstrating your mastery of the course objectives in written posts, projects, and papers. It takes much more time to type than to talk! If you will be without web access for more than 72 consecutive hours, you may want to enroll in S672 in another semester. In order to do well in this course, it is absolutely necessary to stay on top of readings, discussions, and assignments.

Class Assignments and General Evaluation Criteria
USE THESE FOR EVERYTHING:

- **ALWAYS** listen to the **class presentation** each week. Assignments will be introduced and described during a **session presentation.** These are found in the **Modules.**

- Read the full assignment description in the **Assignment Tool.**

- Turn in Assignments using the designated location: **Box, Discussions, or Assignment Tool.**

- Often lengths will be specified. When they are **not** specified in an assignment, you be the judge of how much you need to write to get your points across. Remember I am reading **MANY** documents. ☺ I do read and comment on each assignment.

- **Formatting:**
    - Use Times New Roman, Arial (something easily readable)
    - Submit the assignment in the prescribed format (.doc, .docx, .pdf, etc.). **The assignment will list the formats accepted.**
    - **Choose a style (MLA or APA) and follow it within an assignment**
    - Always use a standard citation style for materials referenced whether specifically requested or not. (MLA or APA is acceptable)
    - **1.5 or 2.0 spacing in between lines REGARDLESS of the style you choose (ease of screen reading)**
    - **Following** your style format, include the Assignment title for assignments
    - Include logical subject lines for your Discussion posts

- Some projects and papers will have rubrics that accompany the work. I will have these out in adequate time for you to be able to prepare the work while referring to the criteria on which you will be graded. They will be posted in Canvas as they are introduced through a class session presentation.

- Students are expected to do their own individual, original work. Work that is plagiarized (using other people's writings without attribution) or re-purposed (handing in work done for another class unless pre-approved) will result in the failure of that assignment. During any work for group summary assignments, you will not be penalized for sharing your classmates' thoughts, but if you are using their exact words you should place these in quotations.

S672 Resubmissions Policy

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in S672, you will have the opportunity to resubmit the work in an effort to better understand the concepts as well as raise your grade. However, the following guidelines apply to resubmissions:

- **Discussion Assignments** do **not** have resubmission options. However, if you miss a Discussions Assignment, it is still worth your time **to respond to the original post** in order to get partial credit.
- **Some assignments** have explicit rubrics. **NO resubmissions will be accepted if you skip a portion of the original assignment as detailed in the rubric.**
- **Pulse reflections** have firm "windows of submission." When it's done, it's done.
- All assignments have deadlines. However, if you need an extension and communicate with me clearly, life circumstances can be taken into account to negotiate more time.

REQUIRED ASSIGNMENTS
The following required assignments have specific due dates listed.
Please email me if you have questions on any of these.

Please note, the **Assignment Tool** in Canvas is directly linked to the **Syllabus Tool.** As I build the assignments for this class, the dates will automatically populate into the **Syllabus Tool**, thus creating a handy at-a-glance current listing of all due dates! This is a great feature of Canvas.

Session Modules:
Each session you will access the **Modules** where I will make a **session presentation. Sessions will post by Mondays at 6:00 PM.** These presentations are designed around the readings as well as your personal reading goals. They will provide the foundational knowledge for the concepts related to trends in children's and youth literature and publishing. Resources are organized in the weekly modules. Those resources accompanying a particular session topic will be available the day the module is posted on **Mondays.**

==PLEASE GET IN THE HABIT OF LISTENING TO THE SESSION BEFORE YOU DO YOUR OTHER COURSE COMPONENTS AS I WILL OFTEN ADDRESS QUESTIONS THAT I HAVE RECEIVED.==

==With that said, you may be reading in <u>ANY literature genre</u> in support of your personal reading plan goals well in advance of us discussing it. Additionally, you may read genres that are NOT listed in this syllabus.==

1. Weekly Group Discussions:
As part of **MOST** sessions, there will be a **Discussion Topic assigned.** This course benefits greatly from the incredible knowledge you each bring to the topics. Past experience has proven that by creating a community of readers, writers, and learners we each benefit exponentially beyond what you would get from a basic online course. The class **centers on** creating knowledge together as well as reflecting on what you are learning and how it is influencing your thinking and professional growth.

