

University of Kentucky
School of Library & Information Science

Literature & Related Materials for Young Adults

Delivered Online via Blackboard

LIS614.201 – Spring 2015

January 14 – May 8, 2015

****Course Syllabus****

Instructor

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Office Hours

Tuesdays, 12:00 PM ET to 4:00 PM
ET or by appointment.
Appointments are recommended
even during office hours.

Course Description

A study of literature and related materials for use with young people in libraries 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 across genres, and explore media related to the literature. Students will discuss young adult literature at length via small group discussion boards. Students will create and conduct a book talk, young adult interviews, complete a genre-based project, and defend a young adult literary work.

Course Outline

1. YA Foundations
2. Realistic Fiction
3. Diversity Fiction
4. Historical Fiction & Adventure Fiction
5. Mysteries & Fantasy Fiction
6. Dystopias & Retold Fairy Tales
7. Memoirs, Biographies & Non-Fiction
8. Young-Adult Literature Award Books

Course Texts

Required Texts:

- Cart, M. (2010). *Young adult literature: From romance to realism*. Chicago: ALA. [Referred to in course materials as Cart.]
- Pattee, Amy S. (2014). *Developing library collections for today's young adults*. Lanham, MD: Scarecrow Press. [Referred to in course materials as Pattee.]

YA Literature Reading List and Recommended Texts:

- Horning, K. (2010). *From cover to cover: Evaluating and reviewing children's books* (Revised Edition). New York: HarperCollins [Students will be writing book reviews.]
- Please see pages 6-7 below for the required young adult literature.
- See the youthlitmatters wiki for additional recommended texts.

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 Board: 100 points – 30%
- Young Adult Interviews: 100 points – 15%
- Book Talk Fieldwork Program: 100 points – 20%
- Defense Paper: 100 points – 15%
- Genre Resource Guide (Group project): 100 points – 20%

Grading Guidelines

- Concise and clear writing is expected at all times. All work will be graded comparatively, including evidence of effort, research, support from course literature, clarity of thought, creativity, and when appropriate, design and awareness of the intended audience.
- Rubrics for course projects and participation (discussion) will be provided in class.

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 forums, as well as the course calendar (see the schedule on page 6 below). In most instances 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 and thoughtful. I encourage you to complete your discussion posts in Word and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work.

Communication

You may communicate with me via the Main Discussion Board in 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 each student's responsibility to be certain that all course communications are accessible and that all discussion posts are read in a timely manner. All official UK email is sent to your UK email address. It is your responsibility to be certain that you are receiving those emails and reading them in a timely manner as well.

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) on the date indicated (see Course Projects beginning on page 7 below and the course calendar in Blackboard for due dates). All projects

must be submitted via Blackboard. 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 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 English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical or Formal, 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 papers 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. Using the Document Template that will be provided in Blackboard will facilitate meeting this requirement.

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, you need to let me know at least 3 days *before* the due date. **Late assignments will not be accepted without prior approval.**

COURSE EXPECTATIONS

Participation in the group discussion forums is a required part of this course. It is not possible to learn about young adults and their literature 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. This course is fast paced and the workload is heavy. Please see the Discussion Participation Rubric provided in Blackboard.

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

<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>

READING/DISCUSSION SCHEDULE

Please be certain that you choose titles written for the YA Audience. Authors may not be repeated. Be sure to choose the audio version for at least 2 selections.

