Course Syllabus

LI832XJ

Resources and Services for Young Adults

Summer Semester 2015

Faculty: Robin F. Kurz
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Primary Phone: (620) 341-5069
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet with Optional Live Tweeting Hours

Important Dates for Summer 2015

5/18 First Day of Class
7/1 Last Day to Withdraw
5/25 Memorial Day (ESU Closed)
7/3 Independence Day (ESU Closed)
8/11 Final Grades Due
5/26 Last Day to Add/Drop
8/7 Last Day of Classes

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

This course explores the recreational, cultural, informational, and educational needs of 21st century young adults. Students apply knowledge of adolescent development theories to the design of reader’s advisory services, library programs, and literacy activities in public and school library settings. Emphasis is given to the selection of resources in all media formats to reflect awareness of, and sensitivity to, the social and cultural needs of all young adults. (Approved 3/9/2015)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>YALSA Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify developmental changes occurring in young adults and their effects on collections and services.</td>
<td>2, 5</td>
<td>1</td>
<td>1.1, 2.1</td>
</tr>
<tr>
<td>2 Describe and discuss the history and development of literature and materials (including award-winning and best book titles) for young adults.</td>
<td>2, 7</td>
<td>1</td>
<td>5.3, 5.4</td>
</tr>
<tr>
<td>3 Read widely across all genres to maintain a broad knowledge of literature for young adults, including those of various races, ethnicities, socioeconomic and ability levels, and beliefs.</td>
<td>2, 7</td>
<td>1, 4</td>
<td>2.3, 2.4, 3.7, 5.1, 7.3</td>
</tr>
<tr>
<td>4 Recommend materials, activities, and technologies for young adults, parents, and teachers to assist in promoting multiple literacies.</td>
<td>4, 5, 8</td>
<td>1, 2, 4</td>
<td>1.4, 3.1, 3.4, 3.8, 6.2, 6.5, 6.6</td>
</tr>
<tr>
<td>5 Discuss trends in popular culture and relevant research in young adult literature and services.</td>
<td>1, 2, 5</td>
<td>1</td>
<td>2.2, 4.3, 7.4</td>
</tr>
<tr>
<td>6 Describe censorship issues surrounding young adult literature and discuss effective methods of insuring intellectual freedom.</td>
<td>1</td>
<td>1, 3</td>
<td>1.2, 4.7</td>
</tr>
<tr>
<td>7 Create, maintain, and promote collections and spaces that meet the informational and recreational needs of young adults.</td>
<td>1, 2</td>
<td>1, 2, 4</td>
<td>4.6, 5.1, 5.3, 5.4, 6.1</td>
</tr>
<tr>
<td>8 Design, develop, implement, evaluate, and promote programs for young adults.</td>
<td>1, 2, 8</td>
<td>1, 2, 4</td>
<td>3.4, 4.10, 7.1</td>
</tr>
<tr>
<td>9 Develop strategies and articulate various approaches to aid teachers in integrating materials and technologies into the curriculum.</td>
<td>1, 7</td>
<td>1, 2, 4</td>
<td>3.8, 5.5, 6.5</td>
</tr>
<tr>
<td>10 Instruct young adults on the use and evaluation of print and electronic resources to further their development as life-long learners.</td>
<td>6, 7</td>
<td>1, 2</td>
<td>1.4, 6.4, 7.5</td>
</tr>
</tbody>
</table>

Approved 12/7/2014
Instructor Contact Information

My office hours are on Wednesdays between 9:30 am and noon CT and between 5:30 pm and 8:00 pm CT (via email, Adobe Connect, or Google Hangouts) and by appointment.

My office hours are set aside exclusively for communicating with you; however, please feel free to contact me at any time through any means. During office hours, I will be more likely to respond immediately. During other times, I will make every effort to respond within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (outside of office hours).

When emailing from outside of Canvas, please always include the course number (e.g. LI805XO) in the email subject line, as I will respond more quickly if I realize your email pertains to the course.

You can find me on Twitter at @robinkurz and on Pinterest at @robinfkurz.

Required Readings

Required Textbooks:
Cart, M. (2010). *Young adult literature: From romance to realism*. Chicago: ALA.


Selected Other Required Books:
Because this is a YA resources course, the primary reading will be YA books! Please see the “732 Reading Calendar” for a complete list of titles/authors. (Check your local libraries as copies are available of most of these. Used copies are also available through many online sources).

As a class, we will all be reading six of the same titles, while your other YA readings will be chosen from a list of choices. The six class-wide reads are:


Selected Professional Readings:
In addition to the books above, students will be responsible for reading additional journal articles, book selections, & webpages for each lesson. These readings will be assigned in the To-Do Lists for each lesson. These additional readings will average 3 chapters/articles/selections for each lesson, in addition to the textbooks and required books/media for discussion.


