University of Kentucky
School of Library & Information Science

Literature & Related Materials for Young Adults
LIS614.201 – Spring 2013
January 9 – May 3, 2013

**Syllabus**

Course 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
(Email is preferred contact method)
Phone: (859) 257-5894

Office Hours
• Thursdays: 11:30 AM – 3:30 PM;
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)
• Youthlitmatters Wiki

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. Multicultural Fiction
5. Historical Fiction
6. Fantasy/Science Fiction
7. Dystopian Fiction
8. Fairy Tales
9. Memoirs
10. Informational Books

Course Texts
Required Texts:
• Cart, M. (2010). Young adult literature: From romance to realism. Chicago: ALA

YA Literature Reading List, Articles and Recommended Texts:
Articles will be posted in Blackboard. Please see the course wiki for the required reading list and for suggested additional texts: https://sites.google.com/site/youthlitmatters/lis614

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 Discussion: 100 pts – 35%
- Topic Bibliography: 100 pts – 15%
- Young Adult Interviews: 100 pts – 10%
- Defense Paper: 100 pts – 10%
- Book Talk: 100 pts – 15%
- Genre Resource Guide: 100 pts – 15%

Grading Guidelines
(See Submission of Course Assignments for details.)
- Submissions with incorrect file-naming scheme: -2 minimum (progressive)
- Spelling errors: -2 per occurrence over two; Names/proper nouns (e.g., authors) -5
- Grammar and punctuation: Excessive (>1 occurrence per 100 words) misuse of punctuation and improper grammar will result in an automatic C (75) and referral to the UK Writing Center. Please proof your work!
- Late work will only be accepted with the prior consent of the instructor
- Incomplete or missing citations: -2 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)
0% – 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.

Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. Please include the course number in the subject line. Please note that communications received after 5:00 pm ET on Saturdays will be answered after 9:00 am ET on Mondays. 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.
Formatting & Submission of Course Projects

IMPORTANT: Unless otherwise indicated, all projects are to be submitted electronically via Blackboard by the End of the Day (i.e., 11:59 pm in the student’s time zone) on the date indicated (see project instructions and the course calendar for due dates). All projects must be submitted via each project’s dropbox. Projects are not to be submitted via email. If you need to resubmit a project (prior to the due only), please email me to have the dropbox reset.

The use of proper English is expected at all times. This includes discussion posts. 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, all documents must be submitted as a 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. MS Publisher files are not accepted. 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 only single-line spacing unless otherwise indicated. All projects must have a unique title that specifically describes your work and not the project name. Please see the Document Template posted in Bb.

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). Proof your work and ask someone else to as well. Please show respect for yourself, the profession and for me by turning in quality work that demonstrates commitment to serving your future communities with excellence and care.

Full names and course information must be included on the first page of all documents (no cover page, please). Please include your last name and page numbers in the footer on all subsequent pages. The file names of all submitted documents must be formatted as: LastnameFirstInitial_DueDate (month and day only). For example, PetryT_0619.doc or SmithB_0705.docx. 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. Please see the online guide to supported operating systems and browsers: http://bit.ly/TDkgwy. 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.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/ukit/techtips/students; 859-257-1300

Information on Distance Learning Library Services
http://www.uky.edu/Libraries/DLLS
• Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
• Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
• DL Interlibrary Loan Service: http://libraries.uky.edu/DLLS

Copyright © 2013 Stephanie D. Reynolds
COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about youth literature and serving them and the adults in their lives without discussing the issues. In addition, it is not possible for me to adequately assess your comprehension of the course materials solely based on your submitted assignments. We will use the discussions to help to prepare you to complete your projects and to share the results of your work. While a rubric will be provided in Blackboard, a set number of posts are not part of the requirement. This course is fast paced and the workload is heavy. Expectations are high, but it is not a numbers game. You will receive a letter grade for participation at the end of the semester. Those who receive an “A” will have regularly participated in the discussion with thoughtful, well-written posts that reflect learning. Posts must indicate comprehension of course readings.

