

**Materials for Children and Young Adults**  
**INF 382G.03, Unique 28360**  
**UTA 1.212**

**Dr. Barbara A. Jansen**

Dates: January 9 - April 24, 2023: Mondays 6:00pm-9:00pm.

Office hours: Mondays 5:00-5:30 or anytime by appt. via Zoom.

Email: Email must be sent through Canvas in order to document and save student/professor correspondence. Please do not email the professor directly.

Twitter: @bjansen

**Course description:**

A survey of literature, including literary materials in various formats, suitable for use by and with children and young adults. Students will explore evaluation tools, application of selection and evaluation criteria, and planning for the use of books and other materials. The audience for this course is graduate students who are studying to be public or school librarians.

**Course objectives/learning outcomes:**

- Articulate the social and cognitive developmental levels of children and young adults and apply those levels to the understanding of young people's right to read and view.
- Select quality literature that reflects and appeals to a wide range of diverse readers (e.g., diversity in race, language, ethnicity, culture, gender, sexual orientation, religion, learning ability, physical ability, and domestic reality, among others) and to analyze literature for cultural authenticity and absence of bias and stereotyping.
- Explore a wide selection of literature and other materials (eBooks & audiobooks, podcasts, subscription databases) appropriate for ages 0-18, or birth through twelfth grade.
- Recognize and select quality literature from all genres for children and young adults using a variety of resources and applying criteria for age appropriateness and literary excellence across genres.
- Provide leadership in schools, public libraries, and the broader community to promote meaningful engagement with quality literature in all formats.
- Work individually and in collaboration with peers to research and present scholarship relative to children's literature in professional settings.

**Required textbooks and trade books:**

**Textbooks** (available through University Coop, Amazon, or the publisher)

Brock, R. (2019). *Young adult literature in action: A librarian's guide* (3rd ed.). Santa Barbara, CA: Libraries Unlimited (An imprint of ABC-CLIO, LLC.). ISBN 978-1440866937

Vardell, S. (2019). *Children's literature in action: A librarian's guide* (3rd ed.). Santa Barbara, CA: Libraries Unlimited (An imprint of ABC-CLIO, LLC.). ISBN 978-1-4408-6778-1

**Trade books** (available through Amazon, your favorite local bookstore, or public library):

Additional trade books for each week: Choose one book to read from each genre or format if titles are provided, and bring appropriate book(s) to class as listed for each genre. You may purchase through Amazon or other online resource, or find in a library of your choice. *Kindle or other eBook format is acceptable for novels/chapter books. Picture books must be in physical format.* The PCL youth collection on the 6th floor has many books for each genre, but may not have the specific novels (chapter books) required.

### **Study of literary elements**

White, E.B. (1952). *Charlotte's web*. New York, NY: Harper & Row.

### **Challenged books (choose one)**

Gino, A. (2015). *Melissa*. (Previously titled *George*). New York, NY: Scholastic.

Federle, T. and Fisher, S. (2013). *Better Nate than ever*. New York, NY: Simon and Schuster Books for Young Readers.

Thomas, A. (2017). *The hate u give*. Balzer + Bray, an imprint of HarperCollins Publishers.

### **Diverse and multicultural literature (this topic is also woven into all genre studies)**

Bring to class one recently published picture book featuring a protagonist from an underrepresented culture and/or who has a diverse background.

### **Picture books**

Bring to class one recently published picture book **and** one Caldecott or Caldecott honor book.

### **Beginning readers**

Bring to class one beginning reader.

### **Contemporary realistic fiction (choose one)**

Medina, M. (2018). *Merci Suárez changes gears*. Candlewick Press.

Smith, C. L. (2018). *Hearts unbroken*. Candlewick Press.

Zoboi, I. (2018). *American street*. Balzer + Bray, an imprint of HarperCollins Publishers.

### **Graphic novels (choose one)**

Telgemeier, R. (2019). *Guts*. Graphix logo, an imprint of Scholastic.

Krosoczka, J. (2019). *Hey, kiddo: How I lost my mother, found my father, and dealt with family addiction*. Scholastic.

Liu, M. M. (2018). *Monstress: Awakening* (S. Takeda, Illus.). Image Comics.

### **Traditional literature**

Bring to class one recently published traditional literature in picture book format and, **(choose one)**:

Donnelly, J. (2020). *Stepsister*. Scholastic Press.

Lo, M. (2010). *Ash*. Little, Brown.

### **Fantasy (choose one)**

Riordan, R. (2005). *The lightning thief*. New York, NY: Miramax Books/Hyperion Books for Children.

Gaiman, N., and McKean, D. *The graveyard book*. (2008). New York, NY: HarperCollins.

Ruby, L. (2019). *Thirteen doorways, wolves behind them all*. Balzer + Bray, an imprint of HarperCollins Publishers.

### **Poetry (choose one)**

Woodson, J. (2003). *Locomotion*. New York: G.P. Putnam's Sons.

Acevedo, E. (2020). *The poet X*. HarperTeen, an imprint of HarperCollins Publishers.

### **Historical realistic fiction (choose one)**

Curtis, C. (1999). *Bud, not Buddy*. New York, NY: Delacorte Press.

Vanderpool, C. (2010). *Moon over Manifest*. New York, NY: Delacorte Press.

Ryan, P. M. (2000). *Esperanza rising*. New York, NY: Scholastic Press.

Pérez, A. H. (2019). *Out of darkness*. Holiday House.

### **Biography**

Bring to class a recently published picture book biography. Choose a subject from a culture different from your own.

and **(choose one)**:

Gharib, M. (2019). *I was their American dream: A graphic memoir*. Clarkson Potter.