MODULE/DATES	ITEM/ASSIGNMENT
Module 1: What is YA? January 14 – January 18	<ul style="list-style-type: none"> • Read: Cart, Chapters 1 & 8; Pattee, Chapter 1
Module 2: Realistic Fiction: Identity & Family Matters January 19 – January 31	<ul style="list-style-type: none"> • Read: Cart, Chapters 2 & 6; Pattee, Chapter 2 • Read: <i>Angus, Thongs, and Full Frontal Snogging: Confessions of Georgia Nicolson</i> by Louise Rennison, 1 book by Chris Crutcher OR Laurie Halse Anderson & 1 book published in within the last year (3 books total) *
Module 3: Diversity: It's a Cultural Thing February 2 – February 14	<ul style="list-style-type: none"> • Read: Cart, Chapters 3, 9 & 11; Pattee, Chapter 3 • Read: <i>Aristotle and Dante Discover the Secrets of the Universe</i> by Benjamin Alire Sáenz, 1 book by Sharon Draper & 1 book by Walter Dean Myers (3 books total) *
Module 4: Historical & Adventure Fiction: Past Imperfect February 16 – February 28	<ul style="list-style-type: none"> • Read: Cart, Chapter 4 & 5; Pattee, Chapter 4 • Read: <i>The Book Thief</i> by Markus Zusak, <i>Between Shades of Gray</i> by Ruta Sepetys, 1 adventure book by Gary Paulsen, & 1 book from either genre published in within the last two years (4 books total) *
Module 5: Fantasy Fiction: The Mystery of Mind-bending Literature March 2 – March 14 <i>(Spring Break: March 16 – 20)</i>	<ul style="list-style-type: none"> • Read: Cart, Chapter 7; Pattee, Chapter 5 • Read: <i>Midwinterblood</i> by Marcus Sedgwick, <i>The Strange and Beautiful Sorrows of Ava Lavender</i> (Morris Award finalist) by Leslye Walton & 1 book from either genre published in the last year (3 books total) *
Module 6: Dystopias & Retold Fairy Tales: Community & Childhood Revisited March 23 – April 4	<ul style="list-style-type: none"> • Read: Cart, Chapter 12; Pattee, Chapter 6 • Read: 1 Dystopian & 1 Retold Fairy Tale from the lists linked below & 1 book from either genre published within the last two years (3 books total) * https://sites.google.com/site/youthlitmatters/index/booklists
Module 7: Memoirs, Bios & Non-Fiction: Real Life Matters April 6 – April 18	<ul style="list-style-type: none"> • Read: Cart, Chapter 13; Pattee, Chapter 7 • Read: <i>A Hole in My Life</i> by Jack Gantos, 1 Non-fiction book by Michael Cart & a 2015 YA Non-fiction Award winner (3 books total) *
Module 8: Young-Adult Literature Awards: New Life & New Blood April 20 – May 2	<ul style="list-style-type: none"> • Read: Cart, Chapter 14; Pattee, Chapter 8 • Read: 1 John Green Printz Award winner, 1 Printz or Morris Medal winner from any year, the 2015 Printz Medal winner, & a 2015 Printz Honor Book. The 2015 Youth Media Awards will be announced on 1/26/15. (4 books total) *

* You will be writing book reviews for these titles.

COURSE PROJECTS

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

Young Adult Interviews

Due February 12th

For this assignment, you will interview 2 teens and write a response reflecting upon the experience.

- You will be provided 10 questions to which you may add 4 questions of your own.
- You will interview 2 teens who are in middle school or high school (try to be diverse in your selections so that your interviewees are not the same age, gender, ethnicity, etc.). Family members or the children of friends may **not** be interviewed without approval.
- Before the transcript of each interview, please provide each teen's name (first name only), age, grade, and school information.
- Interviews must be interactive; that is, you may not simply e-mail or otherwise provide all the questions and ask for a response. Avoid accepting yes or no responses; you may have to work to engage your interviewees. Keep in mind that you may not be interviewing a reader. Non-reader interviews can be just as enlightening, if not more so, than interviews with voracious readers. However, you may need to work harder to engage the non-readers.
- Your document must include each question and the response from each interviewee in first person. Each interviewee's responses are to be presented **separately** but in the same document. Please use bold text for the questions, which are to be numbered.
- At the end of your document, after the interviews, you are to provide an 800- to 1,000-word reflective statement that must reflect upon the Program Learning Outcomes and support from course materials or other sources (remember to include a Works Cited!). Please label this section **Reflective Statement**.