COURSE READING/DISCUSSION SCHEDULE

<table>
<thead>
<tr>
<th>MODULE/DATES</th>
<th>ITEM/ASSIGNMENT</th>
</tr>
</thead>
</table>
| Module 1: January 9 - January 15 | • Discussion: YA Perceptions  
• Read Cart, Chapters 1 & 8; Auguste, Chapters 1 & 13 |
| Module 2: January 16 - January 29 | • Discussion: Realistic Fiction titles  
• Read Cart, Chapters 2 & 6; Auguste, Chapters 2, 5 & 6  
• Optional Synchronous Meeting: January 23 |
| Module 3: January 30 - February 12 | • Discussion: Multicultural titles  
• Read Cart, Chapters 3, 9 & 11; Auguste, Chapters 3 & 4  
• Optional Synchronous Meeting: February 6 |
| Module 4: February 13 - February 26 | • Discussion: Historical Fiction titles  
• Read Cart, Chapter 4 & 5; Auguste, Chapters 7-11  
• Optional Synchronous Meeting: Wed, February 20 |
| Module 5: February 27 - March 19 (Spring Break: March 10-16) | • Discussion: Fantasy/SciFi titles  
• Read Chapter 7 in Cart text; Auguste, Chapters 12-14  
• Optional Synchronous Meeting: Wed, March 6 |
| Module 6: March 20 - April 9 | • Discussion: Dystopian Fiction & Retold Fairy Tale titles  
• Read Cart, Chapter 12  
• Optional Synchronous Meeting: Wed, March 27 |
| Module 7: April 10 - April 23 | • Discussion: Memoirs/Biographies & Non-Fiction Titles  
• Read Cart, Chapter 13  
• Optional Synchronous Meeting: Wed, April 17 |
| Module 8: April 24 - May 3 | • Discussion: Award Books  
• Read Cart, Chapter 14  
• Optional Synchronous Meeting: Wed, May 1 |
COURSE PROJECTS

All projects are due at the end of the day (11:59pm in the student’s time zone) indicated.

Annotated Topic Bibliography
Due February 6

Choose a theme for your bibliography (e.g., body image, war, friendship, death, love, family relationships, sexual identity, eating disorders, coming of age, etc.). Use the following guidelines to prepare your bibliography:

- Select 8 books representing at least 2 fiction genres (be sure to consider graphic novels and picture books, which are formats not genres) and 2 non-fiction titles to include in your bibliography. No more than 2 titles may be from the course reading list. At least one of your titles must be the audio version.
- 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. If you choose a high-school focus, include one title contemporary adult-level book that has been deemed appropriate for teens.
- Prepare an annotated bibliography of all your titles. While you do not have to read each title, you must familiarize yourself enough with each one to write your own description of the work, which must include why it would appeal to your target audience.
- For each title, include the author, title, publisher, original publication date, call number (for non-fiction titles) and for those in the School Media Track, the Lexile score (the Lexile site is a great resource for most of the required information.
- All selections must still be in print and readily available from most libraries. You may use your home library's OPAC or WorldCat to locate titles. Depending upon your area, your home library's collection may be too limited.
- You should use professional journals and other resources (e.g., review websites or databases such as NoveList) as a guide.
- You will format your guide as a double-fold or tri-fold brochure.

Format each entry as follows:

Bridge to Terabithia
Bridge to Terabithia, Katherine Patterson, HarperCollins, 1977, Lexile 810L. [Description]

Evaluation Criteria: The completeness and age appropriateness 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.
Young Adult Interviews
Due February 27

For this assignment, you will interview 2 teens and write a response 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; you will ask another 4 questions of your own choosing.