Heiligman, D. (2008). *Charles and Emma: The Darwins' leap of faith*. Henry Holt & Company.

Lewis, J., & Aydin, A. (2016). *March: Book three* (N. Powell, Illus.). Top Shelf Productions.

### **Informational books**

Bring to class a recently published informational book in picture book format.

and

Reynolds, J., & Kendi, I. X. (2020). *Stamped: Racism, antiracism, and you*. Little, Brown and Company.

### **Babies & toddlers**

Bring to class one book appropriate for babies or toddlers (board book, concept book, alphabet book, nursery rhymes, etc.).

**Additional readings:** Articles, blog posts, videos, and other readings are required each week and are posted in the [week's module in Canvas](#).

### **Grading:**

In-class participation & attendance: 20%  
Weekly and in-class assignments: 55%  
Literacy grant proposal: 25%

**In-class participation & attendance (20%):** Students are expected to be in class each session and participate actively in oral discussions and group activities. Readings for that week's class will prepare students for active participation in discussions and group work and must be completed *before* class.

Grades will be given for small group participation in selected activities each week. These assignments are typically worth 2 points. If you are in class and participate in each activity, your work will be assessed and receive a grade. If you forget to bring materials in which we are using for an activity, or you are absent from class for any reason, you will receive no credit until you submit the assignment in written form. If the assignment is not submitted, a zero will be given. If the assignment was accomplished with a partner or partners, you will be required to submit all of the work that was completed in class. You have **one week** from the date the work was assigned to submit missed assignments and make up the three hour class and it is the responsibility of the student to contact the professor for missed assignments.

**Weekly and in-class assignments (55%):** Students will occasionally have assignments that are due at the time class begins. See the week's module for assigned work and the due date and time. Module readings **MUST** be completed before the beginning of that week's class. We will use time in class to build upon the assigned readings and written assignments, as well as exploring the course material in more depth. *In most cases, students will be completing written activities in class as well as engaging in discussions and group assignments.* On occasion, these assignments will be extended to be due later in the week if there is not enough time to finish and submit during class. These assignments are typically worth 5-20 points.

If you are in class and participate in each activity, your work (or group's work) will be assessed and receive a grade. If you forget to bring materials in which we are using for an activity, or you are absent from class for any reason, you will receive no credit until you submit the assignment in written form. If the assignment is not submitted, a zero will be given. If the assignment was accomplished with a partner or partners, you will be required to submit all of the work that was completed in class.

**Important note:** Attend all classes and bring required materials. One absence will not count against a student's grade if prior notice of absence is received and all classwork is made up within a week of the absence. If the absence is due to an emergency and prior notice is not possible, please notify the professor as soon as you can. *The opportunity to submit assignments due to an absence is not a free pass to miss class.* The professor has the prerogative to cease allowing students to submit work if more than one class is missed.

**Literacy grant proposal: 25%**

**Course policies:**

Review the course learning objectives, expectations, grading, and class schedule (below). Each

student and the instructor must agree to contribute their very best work and agree to the responsibilities below. One excused absence will not count against a student's grade, but any missed work must be made up prior to the next class session. Prior notice of absence is required, unless the absence is due to an emergency before class. School of Information Grading Policy and UT Academic Integrity policy will be used. All assignments, including the Literacy Grant Proposal, must be submitted to pass the class.

### **Student's responsibilities:**

- Turn all assignments in on time.
- Check and respond to email daily Sunday through Friday.
- Attend all classes. One excused absence will not count against a student's grade. Prior notice of absence is required. If a student misses class, the in-class assignments must be completed by the next class session. The opportunity to submit assignments due to an absence is not a free pass to miss class. The professor has the prerogative to cease allowing students to submit work if more than one class is missed. It is the responsibility of the student to contact the professor for make-up work.
- Turn in assignments at the beginning of the class session or by the time given. Assignments should be submitted in the format indicated for each unless otherwise specified.
- Read and understand expectations regarding the UT Policy on Academic Integrity and the School of Information Grading Policy.
- Respect all class members. Read and follow proper etiquette in email, Zoom, and discussion board (Canvas) communications.

### **Professor's responsibilities:**

- Answer email within 24 hours on weekdays.
- Evaluate assignments considering the assessment criteria.
- Provide feedback on assignments within 2 weeks of the due date.
- Assist students with the course content, administrative issues, or technological support (as appropriate).

### **Academic Integrity Expectations**

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

## **SCHOOL OF INFORMATION SYLLABUS ADDITIONS**

### **Personal Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so here: [https://utdirect.utexas.edu/apps/ais/chosen\\_name/](https://utdirect.utexas.edu/apps/ais/chosen_name/). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>. More resources available on the Gender and Sexuality Center's website, [www.utgsc.org](http://www.utgsc.org).

### **Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support.

UT maintains the UT

Outpost (<https://deanofstudents.utexas.edu/emergency/utoutpost.php>) which is a free on-campus food pantry and career closet. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

### **Be Mindful of Your Mental Health**

I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

### **Land Acknowledgement**

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

### **Online Instruction**

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events.

### **Class recording privacy**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Sharing of course materials is prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the [Office of the Dean of Students](#). These reports can result in sanctions, including failure of the course.

### **Student rights & responsibilities**

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### **Religious holy days**

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### **Services for students with disabilities**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

### **Counseling and mental health center**

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

### **The Sanger learning center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

### **Student emergency services**

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.

### **Classroom safety and COVID-19**

- To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

## **Title IX reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a

responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit the [Title IX Office](#) or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### **Campus safety**

- The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,