Evaluation Criteria: Completeness of the interviews and the quality of the Reflective Statement.

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

Book Talk Fieldwork Program

Due March 12th

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

- Choose a theme (e.g., bullying, retold Cinderella stories, dystopias, GLBTQA literature) on which to focus. When completing your Reflective Statement (see below), please explain why you chose the theme.
- Select 4 and prepare a book talk, keeping in mind that a book talk is not a read aloud or a discussion, though you may discuss the titles with the audience after the book talk.
- Locate a venue such as a middle or high school library or English class, or a 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. Neither family members nor close friends may serve as your host. You may not complete your own evaluation (yes, it has happened).
- Get approval from your host and set a date – do this early! (See Finding a Venue below)
- Prepare a handout for your audience with an annotated bibliography that includes all of your titles, brief bios of the authors, websites for additional information and additional titles similar those that you are book talking. Your handout must be in brochure format, creative and well formatted. If you use a program other than Word, your guide needs to be submitted as a pdf. Be sure to cite all of your sources properly, including any images.

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.
- 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.
- Consider adding a presentation such as a PowerPoint or Prezi to enhance your book talk.
- Be sure to check the library where you do your program for title availability – You want the kids to be able to check out the books.
- Be prepared to answer the students’ questions about each book, but after your presentation. **You must read the books that you are book talking!**
- Provide a 800- to 1,00-word reflective statement about your book talk experience. This needs to be a separate document, which includes the venue as well as name and contact information of your host. Your reflective statement must indicate what you learned and what you would do differently in the future as well as incorporate the Program Learning Outcomes.
- 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 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 credit.

Learning Outcomes: An understanding of basic literature-focused programs, such as book talks, for young adults and how to plan for them based on the Program Learning Outcomes. A successful program is one in which you come away understanding what did and did not work.

Link to the Evaluation Form: <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.) It is your responsibility to send the link to your host (send a thank-you email and include the link).

Finding a Venue: I have a database (the link will be posted in Blackboard) of librarians and teachers who are happy to host you for book talks. Keep in mind that this list is not exhaustive and it is limited to Kentucky. Many students will need to locate a venue on their own. The database is not just for this class, so not all of those listed are options for YA book talks. Be sure to tell the librarians you contact that you are in my young adult literature class and to discuss the assignment with them.

Defense Paper

Due April 9th

Choose a YA title that you read for this course that challenged your beliefs, that has been challenged or that you believe is likely to be challenged and write a 1,500- to 2,000-word paper defending the book.

- Using the knowledge gained from the course textbooks, etc., consider the title's literary merit, appeal to young adults, etc.
- Research the title. Has it been challenged or banned, why? Was the situation handled appropriately? Did anyone use their authority to sidestep policy?
- What might you say to those who have challenged or might challenge the title?
- How will you defend the title to the library board? Review your home library's Reconsideration Policy in preparing your response. Is the policy lacking in any way?
- Be certain to use the course readings and other sources 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 face when books (and other media) are challenged, why challenges occur and how to manage those challenges. Reconsideration policies will be reviewed in the group discussions.

Genre Resource Guide (Group Project)

Due April 30th

For this project, students will work in a small group to develop a genre-based Google wiki (<https://sites.google.com/>). (Groups size will depend 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. You may use the reviews that you have already written for the class, but they should be reviewed for suggested edits by everyone in the group.
- Extensive book lists (30-40 titles depending upon group size), with cover images and hyperlinked to additional information, are to be included.
- Websites for book selection and social interaction (e.g., goodreads.com or LibraryThing.com) are to be included.
- The site must include an **About Us** page with information about each group member and why the site was created. Be sure to represent the Program consistently: remember that our degree is a Master of Science in Library Science (MSLS, not an MLS).
- Each group member will submit a 800- to 1,000-word learning outcomes assessment that incorporates the Program Learning Outcomes and demonstrates a thorough understanding of the Pattee text.
- 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.