**Syllabus**

**Instructor**
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**Office Hours**
- Office Hours: Tuesdays, 12:00 pm–4:00 pm ET or by appointment

**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 understand who the young adult reader is
- To learn the characteristics of quality young adult literature
- To define the genres of young adult literature
- To discover how this body of literature evolved
- To learn strategies to promote young adult literature in all content areas
- To identify how young adult literature fits in the curriculum standards
- To investigate how censorship and intellectual freedom impact young adult literature and its use in the classroom

**Course Overview**
Students will read a wide variety of young adult literature from across genres, and explore media related to the literature. Students will discuss and evaluate young adult literature at length via small group discussion boards. Students will complete a reading retrospective, create and conduct a book talk, create a topical classroom collection with lesson plan, defend a young adult literary work and a final exam.
Course Outline
1. YA Foundations
2. Realistic Fiction
3. Multicultural Fiction
4. Historical Fiction
5. Fantasy/Science Fiction
6. Dystopian Fiction
7. Fairy Tales
8. Memoirs
9. Informational Books
10. Award Books

Course Texts
Required Texts:

YA Literature Reading List and Recommended Texts:
Articles will be posted in Blackboard. Please see the course wiki for the required reading list and for suggested additional texts: [http://goo.gl/lJXb7M](http://goo.gl/lJXb7M)

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 – 25%
• Reading Retrospective: 100 pts – 10%
• Defense Paper: 100 pts – 15%
• Final Exam: 150 pts – 15%
• Topical Classroom Collection with Lesson Plan: 100 pts – 15%
• Book Talk: 100 pts – 20%

Grading Guidelines
• Spelling errors: -2 points per occurrence over two; Names/proper nouns (e.g., authors) -5 points per occurrence
• 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
• Improper, incomplete or missing citations: -5 points minimum per citation
• 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 the 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 encourage you to complete your discussion posts in Word and then paste them to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work.

Communication
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. 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, select Personal Information from the Blackboard homepage navigation bar.
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 accepted 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 (in-text citations, bibliographies and Works Cited; for all other formatting, please use the Document Template provided in Blackboard).

Unless otherwise indicated, all documents must be submitted as a Word document (.doc or .docx) or as an Adobe Portable Document Format (pdf) file. Documents created in Microsoft Publisher will only be accepted if submitted as a pdf. Microsoft Office and other software is available for free download. Please see https://download.uky.edu/ and http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx.

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.

All projects must have a unique title that specifically describes your work and not the project name. 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. All documents must be written in a 12-point font (please do not use Calibri) with 1-inch margins. Please use double-line spacing unless otherwise indicated. Please use the Document Template provided in Blackboard.

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
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.
Disability Accommodation
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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 http://www.uky.edu/StudentAffairs/Code/part2.html.

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/TDkqwy. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). I am your first go-to person for technology problems. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response.

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/ILL
COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about youth and their literature, and about 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. 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 and engagement. Posts must indicate comprehension of course readings. Please see the Discussion Participation Rubric on page 11 of this syllabus.

