University of Kentucky  
School of Library & Information Science  

Literature & Related Materials for Young Adults  
LIS614.201 – Spring 2010  
January 13 – May 7, 2010

Instructor  
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Office Hours  
• Thursdays 11:00am-3:00pm 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 complete an extensive reading journal based upon the literature read. 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. Fairy Tales  
8. Adventure  
9. Graphic Novels  
10. Informational Books
Required Reading

Required Texts:

Other Required Reading: This course requires a tremendous amount of “outside” reading. It is each student’s responsibility to obtain the required reading materials. A bibliography of journal articles and other readings will be available in Blackboard. These will be supplemental readings to facilitate your assignments and group discussion.

INTEGRATION

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

- Participation – 200 pts – 20%
- Reading Journal – 650 pts – 40%
- Young Adult Interviews – 200 pts – 10%
- Topic Bibliography – 150 pts – 10%
- Book Talk – 200 pts – 10%
- Defense Paper – 100 pts – 10%

Grading Rubric

(See Submission of Course Assignments for details.)

- Files with incorrect naming scheme: -5 points
- Work that is not proofed (more than 2 grammar and/or spelling errors): -10 points
- Unexcused late work: -10 points per day
- Incomplete or missing citations: -5 points minimum
- Deductions for assignments that do not meet the minimum requirements will vary.

Grading Scale

90% – 100% = A (Exceptional Achievement)
80% – 89% = B (High Achievement)
70% – 79% = C (Average Achievement)
0% – 69% = E (Failing)

Please note that grades will not appear in your My Grades area in Blackboard until grades for each assignment or exam are final for everyone.

Participation

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.

Please note that discussion questions will be posted in the graded discussion forum the week that the module opens.

Absences/Attendance

Although this is an online course, regular attendance is expected. This means that you should be logging into the class on a regular basis, at least every 3 days is a good guideline. Blackboard allows for tracking of student performance. If you are not logging in to read the discussion forums, other posted readings, and submitting assignments on time, your participation grade will be adversely affected.
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
All assignments are due by 11:00 p.m. ET on the dates indicated within the assignment instructions and on the course calendar. 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/). Citations and formatting should follow the APA Publication Manual (http://www.apastyle.org/pubmanual.html).

Unless otherwise indicated, all papers/projects must be submitted as Word (or comparable) documents. 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 via Blackboard, please use the following naming scheme for your files LastnameFirstName_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. There will be point deductions for late work. Assignments will not be accepted more than 5 days after the due date unless arrangements are made prior to the due date. 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 me know before the due date. The lateness of some assignments will impact everyone in your group and may not be accepted.
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 (for the purpose of this online course, this means all 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)

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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
  • DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

COURSE ASSIGNMENTS

Before submitting any work, please review the assignment submission guidelines on page 4 of the syllabus, as well as the grading rubric on page 3.

1. Reading Journal Entries – Due at 9am on the dates indicated

   Group A - Realistic Fiction: 10 titles – February 15
   Group B - Graphic Novels: 2 titles – March 1
   Group C - Science Fiction/Fantasy: 6 titles – March 22
   Group D - Multicultural Fiction: 4 titles – April 5
   Group E - Historical Fiction: 4 titles – April 19
   Group F - Dystopian Fiction: 2 titles – April 26
   Group G - Retold Fairy Tales: 2 titles – May 3
   Group H - Memoirs: 2 titles – May 3

   Evaluation Criteria: Your journal entries need to indicate an understanding of each title and its potential role in the world of young adult literature.
   Learning Outcomes: To develop a greater understanding of young adult literature, and the various genres; how to evaluate the literature; and the value of the literature in the lives of young adults.

2. Topic Bibliography – Due February 5, 9am

   • Choose a theme for your bibliography (e.g., body image, war, friendship, death, love, family relationships, sexual identity, eating disorders, coming of age, etc.).
   • Select 8 books representing at least 2 genres to include in your bibliography (be sure to consider age-appropriate picture books). No more than 2 titles can be from the course reading list.
   • Focus on titles appropriate for either middle school or high school but not both. You may do a "boys" list or a "girls" list if that is appropriate.
   • Prepare an annotated bibliography of all your titles. You may write the annotations or use the publishers’ descriptions. If you use the publishers’ descriptions, please indicate this in parentheses after the annotation. At least one of your 8 annotations should be for the audio book version.

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• You may use professional journals and other resources (such as Websites) as a guide, but if you do, you need to provide complete citations for them. Amazon.com customer reviews are not acceptable sources.
• With each title, provide a brief statement indicating why you have included this title on your bibliography.
• Read Chapters 1, 3, and 4 in Exploding the Myths
• There will be group discussion questions based on this assignment.

