

UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

LITERATURE & RELATED MATERIALS FOR YOUNG ADULTS

DELIVERED ONLINE VIA CANVAS

LIS614.201 – SPRING 2016

JANUARY 13 – MAY 6, 2016

****Course Syllabus****

Instructor

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Office Hours

Office hours are by appointment.
At the scheduled time, please use
the following link:
<http://connect.uky.edu/drreynolds/>

Website

<https://sites.google.com/site/youthlitmatters/>

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 to select materials for 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 and student blogs. Students will create book talk videos, conduct young adult interviews, complete a theme-based group project, and defend a young adult literary work.

Course Outline

1. The Definition and History of YA
2. Censorship in the 21st Century
3. Historical Fiction
4. Memoirs & Autobiographies
5. Graphic Novels
6. Science Fiction & Fantasy
7. Dystopian Fiction
8. Retold Fairy Tales
9. Realistic Fiction (Societal Issues)
10. Realistic Fiction (Teen Life)
11. Humorous Fiction
12. Non-Fiction Informational Books
13. Top YA Authors
14. Young-Adult Literature Award Books

Course Texts

- **Required:** Cart, M. (2010). *Young adult literature: From romance to realism*. Chicago: ALA. [Referred to in course materials as Cart.]
- **Required:** Pattee, A. S. (2014). *Developing library collections for today's young adults*. Lanham, MD: Scarecrow Press. [Referred to in course materials as Pattee.]
- **Recommended:** Horning, K. (2010). *From cover to cover: Evaluating and reviewing children's books* (Revised Edition). New York: HarperCollins [Students will be writing book reviews.]
- **YA Literature Reading List:** Please see pages 7-10 below for the required young adult literature (20 books total).

Integration of the Syllabus with the Themes of Diversity, Assessment & 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 of Course Work

(See pages 11-15 for assignment parameters)

- **Group Discussion (Participation):** 20 points each (30%)
- **Blog Assignment:** 25 points each (30%)
- **Teen Interviews:** 125 points (10%)
- **Book Talk Videos:** 50 points each (5%)
- **Defense Paper:** 100 points (10%)
- **Thematic Resource Guide (Group Project):** 150 points (15%)

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.
- Unless there is evidence of considerable improvement by the end of semester, final grades will not be rounded up (e.g., 89.6% will not be automatically rounded up to an A).

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

Class participation is an important component of your grade for this class. The due dates for required discussion posts are posted in the schedule below, as well as within Canvas. Credit will not be given for late responses. Poorly written posts will not be given credit. Your discussion posts must be substantive and thoughtful, but not essays (excessively lengthy posts will be deleted). 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 Discussion Boards in Canvas, e-mail or phone. Canvas email is preferred. 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 read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead! I have many students in multiple courses, please note the course number in all email (in the subject line) and phone communication with me.

Submission of Course Projects

IMPORTANT: All projects are to be submitted electronically via Canvas by **11:59 PM ET** on the dates as indicated on the Course Schedule beginning on page 7 below and the course calendar in Canvas. Projects are **not** accepted via email. 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>.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (<http://www.uky.edu/AS/English/wc/>). Proper citations/references are always required; this includes picture books, novels, and other materials. APA (6th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited). Please proof your work and ask someone else to as well.

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. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval. Ten points will be deducted for each day the assignment is late.**

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. 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

What I expect from you...

- I expect you to read all of the materials for each week before the week begins.
- I expect you to participate in a timely manner and on at least two days per week, three posts minimum (please note that posting at, for example, 11:59 PM on one day and at 12:05 AM the next does not constitute participating on two different days).
- I expect you to proof all discussion posts, blog entries and all other assignments.
- I expect you to submit assignments on time and to remember that everyone's time is important, not just yours.
- I expect you to plan accordingly so that assignments demonstrate quality work.
- I expect you to proof your work for grammar and spelling errors.
- I expect you to ask for assistance and not wait until the last minute to do so.

What you can expect from me...

- I will treat you as an individual and with the respect.
- I will not discriminate against you in any way and will respect your well-supported viewpoints.
- I will handle class communication in a professional manner.
- I will not teach what I do not know. I will seek out answers when necessary.
- I will update course information, materials and other readings as necessary.
- If plagiarism, cheating, or other violations of academic integrity are suspected, they will be explored and punishment pursued.
- I will work with you on late work when you communicate with me AHEAD of time. Late work without a legitimate excuse will not be accepted.
- I will make myself available to you through the discussion boards, email, and other avenues as needed.
- To minimize subjectivity when grading, I will use rubrics for grading.
- I will assess your work with honesty based on the criteria provided.
- If I make a mistake when assessing your work, I will make corrections as appropriate.

COURSE SCHEDULE

Course Introduction (January 13 - January 16): What Exactly is YA?

