University of Kentucky  
School of Library & Information Science  

Literature & Related Materials for Young Adults  
LIS614.201 – Spring 2012  
January 11 – May 4, 2012

**SYLLABUS**

Instructor  
Stephanie D. Reynolds, Ph.D.  
Assistant Professor  
School of Library & Information Science  
333 Little Library Building (Bldg. #224)  
E-mail: stephanie.reynolds@uky.edu  
(e-mail is preferred contact method)  
Phone: (859) 257-5894

Office Hours  
• Mondays: 1:00 PM to 3:00 PM;  
  Wednesdays: 9:00 AM to 11:00 AM;  
  or by appointment  
• If you need to reach me or to schedule  
  an appointment, contact me via e-mail.

Class Information  
• Online via Blackboard (Bb)

Course Description  
A study of literature and related materials for use with young people in grades 7-12.  
Emphasis is placed on the special characteristics and needs of young people and the  
evaluation of materials for this age group.

Course Objectives  
• To identify the basic needs, interests and problems of young adults in grades 7–12.  
• To select and evaluate books and other library materials for young adults.  
• To identify authors and illustrators of young adult literature.  
• To describe the historical development of young adult literature.  
• To present books and materials in a manner that will motivate students to form a life-  
  long habit of reading and inquiry.  
• To evaluate and discuss the use of multicultural literature for young adults.  
• To identify and evaluate reference materials used by young adults.

Course Overview  
To complete this course, students will read a wide variety of young adult literature from all  
genres, and experience media related to the literature. Students will discuss young adult  
literature at length via small group discussion board. Students will create and conduct a  
book talk, interview young adults, create a topical bibliography, and defend a young adult  
literary work.
Course Outline
1. Introduction to Young Adult Literature
2. Getting to Know Young Adults
3. Realistic Fiction
4. Historical
5. Multicultural Fiction
6. Fantasy/Science Fiction
7. Dystopian Fiction
8. Fairy Tales
9. Memoirs
10. Informational Books

Course Texts
Required Texts:

Recommended Texts:

YA Literature Reading List: https://sites.google.com/site/youthlitmatters/lis614

Other Required Reading: This course requires a tremendous amount of “outside” reading. Expect to spend a good deal of your time in the library. The complete course reading list is included on the wiki (see link above). It is each student’s responsibility to obtain the required reading materials.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Integration of Syllabus with UK Educator Preparation Unit Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning
opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**STUDENT EVALUATION**

**Grading Parameters**
- Group Participation: 200 pts – 35%
- Book Reviews I & II: 200 pts – 20%
- Young Adult Interviews: 100 pts – 10%
- Topic Bibliography: 100 pts – 10%
- Book Talk: 100 pts – 15%
- Defense Paper: 100 pts – 10%

**Grading Guidelines**
(See Submission of Course Assignments for details.)
- Submissions with incorrect file-naming scheme: -5 points
- Grammar, punctuation or spelling errors: -2 points each error (first two are “free”)
- Any submission with more than 6 total grammar, spelling or punctuation errors will be returned and marked a letter grade lower than what would have been earned (i.e., a final grade of 85 will become a 75) - proof your work!
- Late work will only be accepted with the prior consent of the instructor
- Incomplete or missing citations: -5 points minimum each
- Concise and clear writing is expected. All work will be graded comparatively, including evidence of effort, research, clarity of thought, creativity, and when appropriate, design and awareness of intended audience.

**Grading Scale**
- 90% – 100% = A (Exceptional Achievement: work that goes above expectations)
- 80% – 89% = B (High Achievement)
- 70% – 79% = C (Average Achievement)
- 60% – 69% = E (Failing)

**Participation/Attendance**
Class participation is an important component of your grade for this class. The due dates for required discussion posts will be posted in the appropriate Blackboard forums. Credit will not be given for late responses. To receive credit for discussion posts you must use proper English and punctuation. Your discussion posts must be substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with the author” is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work.

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Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask questions. It is the student’s responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

Submission of Course Assignments
IMPORTANT: Unless otherwise indicated, all assignments are to be submitted electronically via Blackboard by 9am on the date indicated on the course schedule.

The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). APA (6th edition) formatting is required for citations. Detailed expectations will be provided in Blackboard.