Learning Activities

Prior to the beginning of each week of the course, Dr. Kurz will post that week’s to-do list. This to-do list will include all of the weekly readings, viewings, and activities for that week. Students are expected to have completed all learning activities on each week’s to-do list by the Sunday of the week listed on the course outline below. In addition to weekly to-do lists, students will complete assignments listed in the section below.

Teaching Approach:

In order to achieve the stated goals and outcomes, Dr. Kurz will foster an open, inclusive learning environment that combines occasional traditional lectures with readings, discussions, activities, videos, and interviews with professionals. Participation is an integral part of the course, and all students are expected to complete all readings and other assignments by the stated due dates.

Student Participation:

Students will contribute to the success of the course through active participation and thoughtful involvement, remaining cognizant of each other’s differences and respectful of differences in age, gender, race, ethnicity, sexual orientation, physical ability, religion, etc. Students should also remain aware of the individuals and groups they will be discussing (either theoretically or actually) and should avoid using terminology that others deem offensive.

Reading Calendar & Due Date Checklist:

In order to facilitate student participation and active engagement, the professor will provide a reading calendar and a due date checklist during the first week of class. These two documents, in conjunction with the syllabus, are crucial to a successful semester. While each document will be subject to occasional changes, they provide an outline of class discussion topics, anticipated guest speakers, and (most importantly) a detailed, chronological list of course assignments.
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Info Sheet</td>
<td></td>
<td>May 24</td>
<td></td>
</tr>
<tr>
<td>Intro Video</td>
<td>4</td>
<td>May 31</td>
<td>3</td>
</tr>
<tr>
<td>Social Media Assignment</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Sign Up: May 31</td>
<td>7</td>
</tr>
<tr>
<td>Peer Partner Chats</td>
<td>All</td>
<td>Sign Up: May 31</td>
<td></td>
</tr>
<tr>
<td>Class-Wide Discussions</td>
<td>All</td>
<td>Six Total: See Below</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>All</td>
<td>First Half: June 27</td>
<td>20</td>
</tr>
<tr>
<td>Library Evaluation</td>
<td>1, 2, 6, 7, 8, 9, 10</td>
<td>June 29</td>
<td>5</td>
</tr>
<tr>
<td>Book Challenge Assignment</td>
<td>3, 6</td>
<td>July 28</td>
<td>5</td>
</tr>
<tr>
<td>Group Service Learning Project</td>
<td>3, 4, 5, 7, 8</td>
<td>August 1</td>
<td>20</td>
</tr>
<tr>
<td>Programming Project</td>
<td>1, 3, 4, 5, 8, 9, 10</td>
<td>August 5</td>
<td>20</td>
</tr>
</tbody>
</table>

Student Info Sheet

**Mandatory**—Turned in via Canvas before midnight—For this assignment, students will download and complete the “Student Info Sheet” template in Canvas. Full details will be available on the first day of class. **Due date**—May 24

**Intro Video**

**3 points**—Link shared in Canvas before Midnight—For this assignment, students will record short videos introducing themselves to the rest of the class. Videos should be approximately 5 minutes in length and include at minimum the information contained in the student info sheet (minus the emergency contact info). Full details will be provided on the first day of class. **Due date**—May 31

**Social Media Assignment**

**7 points**—Online activities & one feedback paper turned in via Canvas before Midnight—For this assignment, students are required to join and participate on Twitter and Pinterest. Instagram is optional. As soon as the course begins, Dr. Kurz will share a document in Google Drive through Canvas where each student will share their usernames by midnight on May 31. Students will become acclimated Twitter and Pinterest (and optionally Instagram) through specific assignment instructions. Additionally, there will be 5 optional live tweeting sessions over the course of the semester (Thursdays—June 4, June 18, July 2, July 30, & August 6), during which students can engage with Dr. Kurz, each other, and librarians on the course material. Full details on the requirements for this assignment will be available on the first day of class. **Due date**—May 31 (Sign-up complete & posted in Google Drive) AND August 2 (feedback paper submitted in Canvas)
Peer Partner Chats

10 points—Continuous & one feedback paper submitted via Canvas before Midnight August 7—For this assignment, students will sign-up for a peer partner for the semester using Google Docs through Canvas. You should confirm partnership with the classmate BEFORE listing your names on the sign-up sheet. Peer partner sign-up must be completed by midnight on May 31. For this assignment, you and a classmate will chat in real time (however you two decide, be it in person, via text, Google Hangout, telephone, etc.) for 10 total hours about course content. Five hours should be in June and five hours in July. A template (used to provide feedback of topics covered and dates/times of live discussions) will be posted on Canvas. Full details on the requirements for this assignment will be available on the first day of class. Due date—May 31 (Sign-up complete & posted in Google Drive) AND August 7 (Feedback submitted in Canvas)