- **Introduce** Yourself
- **Read** Alexie, S. (2011). Why the Best Kids Books Are Written in Blood [Speakeasy Blog]. Retrieved from <http://blogs.wsj.com/speakeasy/2011/06/09/why-the-best-kids-books-are-written-in-blood/#>
- **Read** Rouyer, A. (2015). How did YA Become YA? [Stuff for the Teen Age/Biblio File Blogs]. Retrieved from <http://www.nypl.org/blog/2015/04/20/how-did-ya-become-ya>

Week 1 (January 18 - January 23): The History of YA Lit

- **Read** Cart, Part I, Chapters 1-5
- **Read one** of the following “classic” YA novels:
 - *Forever*, Judy Blume
 - *The Chocolate War*, Robert Cormier
 - *Harriet the Spy*, Louise Fitzhugh
 - *The Outsiders*, S. E. Hinton
 - *A Day No Pigs Would Die*, Robert Newton Peck
 - *The Pigman*, Paul Zindel

Week 2 (January 25 - January 30): We May Not Burn Them, but...

- **Read** Pattee, Chapter 1
- **Read two** of the following YA novels frequently censored and/or banned in the 21st Century:
 - *The Absolutely True Diary of a Part-time Indian*, Sherman Alexie
 - *The Perks of Being a Wallflower*, Stephen Chbosky
 - *Romiette & Julio*, Sharon M. Draper
 - *Looking for Alaska*, John Green
 - *Fallen Angels* or *Monster*, Walter Dean Myers
 - *Aristotle and Dante Discover the Secrets of the Universe*, Benjamin Alire Sáenz

Week 3 (February 1 - February 6): It's All in the Past

- **Read** Cart, Part II, Chapters 6-8
- **Read one** of the following Historical Fiction novels:
 - *The Wrath and the Dawn*, Renée Ahdieh
 - *The Boy in the Striped Pajamas*, John Boyne
 - *Between Shades of Gray*, Ruta Sepetys
 - *The Final Four*, Paul Volponi (this title is stretching it a bit for Historical Fiction, but hey, this is UK!)
 - *Code Name Verity*, Elizabeth Wein
 - *The Book Thief*, Markus Zusak

Week 4 (February 8 - February 13): Personally Speaking

- Read Pattee, Chapter 2
- Read **one** of the following Memoirs:
 - *Laughing at My Nightmare*, Shane Burcaw
 - *Enchanted Air: Two Cultures, Two Wings: A Memoir*, Margarita Engle
 - *A Hole in My Life*, Jack Gantos
 - *Positive: A Memoir*, Paige Rawl
 - *Three Little Words*, Ashley Rhodes-Courter
 - *The Glass Castle*, Jeannette Walls
- Complete Teen Interviews, Due February 13, 2016

Week 5 (February 15 - February 20): It's All Graphic to Me

- Read Cart, Part II, Chapters 9-11
- Read **one** of the following YA Graphic Novels:
 - *El Deafo*, Cece Bell
 - *The Adventures of Superhero Girl*, Faith Erin Hicks
 - *Breath of Bones: A Tale of the Golem*, Steve Niles
 - *This One Summer*, Mariko Tamaki
 - *Blankets*, Craig Thompson
 - *American Born Chinese* or *The Shadow Hero*, Gene Luen Yang

Week 6 (February 22 - February 27): Magic, Make Believe & the Scientifically Improbable

- Read Pattee, Chapter 3
- Read **one** of the following Science Fiction/Fantasy novels:
 - *Seraphina*, Rachel Hartman
 - *Magonia*, Maria Dahvana Headley
 - *The Rest of Us Just Live Here*, Patrick Ness
 - *The Adoration of Jenna Fox*, Mary Pearson
 - *Carry On*, Rainbow Rowell
 - *The Strange and Beautiful Sorrows of Ava Lavender*, Leslye Walton

Week 7 (February 29 - March 5): Society Run Amok

- Read Cart, Part II, Chapters 12-14
- Read **one** of the following Dystopian books:
 - *Feed*, M.T. Anderson
 - *Red Queen*, Victoria Aveyard
 - *The Hunger Games*, Suzanne Collins
 - *A Chaos Walking Series book*, Patrick Ness
 - *Floodland*, Marcus Sedgwick
 - **Any other book from this list:** <http://goo.gl/IOXjEv>

Week 8 (March 7 - March 13): Reinventing Childhood

- Read Pattee, Chapter 4
- Read **one** of the following YA Retold Fairy Tales:

- **Beastly**, Alex Flinn
- **The Goose Girl**, Shannon Hale
- **Fairest**, Gail Carson Levine
- **Ash**, Malinda Lo
- **A Lunar Chronicles book**, Marissa Meyer
- **The Shadow Queen**, C. J. Redwine
- **Complete Book Talk Videos, Due March 13, 2016**