I will structure our Discussions to offer opportunities for you to bring your voices to the group conversation. I also will use the Discussions to add to the following week's session presentation by using what you bring to the topic to deepen our work. **This is a dynamic, timely, and unpredictable part of our class, and it is much richer when all students participate fully.** Please take time to craft thoughtful posts as well as read and respond thoughtfully. I will strive to make sure this does not become a busy-work black hole by making judicious use of this component of class. ==**In turn, please recognize this as a key portion of our class**==.

The Discussion Cycle will work like this:
> **Mondays: If** the session has an accompanying **Discussion,** it will appear in the session module
> **By Thursdays at 11:59 PM:** Post your initial response to the Discussion prompt
> **By Saturdays at 6:00 PM:** Read and respond to at least **two** peers' posts

The student will earn high points in Discussions if he/she:

- responds to the assigned reflection prompt in the **Discussion Tool**

- initiates discussions by posting new questions or raising alternative viewpoints on issues

- responds meaningfully to classmates' comments, issues, and questions

- makes **personal connections** to topics through personal examples or idea generation
- clearly ties observations to those of fellow classmates and literature
- shares observations that are relevant and **documented** though the readings, especially professional literature beyond those listed as required

- **references/cites** specific examples from **children's and youth literature** to support points being made

- recommends a resource which helps a fellow student gain more understanding on an issue or topic

- summarizes information as evidence that either validates (supports) or suggests a different perspective (counters) and the information is referenced; such information may or may not agree with the student's personal opinion;

- helps others in class find meaning and relevance to the issues and information raised;

I will use subjective judgment and the Canvas statistics to determine the extent of the student's contributions to class. I will read all postings and will rarely jump into the conversation. **However, on-line Discussions will be referenced during subsequent session presentations frequently.**

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Assigned on Mondays
Post Your Response by Thursdays 11:59 PM
Respond to TWO Peers' Posts by Saturdays at 6:00 PM EST
TOTAL POINTS: 5 points / Discussion and Response
Most Sessions

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2. "Pulse" Reflections

Two times* this semester you will be asked to "take your pulse." This is a **reflective exercise** that helps you assess how your own thinking is growing and changing as you gain experiences and learn from your readings and your peers. These assignments are particularly helpful later in your program as you begin to solidify your philosophy about professional librarianship. Your metacognitive "pulses" can be used to shape your overall philosophy of librarianship that is often part of the interview or ePortfolio process.

*Your Final Pulse Reflection will be part of the Volume Reading assignment description section.

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TOTAL POINTS: 5 points / Pulse
Sessions 1, 8

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3. Volume Reading of Children's and Youth Literature

This course is based on the trends in writing and publishing as represented in Children's and Young Adult Literature. We will focus our energy on identifying how trends influence and impact our professional work. Additionally, during the semester, several genres and topics will be discussed. It is important to understand

from the beginning that you will create your learning path in this course. While I will present ideas to consider, you are responsible for shaping your ultimate learning outcomes. **You are welcome to make suggestions regarding the topics we will cover, as well as contribute your vast knowledge.** This is an area of study that benefits greatly from "putting our heads together."

First and foremost, you will design a reading plan for yourself based on your needs for your future or current work. The more you read this semester, the more you gain. The choice of WHAT to read, WHEN to read, WHERE to read, and HOW to read will be totally up to you. A good barometer for your reading follows the **LIS expectation that each credit hour of a graduate course represents 1 hour of in-class and 2-3 hours of out-of-class work per week, averaged across the semester.** This means this 3-credit course will occupy between nine to twelve hours per week. I often have students happily tell me this course gives them "permission just to read" because it is the homework! I am excited to fill this role for you! READ! READ! READ!

Volume Reading will be measured in pages, not books, as sometimes you will be reading picture books and at other times chapter books. Listening to audio books counts as reading as well. **Please note:** Your **assigned course readings** will <u>NOT</u> count toward your page totals.