• You will 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.). Family members or the children of close friends may not be interviewed without prior approval and interviewees may not be from the same family. Interviews must be interactive; that is, you may not simply e-mail or otherwise provide all the questions and ask for a response. Try not to accept yes or no responses; you may have to work to engage your interviewee.

• Your document must include each question and the response from each interviewee. Each interviewee's responses are to be presented separately but in the same document.

• At the end of your document, after the interviews, you are to provide a 500- to 800-word reflective statement.

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.

Defense Paper
Due March 20

Choose a title that you read for this course that challenged your beliefs, that has been challenged or that you believe is likely to be challenged (e.g., profanity, prejudice, sexual content, etc.).

• Write a 1,500- to 2,000-word paper defending the book.
  o Consider the title’s literary merit, appeal to young adults, etc.
  o If the title has been challenged or banned, why? Was it because of one “simple” word or idea?
  o What might you say to those who have challenged the book?
  o How will you defend the book to the library board. Review your home library's Reconsideration Policy in preparing your response. Is the policy lacking in any way?
  o If you can locate the specifics surrounding a challenge to your chosen title, was the challenge handled appropriately? Did anyone use their authority to sidestep policy?
  o Be certain to use the course readings to support your assertions.
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.

Book Talk Program
Due April 10

You will be preparing a book talk for an upper middle or high school group. After the semester is under way, you will be given guidance for preparing for your book talk for which you will:

- Choose a genre (unlike the Annotated Topic Bibliography assignment, this is genre focused and does not need to have a theme).
- Select 6-8 books to include in your bibliography and prepare a book talk for each. The number of books will depend on the time your host can allot for you.
- Locate a venue (e.g., middle or high school English class or library; public library). 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. Family members nor close friends may serve as your host. 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 handout for your audience that includes an annotated bibliography that includes all of your titles, brief bios of the author(s) and websites for additional information. Your handout must be in brochure format, creative and well formatted.

- Remember to include complete citations for all information.
- Be prepared to answer the students’ questions about each book.
- Provide a 500- to 800-word reflection statement about 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.

Link to Evaluation Form: [http://tinyurl.com/ygkwsat](http://tinyurl.com/ygkwsat) (You need to copy and paste this link to access the form and to send to your host. Using the URL that is at the top of your browser or clicking the link will not work. The form is also on the course page on my wiki.)
Host Librarian Database: http://bit.ly/nznKgA (You will be given access to the database after the semester begins.)

This is a growing database of librarians around the state who are happy to host you for book talks. The database is not just for this class, so not all of those listed are options for YA book talks. You will need to log in to access the database: ADUKuserid and password (the AD\ is usually required). Be sure to tell the librarians you contact that you are in my young adult literature class and to discuss the assignment with them.

Assignment submission: You need to upload all parts of the assignment (i.e., handout(s) and reflection statement) to the dropbox. When uploading more than one document, please use a, b, c, etc. for each document (e.g., JonesT_0410a.doc). Be careful not to click SUBMIT before you have uploaded all your documents. You can save and finish later, but once you have clicked SUBMIT, if you need to upload later, I will have to reset the dropbox for you.

Group Project Genre Resource Guide
Due May 1

For this project, students will work in a small group to develop a genre-based Google wiki (https://sites.google.com/). (Groups size will be dependent upon class size.)

• Each group will be responsible for a different genre. Group selection will be discussed after spring break.
• Group members will need to work together to decide how to organize the information and which resources to include.
• Each group member is to include two book reviews.
• Extensive book lists are to be included.
• Websites for book selection and social interaction (e.g., Goodreads) are to be included.
• Each group member will complete a post-project assessment of the group work experience.

Evaluation Criteria: Thoroughness and presentation of the final product that demonstrates understanding of genres and young adult literature in general, as well as proof of each group member’s ability to work together in a professional manner.
Learning Outcomes: The ability to develop a valuable web-based resource that will be suitable in all libraries that serve teens, as well as the skills necessary to develop professional working relationships and leadership skills.