

INLS 690: Literacy Development Through the Library

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COURSE DESCRIPTION

INLS 690 focuses on the role of school and public library staff in supporting the literacy development of children and teens. Literacy is defined broadly to encompass all types of literacy, including linguistic, visual, media, information, digital, and new literacies.

COURSE OBJECTIVES

Prepares the student to:

Upon completion of INLS 690 students will:

- Understand and explain how literacy processes and skills are developed.
- Gain pedagogical knowledge and understanding of literacy development of all students.
- Be aware of major research, theory, and trends in multiple types of literacy and critical literacy instruction for children and youth.
- Understand the relationship between reading and writing literacy and foster the skills that students need to successfully:
 - Complete school assignments and
 - Satisfy their intellectual curiosity, independent learning needs, and personal enjoyment needs

COURSE MATERIALS

Carla Shalaby. *Troublemakers: Lessons in Freedom from Young Children at School*. New York: New Press, 2017.

Various other professional texts

ASSIGNMENTS & GRADING SCALES

Class Participation – 50%

- Complete all readings
- Participate in class discussions
- Act as discussion leader for at least one text
- Contribute to group journal

Final Project – 50%

The first day of class we will brainstorm a list of potential final projects. These might include, but are not

limited to:

- Researching a specific literacy – visual, media, digital, or new literacy.
- Creating a set of lesson plans to teach literacy skills or strategies connected to literature and academic content.
- Writing an article for youth services librarians that explores one of the following topics: Reading Motivation and Choice; Early Literacy; Family Literacy; Literacy for Struggling Readers; Literacy for English as a Second Language Students; Literacy for Students with Disabilities; Literacy for Students of Color; or Literacy for Males.

Students will be responsible for creating a learning contract for their project that includes a description of the project, an overview of the deliverables, and a set of evaluation criteria. Completed projects will be presented to the class during Weeks the final two weeks of the course.

Graduate Grading Scale

H	(95-100) "clear excellence", above and beyond what is required
P+	(91-94) all requirements satisfied at highest quality
P	(85-90) all requirements satisfied at entirely acceptable, above average level
P-	(80-84) requirements satisfied
L	(70-79) low passing
F	(<70) failed

STUDENT RESPONSIBILITIES

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. As students, you will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally critiqued each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people. Finally, any incidence of plagiarism or other academic dishonesty will result in an F for the course.

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

STUDENTS WITH DISABILITIES

“The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible; meet the demands of University life.” Visit their website at <http://disabilityservices.unc.edu/> for more information.

SILS DIVERSITY STATEMENT

In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

OBSERVANCE OF RELIGIOUS OR SPIRITUAL HOLIDAYS/EVENTS

If you need to miss class to observe a religious or spiritual holiday/event, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

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. Also, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

TENTATIVE CLASS SCHEDULE

October 3 – No class; Sandra at NCSLMA

October 17 – No class; Sandra at NCLA Regional Meeting

November 21 – No class; Thanksgiving Break

Dates	Readings and Activities
Session 1 August 22	Introduction to each other, to the course, <ul style="list-style-type: none">• set course goals• establish group norms• assign discussion leaders• brainstorm potential final projects PLC Book Study Guide
Session 2 August 29	Discuss whole class text: <i>Troublemakers: Lessons in Freedom from Young Children at School.</i>
Session 3 – Session 10	Discuss various texts
Session 11 November 14	Workshop Final Projects
Session 12 November 28	Present Final Projects
Session 13 December 5	Present Final Projects