



**FLORIDA STATE UNIVERSITY**  
COLLEGE OF COMMUNICATION & INFORMATION  
*School of Information*

**LIS5566 – DIVERSE RESOURCES FOR CHILDREN AND YOUNG ADULTS**

**SECTION(S)**

**TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION**

**MODE OF INSTRUCTION: Online**

*Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.*

**Instructor:**

**Email:**

**Office:**

**Phone:**

**Course Location/Website:**

**Office Hours (in office, online or via phone):**

**Teaching Assistant:**

**Email:**

**COURSE DESCRIPTION:**

The focus of this course is an evaluation of both United States and international literature and information resources for children and young adults from the perspective of diversity. Students will explore various diversity issues, including race, ethnicity, sexuality, gender identity, ability, religion, and the immigrant experience. Students will employ strategies for using literature and information resources to meet the developmental, informational, and recreational needs of children and young adults in relation to these issues. Discussion will include various resource formats, selection criteria, and promotional strategies.

**COURSE OBJECTIVES:**

At the end of this course, the student will be able to:

1. Define diverse literature and information resources for children and young adults.
2. Name and provide information about the most widely recognized U.S. and international authors, illustrators, and publishers whose works are recognized in the field as representing diverse literature and information resources for children and young adults.
3. Identify and use selection and evaluation criteria for diverse literature and information resources, including those criteria that identify authentic portrayals of various diverse groups.
4. Discuss issues of diversity in relation to selection and use of literature and information

resources to meet the developmental, informational, and recreational needs of children and young adults.

5. Identify and discuss issues related to prejudice, discrimination, and stereotyping as reflected in materials and other resources for children and young adults.
6. Describe strategies for incorporating diverse literature and information resources in classrooms and libraries.

### **COURSE MATERIALS:**

#### ***Textbook:***

Fox, D. L., & Short, K. G. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teacher of English. Retrieved from <http://search.proquest.com/docview/62167109?accountid=4840>.

Freely available through the ERIC database here: <http://eric.ed.gov/?id=ED480339>.

Other required books (for example, picture books, novels, nonfiction books) will vary each semester the course is taught, but will represent the diverse groups reflected in the course outline (see below).

#### ***Choice Books:***

- Selected picture books from the Children's Digital Library (a free online resource). The titles will be listed on the course website under the Weekly Activities folder for the given week.
- Other award-winning and culturally authentic books of your choice can be used for your assignments. Criteria for book selection will be discussed in class.

#### ***Other Resources:***

*International Children's Digital Library:* <http://en.childrenslibrary.org/>

Other required readings and supplementary materials (e.g. articles, recommended websites, video shorts, etc.) are assigned most weeks, and information about these materials will be posted on the course website in the appropriate Weekly Folder.

### **COURSE ASSIGNMENTS AND EVALUATION:**

**Class Attendance:** Attend a minimum of 10 synchronous class sessions.

**Reading Response Discussion Board Posts:** Write 10 reading responses (RR) over 10 different weeks. These are short, reflective reactions to required readings and other course materials. RR prompts are posted on the course website at the beginning of each week and students have one week to post their responses. Each RR post will be evaluated based on the degree to which it addresses the prompt, includes specific details from the reading(s) referenced in the prompt, and is of the minimum word length specified in the prompt.

**Picture Book Essay:** Write an essay of at least 1200 words in which you compare and contrast two diverse picture books, considering issues related to cultural authenticity (which we will discuss in class). Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format

(APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

**Theme/Issue Essay:** Write an essay of at least 1200 words in which you focus on a particular theme/issue and show how that theme/issue is reflected in at least three different diverse resources (not picture books). Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

**Programming Activity Essay:** Write an essay of at least 1200 words in which you describe an activity that you would create for use in a library (public or school) or classroom, for the purpose of introducing children or young adults to diverse resources and using at least five different diverse resources. You may define your focus as you wish. Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

**Depiction of Childhood/Young Adulthood Essay:** Write an essay of at least 1200 words in which you analyze and discuss the way childhood or young adulthood is depicted in an international book for children or young adults that has won an award (either an international award or an award in another country). Discuss the developmental stage (or stages) that are represented in the book, and also discuss how the depiction of childhood or young adulthood reflects the culture/country depicted in the book. Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

**GRADE CALCULATION**

Class Attendance (min. 10 class sessions @ 10 pts. ea.):	100 points
Reading Responses (min. 10 over 10 different weeks @ 10 pts. ea.):	100 points
Picture Book Essay:	200 points
Theme/Issue Essay:	200 points
Programming Activity Essay:	200 points
<u>Essay on Depiction of Childhood/Young Adulthood:</u>	<u>200 points</u>
<b>Total</b>	<b>1000 points</b>

**GRADING SCALE:**

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769

C- 700-729
D+ 670-699
D 630-669
D- 600-629
F 0-599

## **COURSE SCHEDULE:**

- Week 1:** Introduction to Diversity & Diverse Resources
- Week 2:** Cultural Authenticity / The Immigrant Experience
- Week 3:** Selection and Awards, Readers' Advisory, Programming
- Week 4:** Canada, Europe, Australia, New Zealand
- Week 5:** Native American
- Week 6:** Asia
- Week 7:** Asian American
- Week 8:** Mexico, Central America, and South America
- Week 9:** Latino/a American
- Week 10:** Africa
- Week 11:** African American
- Week 12:** Middle East / Middle Eastern American
- Week 13:** Religious Diversity
- Week 14:** LGBTQ+
- Week 15:** Disability

## **UNIVERSITY POLICIES:**

### **University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida

State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.)

### **Plagiarism**

**Plagiarism** of any type, including material from Internet sources, will not be tolerated. Cases of academic dishonesty such as plagiarism and cheating will be investigated & pursued vigorously according to departmental and (if needed) university procedures. Before submitting any work for this class, please read the "Academic Honor System" in its entirety (see link above) and ask me to clarify any of its expectations that you do not understand.

### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **Americans With Disabilities Act:**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advanced notice.

## **SCHOOL OR DISCIPLINARY POLICIES:**

### **Copyright Statement**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/) ).

### **Sexual Harassment Policy**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. [http://registrar.fsu.edu/bulletin/graduate/information/university\\_notices/](http://registrar.fsu.edu/bulletin/graduate/information/university_notices/)

### **iSchool Hardware and Software Requirements**

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:  
<http://ischool.cci.fsu.edu/academics/online/requirements/>

### **Student Eligibility for an Incomplete Grade**

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).