Unless otherwise indicated, if you send me an assignment electronically it must be submitted as Word (or comparable) document. While documents with .doc or .docx extensions are preferred, .rtf and .txt are also acceptable. Microsoft Office products are free for students. Click https://iweb.uky.edu/MSDownload/ to download. All documents must be written in either 12-point Times New Roman or 12-point Arial (other similar fonts are acceptable) with 1-inch margins. Please use single-line spacing unless otherwise indicated. Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of the English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical, and to use the AutoCorrect feature to assist you (e.g., I have it set so that if I type lit, the word “literature” results). Please proof your work and ask someone else to as well.

Full names and course information must be included on the first page of all documents submitted for course credit. Please include your last name and page numbers on all subsequent pages. If you are submitting your assignments electronically, please use the following naming scheme for your files LastnameFirstInitial_DueDate (month and day only). For example, JohnsonT_0619.doc or SmithB_0705.doc. Incorrectly named files will lower your grade.

Late Work
It is expected that you will submit course assignments on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, let Dr. Reynolds know before the due date. Late assignments will not be accepted without prior approval.
ACADEMIC STANDARDS

Academic Integrity
All of your work for this class is expected to be original work. You may not use work submitted for a grade in another class or collaborate with anyone unless required for completion of the assignment. Proper citations are expected for all sources used for any course work. Please review the University’s plagiarism policy.
http://www.uky.edu/StudentAffairs/Code/part1.html
http://www.uky.edu/Ombud/Plagiarism.pdf
http://www.uky.edu/StudentAffairs/Code/part2.html (section 6.3.1)

Disability Accommodation
Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.

Incompletes
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859–257–8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859–257–1300

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Information on Distance Learning Library Services

http://www.uky.edu/Libraries/DLLS

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6); Email: dllservice@email.uky.edu

COURSE SCHEDULE

Complete assignment details are available in Blackboard.

<table>
<thead>
<tr>
<th>DATES</th>
<th>ITEM/ASSIGNMENT</th>
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<tbody>
<tr>
<td>January 11 - January 17</td>
<td>• Discussion Group Response to YA Perceptions</td>
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<tr>
<td></td>
<td>• Read Chapters 1 &amp; 8 in Cart text</td>
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<tr>
<td>January 16 - January 30</td>
<td>• Discussion Group Response to Realistic Fiction titles</td>
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<tr>
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<td>• Read Chapters 2 &amp; 6 in Cart text</td>
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<tr>
<td>January 31, 9:00 AM</td>
<td>• Read Chapter 8 in From Cover to Cover</td>
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<td></td>
<td>• Book Reviews Due</td>
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<tr>
<td>January 30 - February 13</td>
<td>• Discussion Group Response to Multicultural titles</td>
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<td>• Read Chapters 3, 9 &amp;11 in Cart text</td>
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<tr>
<td>February 13 - February 27</td>
<td>• Discussion Group Response to Historical Fiction titles</td>
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<td>• Read Chapter 4 &amp; 5 in Cart text</td>
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<tr>
<td>February 21, 9:00 AM</td>
<td>• Annotated Topic Bibliography Due</td>
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<tr>
<td>February 27 - March 11</td>
<td>• Discussion Group Response to Fantasy/SciFi titles</td>
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<td>• Read Chapter 7 in Cart text</td>
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<tr>
<td>March 19 - April 9</td>
<td>• Discussion Group Response to Dystopian Fiction &amp; Retold Fairy Tale titles</td>
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<td>• Read Chapter 12 in Cart text</td>
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<tr>
<td>March 20, 9:00 AM</td>
<td>• Young Adult Interviews Due</td>
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<tr>
<td>April 9 - April 23</td>
<td>• Discussion Group Response to Memoirs/Biographies &amp; Non-Fiction Titles</td>
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<td>• Read Chapter 13 in Cart text</td>
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<tr>
<td>April 10, 9:00 AM</td>
<td>• Defense Paper Due</td>
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<tr>
<td>April 23 - May 4</td>
<td>• Discussion Group Response to Award Books</td>
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<td></td>
<td>• Read Chapter 14 in Cart text</td>
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<tr>
<td>May 1, 9:00 AM</td>
<td>• Book Talk Program Due</td>
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