Publication Date Caveat: This course requires you to approach youth literature from the librarian's lens. Our focus must be to stay current rather than sticking to familiar literature or re-reading old favorites. For this reason, please use the following formula when creating your semester's reading goals:

- o **95%** of your page total should be published within the past five years
- o **5% may be** classical titles, titles you wish to revisit, or titles you missed while growing up

Using a formula of **100 pages / week**

X   15 weeks

The following measurements will be used to "grade" your volume for the course:

7000—7500 pages = 100 points   (A)   (averages 500 pages / week)
5000—6999 pages = 95 points   (A-)   (averages 334 pages / week)
1500—4999 pages = 90 points   (B+)   (averages 100 pages / week)
1200—1499 pages = 85 points   (B)   (averages 80 pages / week)
1000—1199 pages = 79 points   (B-)   (averages 67 pages / week)

Tracking Volume Reading

Additionally, you must choose a way to keep track of your reading and page totals. This can be done through electronic tools like Good Reads, Library Thing, or Biblionasium, or tracked on a spreadsheet, or both. Some students have even found apps for their phone to keep track of their reading! Clearly, this portion of your grade is based on trustworthiness and integrity. We all have busy lives and there will be weeks when you CANNOT read to the goal you set for yourself, but then we'll have those "off" weeks and you can catch up. **Your overall reading total depends on your FINAL page total at the end of the semester, not on weekly amounts.**

We will discuss and begin **Volume Reading** during Session 2. You may begin to read in **ANY TOPIC/GENRE** that you find on the schedule as soon as you are ready. Many of the trends will be self-explanatory. You may also veer off those genres/topics as well.   **DUE: Sat., Jan. 19**
Volume Reading Plan w/Goals / 5 pts.

4. You've Gotta Read This! (Yo'GRT)

This portion of the class relates to our ability to **share titles** with each other by creating a Reading Community. The goal is to find simple, visual ways to share out the best you are reading in your volume quest. In Session 1, I will share my vision for what I think this portion *might* look like, we will look at some Exemplars from previous years, and we will begin building together from there. This is solidly a co-construction of knowledge, and as such we get to shape the outcomes to our needs. This has easily become everyone's second-favorite part of S672!

**10 points / Each Yo'GRT
Yo'GRT #1: M., Feb. 4
Yo'GRT #2: <u>THURSDAY</u>, March 7** OR Sat., March 9 / Zoom Connection*
Yo'GRT #3: M., April 22
*Plan to "Tune In" for one or both of the Zoom Connections where we discuss books!
Thursday, March 7 due to LIS Accreditation Site Visit on Monday, March 4

5. Personal Inquiry Project

A personal inquiry is the cyclical, self-guided exploration of a topic. For this personal inquiry, we will discuss several ideas related to children's and youth literature, services, current literacy issues, and reading instruction methods. Ultimately, each student will self-select a personally relevant topic and move through an inquiry cycle in order to become "an amateur expert" on the topic. This project will be explained **during Sessions 2/3.** Several additional documents including rubrics will be distributed early in the semester to explain the components of each portion of the assignment. Students are expected to tailor their inquiry to their personal situation in order to create experiences that are relevant and practical for current and future work.

Personal Inquiry Final Project:

Students will identify an area of inquiry that is personally relevant and stimulates curiosity. Students will experience an inquiry cycle by carrying out each stage of the inquiry using a self-chosen inquiry model. Focus will be on the **process** rather than the **product,** but communicating your discoveries to your peers will be an important part of that process. Care will be taken to design a project that is truly *inquiry* and not just an *information problem.*

Personal Inquiry Project Timeline

Selection of inquiry topic (Discussion Thread)		**Due: M., January 21 (Session 3)**
Initial Plan paper	**5**	**Due: Saturday, Feb. 2**
Progress sharing / peer feedback	**10**	**Discussion Cycle Session 9**
Visual Presentation of Findings	**20**	**Due: M., April 8**
Inquiry Journal	**10**	**Due: M., April 15**
Inquiry Reflection Paper:	**10**	**Due: Sun., April 21**

General Topics/Readings/Timetable

Right to revise: A responsive instructor reserves the right to make changes to this initial timeline and syllabus information as necessary and, in such an event, will notify students of the changes immediately. Due dates will NEVER be moved earlier (sooner), but will occasionally be extended to insure student success.