COURSE READING/DISCUSSION SCHEDULE

<table>
<thead>
<tr>
<th>MODULE/DATES</th>
<th>ITEM/ASSIGNMENT</th>
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| Module 1: What is YA? January 15 – January 19 | • Discussion: YA Foundations  
• Read: Bean, Chapters 1 & 2 |
| Module 2: Realism January 20 – January 30 | • Discussion: Realistic Fiction  
• Read: Bean, Chapters 5, 8 & 15  
• Read: Realistic Fiction titles from youthlitmatters wiki |
| Module 3: Diversity February 3 – February 13 | • Discussion: Diversity & Multiculturalism  
• Read: Bean, Chapters 12 & 13  
• Read: Diversity titles from youthlitmatters wiki |
| Module 4: Historical Fiction February 17 – February 27 | • Discussion: Historical Fiction  
• Read: Bean, Chapter 7  
• Read: Historical Fiction titles from youthlitmatters wiki |
| Module 5: Fantasy & Science Fiction March 3 – March 13 | • Discussion: Fantasy & Science Fiction  
• Read: Bean, Chapter 6  
• Read: Fantasy/SciFi titles from youthlitmatters wiki |
| March 17 – March 21 | • SPRING BREAK |
| Module 6: Dystopias & Fairy Tales March 24 – April 3 | • Discussion: Dystopian Fiction & Retold Fairy Tales  
• Read: Bean, Chapter 11  
• Read: Dystopian & Retold Fairy Tale titles from youthlitmatters wiki |
| Module 7: Memoirs, Bios & Non-Fiction April 7 – April 17 | • Discussion: Memoirs/Biographies & Non-Fiction  
• Read: Bean, Chapters 9 & 10  
• Read: Memoir/Bio & Non-fiction titles from youthlitmatters wiki |
| Module 8: YA Literature Awards April 21 – May 1 | • Discussion: Award Books  
• Read: Bean, Chapters 3, 4, 14 & 16  
• Read: Award Books titles from youthlitmatters wiki |

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COURSE PROJECTS

All projects are due by the End of the Day (11:59 PM) on the date indicated.

Reading Retrospective
Due February 6th

In a short essay, write about your history as a reader. There is not a word limit, but your responses need to be thoughtful and thorough. Respond to the following:

• Do you consider yourself a reader?
• Did anyone ever discourage you from reading?
• During your childhood, what was your parents (or other guardians) attitude toward reading? Did they read aloud to you? Did they (or anyone else) influence your current reading habits?
• What are a few books you remember and what do you remember about them?
• Do you remember learning to read? Was it a positive experience?
• Do you remember the first book you read on your own? If so, what was it?
• Did you read for pleasure? If so, how did you choose the books you read? If not, why? If you once read for pleasure and stopped, when did that happen?

Learning Outcomes: An understanding of what it means to be a reader and of the different types of readers that future teachers might encounter in the classroom.

Defense Paper
Due March 6th

Choose a title that you have read for this course that challenged your beliefs, that has been challenged or that you believe is likely to be challenged.

• Write a 1,000- to 1,250-word letter addressed to a school board defending the use of the book in an age-appropriate (middle or high school) classroom.
• Consider the title's literary merit, appeal to young adults, etc. Are there kids with whom you work who read the title? What was their reaction?
• If the title already has been challenged or banned, why?
• Be certain to use the course text 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 are faced when books (and other media) are challenged, why challenges occur and how to manage those challenges.
Topical Classroom Collection with Lesson Plan
Due March 27th

For this project, you will choose a topic (e.g., death and grief, pet loss, disability, illness, divorce, body image, bullying, friendship) that you are interested in. The books in this collection are intended for use as a classroom collection to support a lesson plan. The books are to be appropriate for a specific age group.

You will create a lesson plan that includes an introduction to your topic and 10-12 books (8-10 fiction; 2-4 non-fiction) for either middle or high school age students. Each book is to include an annotation with a brief description (in your own words) and brief but practical justification for including the book in your lesson plan collection. Each annotation must include a full APA citation for each item.

How to Prepare an Annotated Bibliography
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

Evaluation Criteria: The completeness and appropriateness of the collection.
Learning Outcomes: An understanding of creating a classroom collection that fills a bibliocognitive (to be defined in class) need for children.

Book Talk Program
Due April 17th

You will be preparing a book talk for a middle or high school group. For your book talk, you will:

• Choose a genre on which to focus. When completing your Reflective Statement (see below), please explain why you chose the theme.
• Select 3-5 books to include in a bibliography and prepare a book talk for at least three. The number of books will depend on the time your host can allot for you. You must select books from a variety of authors.
• Locate a venue (e.g., middle or high school English class; other classes are also possible, please check with me). Neither family members nor close friends may serve as your host.
• 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.