Week 9 (March 14 - March 19): SPRING BREAK

Week 10 (March 21 - March 26): Rollercoaster Rides

- **Read** Pattee, Chapter 5
- **Read two** of the following YA Societal Issues books:
 - **Catalyst or Speak**, Laurie Halse Anderson
 - **Taking Aim: Power & Pain, Teens & Guns**, Michael Cart (editor)
 - **Whale Talk or Period 8**, Chris Crutcher
 - **Saint Anything**, Sarah Dessen
 - **The Infinite in Between**, Carolyn Mackler
 - **Extraordinary Means**, Robyn Schneider

Week 11 (March 28 - April 2): Identity & Love of All Kinds

- **Read** Pattee, Chapter 6
- **Read two** of the following Teen Life books:
 - **Dive: A Novel**, Stacey Donovan
 - **Cut**, Patricia McCormick
 - **Dumplin'**, Julie Murphy
 - **All the Bright Places**, Jennifer Niven
 - **Kissing in America**, Margo Rabb
 - **Orbiting Jupiter**, Gary D. Schmidt
- **Complete Defense Paper, Due April 1, 2016**

Week 12 (April 4 - April 9): The Lighter Side of Life

- **Read** Pattee, Chapter 7
- **Read one** of the following Humorous YA novels:
 - **Soul Enchilada, David Macinnis Gill**
 - **An Abundance of Katherine**, John Green
 - **Hold Me Closer: The Tiny Cooper Story**, David Leviathan (for those who have read Will Grayson, Will Grayson)
 - **Angus, Thongs, and Full Frontal Snogging: Confessions of Georgia Nicolson**, Louise Rennison
 - **The Earth, My Butt, and Other Big, Round Things**, Carolyn Mackler
 - **Attachments**, Rainbow Rowell

Week 13 (April 11 - April 16): Going Beyond Google

- Read Pattee, Chapter 8
- Read **one** of the following YA Informational books:
 - *Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad*, M.T. Anderson
 - *Race: A History Beyond Black and White*, Marc Aronson
 - *The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia*, Candace Fleming
 - *Beyond Magenta: Transgender Teens Speak Out*, Susan Kuklin
 - *The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights*, Steve Sheinkin
 - *Courage Has No Color: The True Story of the Triple Nickles, America's First Black Paratroopers*, Tanya Lee Stone

Week 14 (April 17 - April 23): Some of the Best of the Rest

- Read **two** of the **three** articles provided in Canvas
- Read **one** book written by **two** of the following YA authors focusing on those whom you have not already read for this class.
 - Laurie Halse Anderson
 - M.T. Anderson
 - Chris Crutcher
 - Sarah Dessen
 - Sharon M. Draper
 - John Green
 - Shannon Hale
 - David Levithan
 - Walter Dean Myers
- Final Blog Entries, Due April 23, 2016

Week 15 (April 25 - April 29): The Newly Anointed

- Read **two** of the **three** articles provided in Canvas
- Read the **ALL** of the following award-winning books:
 - 2015 National Book Award for Young People's Fiction *Challenger Deep*, Neal Shusterman
 - 2016 Morris Award Medal winner *Simon vs. the Homo Sapiens Agenda*, Becky Albertalli
 - One of the 2016 Printz Award Winners <http://goo.gl/KoIVp1>
- Complete Thematic Resource Guide, Due April 30, 2016

COURSE ASSIGNMENTS & PROJECTS

***All work is due by the End of the Day (11:59 PM) on the date indicated.
To earn an A in the course, you must submit ALL assignments.***

Small Group Discussion Boards ***Every Monday Through Saturday Through April 29th***

Class participation is an important component of your grade for this class. The due dates for required discussion posts are posted in the class schedule below, as well as within Canvas. Credit will not be given for late responses. Poorly written posts will not be given credit. Your discussion posts must be substantive and thoughtful, but not essays (excessively lengthy posts will be deleted). Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas.

For each week's discussion, you will be given a short list of discussion prompts based on the textbook readings. I expect you to participate in a timely manner and on at least two days per week, three posts minimum (please note that posting, for example, at 11:59 PM on one day and at 12:05 AM the next does not constitute participating on two different days). If all of your responses are posted on the same day, full credit will not be given. Discussion will **not** be graded throughout the semester; it is your responsibility to know the requirements and adhere to them. I am happy to answer questions about the quality of your work, but please do not ask each week. Missing more than two weeks will lower your total discussion grade by ten points.

Please do not post essays. Responses are to be thoughtful and indicate that you understand the material, but longer is not better. You may respond to all of the discussion prompts, but each must be responded to in a separate post. Responses to classmates' posts must be more substantial than comments such as, "I agree" or "Great post".