Additionally, our class dynamics will play a large role in the sessions of the semester. If we deem it necessary, we can rethink the genre topics I have picked to introduce in order to explore something more relevant. **Please always feel free to ask questions about any aspect of this course, as well as make suggestions toward the scope.**

Exceptions to Spring 2019 Semester Calendar:

- **IUPUI Spring Break: No session / No Discussion week of M., March 11—Sunday, March 17**
- **Work Week: No session / No Discussion week of M., March 25—Sunday, March 31**
- **Final Deadline for ALL assignments including Resubmissions: Monday, April 29**

Course Administration and Policies

Personal Responsibility for Learning

The majority of graduate students are paying for their own education and often work at least part time. Often they have families and other commitments. Therefore, they tend to be serious students who put in the time required to be successful in graduate school. There are, however, times when life seems to spiral out of one's control despite plans, efforts, or wishes. **When this happens, it is critical that you immediately communicate with me.** I make every effort to be a responsive educator vested in your success. I cannot understand or support you, though, if you fail to communicate concerns. I will, in turn, be transparent in my work.

If you experience any of the following, please alert me immediately:

- Your technology is causing you to be unable to access both visual and audio portions of the class---even a screen or two!
- Your technology makes it impossible to access the needed electronic resources for this course
- Something impedes your ability to complete assigned work

Grading

Your achievement of the course objectives is measured on your online participation and written work. I provide general feedback to the class through my analysis of your **Discussion** both in the form of formal grades as well as synthesis that I use to design subsequent class presentations. Individual feedback and grades will be made for each **Exercise and Assignment.** These are submitted, responded to, and returned through the **Assignment Tool** which populates the **Gradebook.**

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from (short citations are acceptable for assigned materials) as well as for those you offer as resources in answer to questions. The style for presenting citations is up to you (MLA or APA), but please use one style consistently throughout your assignments.

Rubrics are used to grade some work in this class**.** Rubrics will be shared several sessions prior to assignment due dates. Additionally, the **Discussion** work format and grading will be discussed in Sessions 1 and 2.

LIS S672 Grading Scale: Core Course for some tracks
A = 97—100%
A- = 92—96%
B+ = 88—91%
B = 84—87%
B- = 80—83%

==NOTE: If this course is required for your specialization, your final grade must be B- or above AND your overall GPA at or above 3.0.==

IU Grading Scale
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.

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 as defined in the course syllabus.

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

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

C+ or below Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials.

Incomplete: Incompletes are only available when unexpected events prevent completion of the course requirements in the usual timeframe. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year.

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.

Academic misconduct: Students are expected to do their own individual, original work. Work that is plagiarized (using other people's writings without attribution) or re-purposed (handing in work done for another class) will result in a minimum in the failure of that assignment. You will learn from what other people do and post (in Discussions), but the only "group" work will be the Peer Review within the Final Project.

WHENEVER you quote from someone else you need to use quote marks. When you do not use quote marks, you are representing that wording as your own creation; this is plagiarism, even if you use a footnote/citation.

If you use on-line reviewing tools: In some assignments you will provide descriptions of materials. It is fine to use summaries, reviews, or abstracts you find elsewhere, as long as you use quote marks to clearly mark what you yourself did not write. **Do not represent another's review as your own thinking!**

If it appears that you have not marked work that is not your own, I will let you know. You may dispute this in a meeting (phone, email, or in person, at your choosing). You will need to re-do the assignment, and the existence of the incident will be reported, according to campus policy.

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/.*

Accommodations:

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. **Without proper documentation communicated directly to me, accommodations cannot be granted.** The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241. Visit http://aes.iupui.edu/ for more information.

Most resources should be accessible to visually-impaired students. All assignment directions are in Word documents and described in the PowerPoints. If assigned pdfs or websites are inaccessible, please contact me.

Students with hearing impairments who are not able to access the auditory components of the course should alert me immediately.

Students who create projects for the publicly posted assignments should incorporate 'alt' tags for images or enough text so that the meaning is accessible to students using screen readers.

Campus Course Policies

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and are found by clicking the Campus Course Policies link in the toolbar at the left in Canvas.