**Evaluation Criteria:** The completeness of your bibliography and its age appropriateness.

**Learning Outcomes:** An understanding of building resources around a topic that are appropriate for the community you are serving, in this case, young adults.

### 3. Young Adult Interviews – Due February 26, 9am

You will interview 2 adolescents and write a paper reflecting upon the experience. Potential questions will be explored in the group discussion forums. From the questions you submit, I will compile a list of 10 questions that each of you will use for your interviews.

• Interview 2 adolescents who are in middle school or high school (try to be diverse in your selections so that they are not the same age, gender, ethnicity, etc.). Please avoid interviewing family members.
• In your paper, provide the questions and answers, as well as your thoughts about the responses you received.
• Your paper should be approximately 1,000 words (500 per interview).
• Use the formatting guidelines outlined in the syllabus (p. 4).

**Evaluation Criteria:** Completeness and clarity of thought.

**Learning Outcomes:** To gain an understanding of young adults reading habits, the literature they choose, and how they relate to it.

### 4. Book talk Program – Due March 26, 9am

You will be preparing a book talk for a high-school-age group. For your book talk you will:

• Choose a genre for your book talk. Unlike the Topic Bibliography assignment, this is genre focused and does not have to have a theme.
• Select 6-8 books to include in your bibliography and prepare book talks for 3 of the titles.
• Locate a venue (e.g., High School English class, High School library, public library, Sunday school, etc.). If you already work in a library, it is preferable that you find another venue for this assignment. If you do use your work environment, you will need a librarian/teacher observer to complete your evaluation. If you need assistance locating a venue, please let me know as soon as possible.
• Get approval from your host and set a date.
• Prepare a guide with brief bios of your author(s), including Websites.
• Prepare an annotated bibliography of all your titles that is appropriate for the students.
• Be prepared to answer the students’ questions about each book.
• Provide a brief (200-300 words) overview of your book talk experience.

Use your imaginations, but be sure that everything is age appropriate and that you have approval from your host. Your host will need to complete a brief evaluation, so be sure he or she is willing to do that.

**Evaluation Criteria:** The completeness of your program and its age appropriateness. While your grade is not based on your host’s evaluation, it must be received to earn full points.

**Learning Outcomes:** An understanding of basic literature-focused programs for young adults and how to plan for them. A successful program is one in which you come away understanding what did and did not work.

5. **Defense Paper – Due April 23, 9am**

• Choose one of the books you have evaluated for your Reading Journal that you particularly like and believe has merit (perhaps a title enjoyed by one of your interviewees).
• Research your title to see if it has ever been challenged or banned.
• Write a 1,000- to 1,500-word paper defending the book.
• Consider the book’s literary merit, appeal to young adults, etc.
• If the title has been challenged or banned, why? Was it because of one, “simple” word or idea?
• What might you say to those who have challenged the book?
• If the title has not been challenged, why might it be? Why do you think it has not been challenged?
• Be certain to use the course readings to support your assertions.

Keep in mind that most book challenges come from people who have never read the book in its entirety and that they are usually basing the ban request on one word or concept or just some heard through the grapevine that challenges his/her beliefs.

**Evaluation Criteria:** This paper should be well thought out. Your assertions should be sound and well supported, but also have a respectful and professional tone. This paper should not be a rant, and writing it that way will result in grade reduction.

**Learning Outcomes:** An understanding of the issues that librarians are faced with when books (and other media) are challenged, and why challenges occur. Reconsideration policies will be reviewed in the group discussions.
Text Reading Schedule

Read the following chapters in *Exploding the Myths* by the date indicated. You should also read the Introduction.

1. "The YA Novel Is Dead" and Other Fairly Stupid Tales - **January 22**
2. The Three Faces of Multiculturalism - **March 19**
3. The Challenge and the Glory of YA Literature - **January 22**
4. The Journals Judged - **January 29**
5. How Adult Is Young Adult? - **January 29**
6. We Have Nothing to Lose but Our Isolation - **March 5**
7. When Coming of Age Meets the Age That's Coming: One Editor's View of How Young Adult Publishing Developed in America - **March 5**
8. Exploring the Basement: The Artistic Challenge of YA Literature - **March 19**
9. What Is Real about Realism? All the Wrong Questions about YA Literature - **January 22**
10. The Power of Words - **February 5**
11. The Myths of Teenage - **February 5**
12. Calling All Ye Printz and Printzesses - **March 12**
13. Puff the Magic Dragon: How the Newest Young Adult Fiction Grapples with a World in Upheaval - **April 9**