In addition:

• Use the youthlitmatters wiki web resources for guidance on preparing a book talk. Remember that you are trying to “sell” readers, not review the books.
(Book Talk Program continued)

- Remember to provide complete citations for all sources/images included in your guide. The citations must be part of your guide, not separate. Please be sure that your name and course information are included on the guide.
- You may use multimedia to enhance your book talk, though it is not required.
- Be sure to check the library or classroom collection at the school where you do your program for title availability – You want the kids to have easy access to the books.
- Be prepared to answer the students’ questions about each book. You do not have to have read the books, though that helps. You need to get into the practice of being able to book talk books that you have not read – as a teacher, you cannot read everything.
- Provide a 500- to 700-word reflective statement about your book talk experience. This needs to be a separate document, which includes the school name and location, as well as name and contact information of your host.
- Use your imaginations, but be sure that everything is age appropriate and that you have approval from your host. Remember that your host will need to complete a brief evaluation, so be sure he or she is willing to do that.
- **Assignment submission:** You need to upload all parts of the assignment (i.e., handout(s) and reflective statement) to the dropbox.

**Evaluation Criteria:** The quality and age appropriateness of selected titles and the quality of supporting materials. While your grade is not based on your host's evaluation, it must be received to earn full points.

**Learning Outcomes:** An understanding of selecting and promoting literature for young adults and the presentation of supporting materials.

**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.)

**If you are not currently student teaching, please let me know so that I may help you locate a venue.**

**Final Exam**
Due May 5th – 7th

The final exam will be 75 multiple-choice questions based on the course textbook. The exam will be available from May 5th through May 7th, but it will be timed and once you begin them exam, you must complete it within 90 minutes.

**Evaluation Criteria:** Questions will be scored at 2 points each for a total of 150 points. Partial credit may be given at the discretion of the instructor.

**Learning Outcomes:** Understanding of the course content as presented in the course textbook.
# Graded Discussion Participation Rubric

The rubric below is used for grading class discussion. Grades will be posted at the end of the semester (as well as mid semester for undergraduates). Substance matters! Discussion participation is not a numbers game; a high number of posts does not guarantee an A. Questions posted by the instructor always require a response as do responses to group mates’ posts; however, please do not try to respond to every post by a group mate. Participate is expected early and throughout each discussion period. Repeatedly dominating the discussion with excessively lengthy posts will lower your grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A Level</th>
<th>Good B Level</th>
<th>Satisfactory C Level</th>
<th>Unsatisfactory E Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Participates 3 or more times throughout the discussion period.</td>
<td>Participates 3 times, but postings are not distributed throughout the discussion period.</td>
<td>Participates only 2 times and/or postings are all on the same day.</td>
<td>Consistently participates fewer than 2 times per discussion period and/or posts on the last day of the discussion period.</td>
</tr>
<tr>
<td>Initial Responses to Posted Questions</td>
<td>Posts are well developed, and unusually insightful, demonstrating a high level of engagement with the course material.</td>
<td>Posts are well developed and address the topic fully, demonstrating an above average level of engagement with the course material.</td>
<td>Posts are adequate but with only basic thought and preparation; and/or posts do not fully answer the posted question(s).</td>
<td>Posts are consistently lacking in thought and preparation.</td>
</tr>
<tr>
<td>Follow-Up Postings</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
<td>Elaborates on existing posts with further comments or observations, enriching the discussion.</td>
<td>Posts basic follow-up responses and makes a moderate contribution to discussion.</td>
<td>Posts few or derisory follow-up responses (e.g., simply agrees or disagrees); does not enrich discussion.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Posts factually correct, reflective and substantive contributions that advances discussion.</td>
<td>Posts some information that is factually correct; lacks full development of concept or thought.</td>
<td>Repeats, but does not add, substantive information to the discussion.</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Consistently fails to include references or supporting experience.</td>
</tr>
<tr>
<td>Etiquette, Clarity &amp; Mechanics</td>
<td>Postings are collegial, clear, concise and free of mechanics errors.</td>
<td>Communicates clearly and collegially with only minor mechanics errors.</td>
<td>Communicates courteously, but with occasional lack of clarity and/or some mechanics errors.</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
</tr>
</tbody>
</table>

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