

University of Kentucky
School of Library and Information Science
LIS 514
Spring 2007

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Office Hours:
MTH 9:30 – 11:00 a.m.
Other times by appointment
(Practica observations take precedence)

Course Number: LIS 514 **Credit Hours:** 3
Title: Literature and Related Media for Young Adults

Catalog 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.

Text : No text required; students will read various articles relating to young adults and their reading in addition to reading numerous trade books selected by the students from recognized book lists and those required by the instructor.

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 life-long *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.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of

the KERA initiatives.

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.

Course Objectives:

Upon completion of the course the students will be able to:

1. Identify the basic needs, interests and problems of young adults in grades seven through twelve.
2. Select and evaluate books and related media for young adults using appropriate criteria.
3. Identify authors and illustrators of young adult literature.
4. Describe the historical development of young adult literature.
5. Present books and materials in a manner that will motivate students to form a life-long habit of reading and inquiry.
6. Research a current topic, author or issue related to young adult literature.
7. Evaluate and discuss the use of multicultural literature for young adults.
8. Identify and evaluate reference materials used by young adults.

Content Outline:

- A. Introduction to Young Adult Literature
- B. Understanding the Young Adult
- C. Characteristics of the Best Young Adult Literature
- D. Genres of Young Adult Literature
- E. Multicultural Literature
- F. Graphic Novels
- G. Evaluating, Promoting and Using Young Adult Literature
- H. Young Adult Literature in Core Content
- I. Censorship
- J. History of Adolescent Literature

Instructional Activities:

Instructional activities will include literature response groups, lectures, large group discussions, cooperative learning experiences, and two examinations.

Resources:

Resources will include young adolescent books and other related materials such as videos/DVDs, CD-ROM software and the Internet. The following books will be used by all students: *The Giver* by Lois Lowry; *The Chocolate War* by Robert Cormier; *Monster* by Walter Dean Myers, *Maus* by Art Spiegelman, and **one** book by a Kentucky author [*Sex Education* by Jennie Davis, *Perfect Family* by Jerrie Oughton or *Clay's Quilt* by Silas House].

Grading Procedures:

Points are awarded for performance on assignments. Work turned in late will be penalized. Excessive absences or tardies will result in a lower grade.

<u>Assignment</u>	<u>Points</u>
#1 Interview Paper	15
#2 Annotated Bibliography w/Booktalk	20
#3 Mid-Term Exam	20
#4 Topic/Issue Paper [graduates] Author Paper [undergraduates]	30 (written); 10 (presentation)
#5 Reading Project	45
#6 Final Exam	10
#7 Class Participation	<u>30</u>
Total	200

Graduate Students**Undergraduate Students**

185-200 = A	150-169 = C	183-200 = A	148-167 = C
170-184 = B		168-182 = B	138-147 = D

Attendance Policy:

This class includes much class participation; therefore, regular postings and interaction in the Discussion Board are expected. Points will be deducted for lack of participation.

Prerequisites: None

Academic Honesty Policy:

The instructor will assign a grade of E for the course to any student found guilty of cheating or plagiarism on an examination or a class assignment. Unless formally approved by the instructor of this class, a student may not use academic work completed for another class (e.g., a paper, etc.) to satisfy the academic requirements of this class. As defined by the University Senate Rules (6.3.2), a student's use of previous class work to satisfy the academic requirements of this class is a form of academic cheating. For details regarding cheating and plagiarism please refer to Section 6.4.0-1 of the **Student Rights and Responsibilities Handbook** (<http://www.uky.edu/StudentAffairs/Code/>) and Section 6.3 of the **University Senate Rules** (<http://www.uky.edu/USC/Section VI.pdf>) for details.

Assignment #1 - Interview Paper

Objective: The student will understand the basic needs, interests and problems of young adults in grades seven through twelve.

Activity: Complete this activity after we have discussed the characteristics, needs and interests of young adults.

- Create a list of questions (approximately 12-15) to ask young adults to help you understand their needs, interests and problems. We will discuss some possible questions in class.
- Interview three young adults. Try to select a variety of age levels and gender differences.
- Write a typed, double-spaced paper (approximately 3-5 pages) in which you discuss the interviews, including a summary of the interviews and your evaluation of the interview response. You may choose to include a table to help you make comparisons of responses. This assignment can be written in first person.

Evaluation: This assignment will be graded on completeness, clarity, neatness, organization, spelling and grammar. Be sure to include a complete discussion of **your evaluation** of the responses -- not just a summary.

Assignment #2 – Annotated Bibliography w/Booktalk

Objectives: The student will select materials appropriate for young adults. The student will demonstrate a method to stimulate young adults to read books and/or use related media.

Activity: We will discuss some ways to select materials and to encourage the use of young adult materials. (Make sure you refer to a variety of review sources.) We will discuss types of booktalks in class. Select one book from the bibliography to booktalk to a group of young adults. See the Bibliography resource sheet for more specific information.

- Select at least 10 materials for young adults on a specific topic. The bibliography should include one appropriate web site. Include at least one of the following: an audio book, a picture book, or a poem.
- The bibliography should cite the review sources consulted. [Note: Amazon.com is not a review source, although it may refer you to review sources.]
- Use at least one appropriate graphic that exemplifies the material in the bibliography.
- Discuss (in one paragraph) how to promote the books/media in the bibliography.
- Using the guidelines from readings, prepare an **original** booktalk.
- Present a 3-5 minute booktalk to a group of young adults and complete the self-evaluation form, fax the sign-off form to 859.257.4205. [You will present the booktalk in a public library or in a school library or classroom.]

