

**INLS 690: Literacy Development Through the Library  
Spring 2020**

Sandra Hughes-Hassell, Ph.D.

Wed: 10:10-12:55

Email: [smhughes@email.unc.edu](mailto:smhughes@email.unc.edu)

Twitter: @bridge2lit

Office: Manning 203

Phone: 919-843-5276

Office Hours: Wednesdays 2:00-3:00 pm, and by appointment

**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:**

- Understand and explain how literacy processes and skills are developed.
- Gain pedagogical knowledge and understanding of literacy development of youth.
- 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.

**Conduct of the Course**

We will explore literacy topics in this course primarily through whole class discussion. During our time together, we are learning from each other. Please consider that not only will you get out of the course what you put into it, but also other students are counting on your input to make this a rich experience for us all.

**COURSE MATERIALS**

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

Various other professional texts

**ASSIGNMENTS**

**Class Participation – 50%**

- Complete *Troublemakers: Lessons in Freedom from Young Children at School* and at least 3 other professional texts related to literacy (see list at the end of this document for

potential titles)

- Contribute to group journal (Shared Google Document)
- Participate in class discussions
- Act as the discussion leader for the texts which you read

### **Library Staff Interview – 20%**

Interview a school or public library staff member about their role in the literacy development of children or teens. Questions to consider include:

- What do you see as the main role of the library in fostering the literacy development of youth?
- What kind of literacy programs does the library offer for children ages infants and toddlers? Preschoolers? School-aged youth? Teens?
  - What are the goals of these programs? What kinds of literacy skills are these programs designed to foster?
- What type of literacy (linguistic, visual, media, information, digital, and new literacies) do you believe are most important for the library to support? Why?
- What role do you believe the library plays in supporting parents in understanding and cultivating the literacy skills of youth?
- What kinds of programs does the library provide to promote family literacy?
- What kind of data do you collect and share to show the impact the library's literacy programs are having on the literacy development of youth?
- What challenges do you face in fostering the literacy development of youth?

Record you interview, if possible. Write a **750 to 1000-word** synopsis of what you learned from your interview. Include a brief description of the library in the introductory paragraph of the paper. Be prepared to share your findings with the class.

### **Final Project – 30%**

The second 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
- Exploring 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 work in groups of two and 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 the final three weeks of the course.

### **Grading**

Most students should expect to receive a P (pass) in this class (equivalent to B- to A-). H (high pass) is reserved for students who go above and beyond expectations (equivalent to A). L (low pass) and F (fail) indicate inadequate and/or incomplete work (equivalent to C, D, and F). If a student is heading down this path we will work together to try and correct it before the end of the course.

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### **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. 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.

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**TENTATIVE CLASS SCHEDULE**

March 9-13 – No class; Spring Break

April 8 – No class; work on group projects

Dates	Readings and Activities
Session 1 January 8	Introduction to each other, to the course, and <ul style="list-style-type: none"> <li>• set course goals</li> <li>• establish group norms</li> <li>• determine format for group journal</li> <li>• establish timelines</li> </ul>
Session 2 January 15	Discuss whole class text: <i>Troublemakers: Lessons in Freedom from Young Children at School</i> .  Brainstorm potential final projects
Session 3 January 22	Discuss various texts
Session 4 January 29	Discuss various texts
Session 5 February 5	Discuss various texts
Session 6 February 12	Share library staff interviews
Session 7 February 19	Discuss various texts
Session 8 February 26	Discuss various texts
Session 9 March 4	Discuss various texts
<b>March 9 -13 Spring Break – No Classes</b>	

<b>Dates</b>	<b>Readings and Activities</b>
Session 10 March 18	Discuss various texts
Session 11 March 25	Discuss various texts
Session 12 April 1	Work on Final Projects
Session 13 April 8	Final Project Presentations
Session 14 April 15	Final Project Presentations
Session 15 April 22	Final Project Presentations Class Wrap-Up

## **POTENTIAL TITLES**

Artful Read-Aloud: 10 Principles to Inspire, Engage, and Transform Learning – Rebecca Bellingham

Becoming a Media Mentor: A Guide to Working with Children and Families - Claudia Haines, Cen Campbell, and ALSC

Being the Change: Lessons on Social Comprehension – Sara Ahmed

Beyond Leveled Books: Supporting Transitional Readers in Grades 2-5 (2<sup>nd</sup> edition)– Karen Szymusiak, Franki Sibberson, and Lisa Koch

Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers- Penny Kittle

Change is Gonna Come: Transforming Literacy Education for African American Students – Patricia Edwards, Gwendolyn Thompson McMillion, and Jennifer D. Turner

Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact – Judi Moreillon

Comprehension Experience: Engaging Readers Through Effective Inquiry and Discussion – W. Dorsey Hammond and Denise D. Nessel