You can participate in each week's discussion by (a variety of these options is best):

- responding to one or more of the discussion prompts;
- responding to classmates' posts;
- asking questions of your classmates;
- commenting on the young adult literature required for that week (though your primary literature-related goal is the blog assignment);
- commenting on a class project and how it pertains to that week's material(s);
- responding to relevant articles posted to the Food for Thought discussion forum.

Evaluation Criteria: Completeness and thoughtfulness of responses which demonstrate respect for other points of view, and evidence of comprehension of the textbooks and other readings.

Learning Outcomes: To gain an understanding of young adults and the world in which they live. To recognize how literature can support and enlighten them and how librarians can foster that.

Blog Assignment

Ongoing Through April 23rd

The blog assignment requires that each student set up a [WordPress blog](#) (please email me the URL to your blog by January 18th). You may call your blog whatever you like but please be sure that your full name and the class number (LIS614) are clearly visible. You are to write an entry for each of the 20 titles that you read from the required reading list. Please title each entry with the week number, book title, and author's full name (e.g., Week 6, *Magonia* by Maria Dahvana Headley). Please do post in order by week. As with the discussion, the blogs will not be graded until the end of the semester.

While you do not have to post every week, I highly recommend that you keep up with it. If you are not posting somewhat regularly, points will be deducted. This means that you must avoid posting monthly or even less frequently. It must be evident that you have read (or listened to) each title.

Each entry will include the following:

- A complete APA (6th Ed) citation (if use the audio or Ebook version, be sure your citation reflects that). – 5 points
- A summary of the plot (in your own words, not the publisher's summary), with 3 to 5 tags (keywords) provided at the end. Your tags need to reflect the plot. Do not include the author's name or words from the title. Be creative and think like a teen! – 5 points
- Your assessment supported by specific examples (don't forget page numbers) from the book. Consider what genre(s) the work is and its importance (or not) to the marketability of the work. If you listened to the audio version, be sure to note that. – 5 points
- A review from a professional resource, such as *Kirkus Reviews*, *School Library Journal*, *Booklist*, etc. Goodreads.com, most blogs, Amazon.com customer reviews and the like are not acceptable. Older titles in particular may require the use of UK Libraries Electronic Databases. You must provide the complete APA (6th Ed) citation for the book review. These are not to be article length reviews, but the shorter reviews that librarians and others would use to make buying decisions. You are to post the review and the citation. You will be asked to remove any reviews that are not properly cited and will not receive credit. – 5 points
- Recommendations for library or classroom use. Be creative and specific. You may not use the same use for each book. Some repetition is okay, but be as varied (and creative!) as possible. – 5 points
- The book cover image (optional)

Evaluation Criteria: Completeness of each part of the entry. Originality and creativity are essential.

Learning Outcomes: The development of book evaluation and marketing skills using technology.

Young Adult Interviews

Due February 13th

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 and beginning on new page, 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 and/or other sources (remember to include a Works Cited!). Please label this section **Reflective Statement**.

Evaluation Criteria: Completeness of the interviews, evidence of engagement with the interviewees, and the thoroughness of the Reflective Statement.

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

Book Talk Videos

Due March 13th

For this project, you will record book talks for two of the books required for this class. You may choose the video application. To prepare, I suggest you talk to librarians you know about how they book talk, search for and review videos posted online, and review the resources posted on the Website Resources page on my Youthlitmatters website. I recommend that you record your video while presenting your book talks to a small group. Presenting to teens is preferable, but if you do so, be sure that the video shows only you. Whatever your audience, please be mindful of your environment (e.g., avoid recording in your bedroom). Each book talk must be recorded separately and posted to your blog by March 13th. Please practice and unless you are a regular book talker, do not post your first attempt.

Evaluation Criteria: The creativity of your book talk and evidence of preparation. While you are not expected to have professional video production skills, evidence of professionalism is expected.

Learning Outcomes: An understanding of another method of promoting reading materials to teens and development of video production skills.

Defense Paper

Due April 2nd

Choose a YA title that you read for this course that has been censored in some way (challenged and/or banned) 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 by course materials and other resources, 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.

Thematic Resource Guide (Group Project)

Due April 30th

For this project, students will work in a small group to develop a thematic web-based literature guide for teens. (Groups size will depend upon class size.)

- Each group will be responsible for a different theme. 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, as well as what (free!) web-based platform to use to present the information (e.g., Google Sites, Weebly, WordPress, Wix).
- 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 peer reviewed for suggested edits.

- Book lists (25-40 titles depending upon group size), with cover images that hyperlinked to additional information, are to be included.
- Include social media sources, such as Pinterest, Goodreads, blogs, etc.
- 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 MLS).
- Each group member will submit an 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 the theme, 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.