Evaluation: See Bibliography Rubric and booktalk self-evaluation form.

Assignment # 3 - Mid-Term Exam

The student will complete an essay exam.

Assignment #4 - Topic or Issue Paper/ Author Paper

Objective: The student will research and present via Blackboard a current topic or issue related to young adult literature (graduates) or a popular young adult author (undergraduates).

Activity: We will discuss some possible topics in class.

- After you have decided on a topic, e-mail the instructor. Do not sign up for a topic that another student is researching. Student-selected topics will be posted in the Course Material folders in Blackboard.
- *Graduates:* Write a 5-7 page double-spaced, typewritten paper on the topic or issue.
Undergraduates: Write a 4-6 page, double-spaced, typewritten paper on the author and his works, including critical commentary.
- All papers must include a bibliography of at least four sources that you consulted. At least two of the sources must be in print format. Give proper credit to any quotes or significant ideas that you use in your paper. Use one of the following style forms for your paper: APA, Chicago, or MLA.
- Present an **overview** of your topic in the Discussion Board area of Blackboard. Do not post your paper. You do not need to include all the information in the paper in the Blackboard presentation. Summarize key points and tell the class what you learned. Be prepared to answer questions.

Evaluation: The evaluation of the written assignment will be based on the appropriateness of the topic for the course content, evidence of investigation about the issue, topic or author, organized synthesis of the information, well-stated conclusions, completeness, and proper use of style format, grammar and spelling. The “oral” presentation will be graded on clarity and grammar.

Assignment #5 - Reading Project

Objective: The student will be able to select and evaluate books and related materials for young adults, according to appropriate criteria.

Activity: We will discuss selection and criteria in “class”.

- Graduates need to read at least 18 books and to view (or listen to) 5 media. Undergraduates need to read at least 15 books and to view (or listen to) 4 media.
- You may make records on the five books we study together as a class.
- Keep a record of your reading including all of the following items: title, author, publisher (book) or producer (media), copyright date, genre, approximate age span, a brief summary, personal responses, and an evaluation. You may add additional items, such as theme or page numbers of a book. Your records should be kept in a Word document file or Excel file.
- Organize your records in some appropriate manner (alphabetized by author or title, divided into genres, etc.). Be sure to include your name, the course title, and date prior to submission to the Digital Dropbox in Blackboard.

Evaluation: This assignment will be graded on appropriateness of selections, record completeness, organization, grammar and spelling.

Assignment #6 – Final Exam

Objective: The student will demonstrate knowledge regarding historical development of young adult literature and/or other topics relating to adolescent literature.

Activity: Students will respond to essay questions during the final examination period.

Evaluation: The final examination will be evaluated on completeness and accuracy.

Assignment #7 - Class Participation

Objective: The student will evaluate books and related media for young adults according to appropriate criteria.

Activity: You will participate in online discussion groups and literature response groups for this assignment. An announcement will be posted each week as reminder about participation in the correct discussion group.

- In your literature response group, share a short summary of the book, your personal response to the book, and your evaluation of the book (according to the appropriate criteria). You may also comment upon why you selected this book to share with your group
- Contribute to any cooperative group activities that are assigned.
- Develop a bibliography from genre discussions for personal reading at a later date.

Evaluation: For this assignment you will be evaluated on the following: your active participation in the group (“listening” to others is as important as “speaking”!). In other words carefully read and thoughtfully reply to class members’ postings.

**Projected Schedule:
Class Activities & Assignments**

January 16	Orientation in Little Library 355 (Introductions; Syllabus; Blackboard)
January 23	Brief History of Adolescent Literature; Discussion of YA Media for Reading Project; Reading Project requirements.
January 30	Realistic Fiction and <i>Chocolate War</i> discussion (entire class); Assignment #1 Interview Paper due
February 6	Poetry, drama and humor. Read a book from poetry genre and either drama <u>or</u> humor. Submit a reading record for books from both categories. Discuss books with literature response groups.
February 13	Fantasy, science fiction, utopias and dystopias; read <i>The Giver</i> and discuss (entire class). Literature response groups will discuss other fantasy/science fiction books read.
February 20	Graphic novels; read <i>Maus</i> . Censorship discussion (entire class). Assignment #2 Bibliography is due. The bibliography will be posted in the Discussion Board area of Bb for downloading by other class members.
February 27	Historical fiction, biography, autobiography; discuss books (historical fiction, biography or autobiography) with literature response groups.
March 6	Mid-term Exam; you may access Bb March 6, 7 AM – March 7, 11 PM; single attempt only.
March 13	Spring Break
March 20	Multicultural Literature. Literature response groups will discuss multicultural books read. Assignment #2 Booktalk Self-evaluation due; fax the sign-off form to 859.257.4205.
March 27	Adventure, sports, mystery, and the supernatural. Discussion of <i>Monster</i> (entire class). Literature response groups will discuss books read in adventure/sports/mystery/supernatural.
April 3	Kentucky Virtual Library Overview. Review literature promotion in course materials folder. Respond to large group discussion prompt.
April 10	Assignment #4 Topic or Author Paper due. Presentation of papers to the class via Bb Discussion Board.
April 17	Nonfiction; literature response groups (read two non-fiction books for discussion in your small group).
April 24	Assignment #5 Reading Project due. Literature in the English class; core content. Kentucky author discussion (entire class).
May 3	Assignment #6 Final Exam; May 3; 6-8:30 PM

** Note: In addition to booklists distributed to the class through the Course Material folder in Blackboard, you may select books to read from this textbook: Nilsen, Alleen Pace and Kenneth L. Donelson. *Literature for Today's Young Adults*. 7th ed. New York: Pearson.