Connecting Boys with Books 2: Closing the Reading Gap – Michael Sullivan

Coteaching Reading Comprehension Strategies in Elementary School Libraries: Maximizing Your Impact - Judi Moreillon

Creating Lifelong Readers Through Independent Reading – Barbara Moss and Terrell A. Young

Creating Literacy-Based Programs for Children: Lesson Plans and Printable Resources for K-5 – R. Lynn Baker

Deeper Reading: Comprehending Challenging Texts, 4-12 – Kelly Gallagher

Developing Early Literacy Skills: Practical Ideas and Activities – Katerine Bodle

Disability Studies in the Inclusive Classroom: Critical Practices for Creating Least Restrictive Attitudes - Baglieri & Shapiro

Discovering Media Literacy: Teaching Digital Media and Popular Culture in Elementary Schools - Renee Hobbs

Disrupting Thinking – Kylene Beers and Bob Probst

Early Literacy Storytimes @ Your Library: Partnering with Caregivers for Success – Saroj Ghoting and Pamela Martin- Díaz

Enhancing Writing Instruction: Rubrics and Resources for Self-Evaluation and Goal Setting – Bonnie Campell Hill and Carrie Ekey

Every Child a Super Reader-Ernest Morrell and Pam Allyn

Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers - Alfred Tatum

I See What Your Mean: Visual Literacy K-8 - Steve Moline

Inquiry Circles in Action – Stephanie Harvey and Harvey Daniels

It's All About the Books: How to Create Bookrooms and Classroom Libraries That Inspire Readers - Tammy Mulligan & Clare Landrigan

Leading for Literacy: A Reading Apprenticeship Approach – Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy

Literacy in Multimedia America: Integrating Media Education Across the Curriculum - Ladislaus M. Semali

Literacy Beginnings: A PreKindergardent Handbook – Gay Su Pinnell and Irene Fountas

No More Reading for Junk: Best Practices for Motivating Readers – Barbara A. Marinak and Linda Gambrell

No More Summer Reading Loss - Carrie Cahill, Kathy Horvath, Anne McGill-Franzen, and Richard Allington

Notice and Note: Strategies for Close Reading – Kylee Beers and Robert Probst

Opening Minds: Using Language to Change Lives - Peter H. Johnston

Passionate Readers -Pernille Ripp

Project Information Literacy ([http://www.projectinfolit.org/news\\_study.html](http://www.projectinfolit.org/news_study.html))

Raising Kids Who Read: What Parents and Teachers Can Do – Daniel T. Willingham

Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success - Regie Routman

Reading Better, Reading Smarter: Designing Literature Lessons for Adolescents - Deborah Appleman and Michael F. Graves

Reading Don't Fix No Chevys: Literacy in the Lives of Young Men – Michael W. Smith and Jeffrey D. Wilhelm

Reading for their Life - Alfred W. Tatum

Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, 2nd Edition - Cynthia Greenleaf, Ruth Schoenbach, Lynn Murphy

Reading Matters: What the Research Reveals About Reading, Libraries, and Community – Catherine Sheldrick Ross, Lynne McKechnie, and Paulette M. Rothbauer

Reading Picture Books with Children: How to Shake up Storytime and Get Kids Talking about What They See - Megan Dowd Lambert

Reading the Rainbow: LGBTQ Inclusive Literacy Instruction in the Elementary Classroom - Caitlin L. Ryan, Jill M. Hermann-Wilmarth

Reading with Presence: Crafting Meaningful, Evidence-Based Reading Responses – Marily Pryle

Reading without Limits: Teaching Strategies to Build Independent Reading for Life – Maddie Witter

Skin That We Speak: Thoughts on Language and Culture in the Classroom – edited by Lisa

Delpit

Summer Reading: Closing the Rich/Poor Reading Achievement Gap – edited by Richard Allington and Anne McGill-Franzen

Talking About Books: Creating Literate Communities – Kathy Gnagey Short and Kathryn Mitchell Pierce

Teaching Reading to Black Adolescent Males – Alfred Tatum

Teaching digital literacy in a new era of skepticism - Nicole Krueger

Teaching Visual Literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills - edited by Nancy Frey and Douglas Fisher

To Understand: New Horizons in Reading Comprehension – Elin Oliver Keene

The Guide for White Women who Teach Black Boys – Eddie Moore

The Power of Reading: Insights from the Research by Stephen D. Krashen

Understanding Texts & Readers - Jennifer Serravallo

Visual Literacy for Libraries - Nicole E. Brown, Kaila Bussert, Denise Hattwig, and Ann Medaille.

What's the Best That Could Happen - Debbie Miller

Who's Doing the Work - Jan Burkins and Kim Yaris

Young Adult Literature and the Digital World: Textual Engagement through Visual Literacy - Jennifer S. Dail