Class-Wide Discussions

10 points—In Canvas discussion boards with complete discussions concluded before midnight on the dates listed below—For this assignment, students are required to participate in online conversations with their peers on the class-wide books. These discussions will require students to provide at least 2 responses (initial and follow-up) to specific questions and prompts provided by the instructor. Full details on the requirements for this assignment will be available on the first day of class. Due dates—June 14 (I’ll Give You the Sun); June 28 (Glory O’Brien’s History of the Future); July 5 (Ready Player One); July 12 (Charm & Strange); July 19 (Aristotle & Dante Discover the Secrets of the Universe); and July 26 (The Arrival)

Reflection Journal

20 points—Submitted in two parts via Canvas before midnight on the dates listed below—Students will be responsible for maintaining a reflection journal over the course of the semester. For each weekly to-do list, students will write an entry responding to that week’s activities, with a minimum of 2 double-spaced pages per week. These journal entries will allow students to synthesize and expand upon the course materials. Detailed assignment instructions will be provided by the instructor during the first week of the course. Due date—First Half—June 27/Second Half—August 3

Library Evaluation

5 points—One completed template submitted via Canvas before Midnight—For this assignment, students will use the provided template and instructions to evaluate a library (either public or school) serving teens. Students already working in a library must not evaluate the specific library in which they work. Full details on the requirements for this assignment during the first week of class. Due date—June 29

Book Challenge Assignment

5 points—One completed template submitted via Canvas before Midnight —For this assignment, students will respond to a book challenge case study, using the provided instructions, readings, and documents. A template and the requirements will be provided for this assignment during the first week of class. Due date—July 28
Group Service Learning Project

20 points—Continuous with 1 completed template on individual feedback and a single group project file submitted via Canvas before Midnight.—For this assignment, students will work in assigned groups on one of 6 projects for a small, rural public library in Arkansas. These projects will involve the creation of barebones teen collections, displays, and programming for a specific, diverse population. Each group will submit a completed file; in addition, each student will submit a individual, confidential feedback on his/her contributions to the group project. Full details will be provided for this assignment on/before May 31. Due date—August 1

Programming Project

20 points—Submitted via Canvas before Midnight.—For this assignment, students will work individually to write a plan (design, development, implementation, evaluation, and promotion) of a program for young adults in either a school of public library. Full details on the requirements for this assignment will be available on/before June 7. Due date—August 5

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 5/18-5/24</td>
<td>Introduction &amp; Early Young Adult Media</td>
<td>Cart 1-3 plus to-do list</td>
<td>May 24—Student Info Sheet</td>
</tr>
<tr>
<td>Week 2: 5/25-5/31</td>
<td>The 1990s &amp; the First Printz Awards</td>
<td>Cart 4-5 plus to-do list</td>
<td>May 31—Intro Video</td>
</tr>
<tr>
<td>Week 3: 6/1-6/7</td>
<td>Award Books &amp; Introduction to YA Services</td>
<td>Cart 6, Fink 1, &amp; to-do list</td>
<td>May 31—Social Media Sign-Up</td>
</tr>
<tr>
<td>Week 4: 6/8-6/14</td>
<td>Collections, Poetry, Verse Novels, Sequels; Teen Development &amp; Behavior</td>
<td>Cart 7, Fink 2, &amp; to-do list</td>
<td>May 31—Peer Partner Signup</td>
</tr>
<tr>
<td>Week 5: 6/15-6/21</td>
<td>Genres; Teen Collections &amp; Spaces</td>
<td>Fink 3-4 plus to-do list</td>
<td>June 14—Class-Wide Discussion of I’ll Give You the Sun</td>
</tr>
<tr>
<td>Week 6: 6/22-6/28</td>
<td>Crossovers; Programming</td>
<td>Cart 8, Fink 5, &amp; to-do list</td>
<td>June 27—First Half Reflection Journal</td>
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<td></td>
<td></td>
<td></td>
<td>June 28—Class-Wide Discussion of Glory O’Brien</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
<tr>
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</tr>
<tr>
<td>Week 7: 6/29-7/5</td>
<td>Multicultural Media; Teens’ Real Lives; Volunteers &amp; Such</td>
<td>Cart 9, Fink 6, &amp; to-do list</td>
<td>June 29—Library Evaluation July 5—Class-Wide Discussion of <em>Ready Player One</em></td>
</tr>
<tr>
<td>Week 8: 7/6-7/12</td>
<td>Sex &amp; Teens; GLBTQ Media &amp; Services</td>
<td>Cart 10-11 plus to-do list</td>
<td>July 12—Class-Wide Discussion of <em>Charm &amp; Strange</em></td>
</tr>
<tr>
<td>Week 9: 7/13-7/19</td>
<td>Graphic Novels &amp; Manga; Serving Teens 24/7</td>
<td>Cart 12, Fink 7, &amp; to-do list</td>
<td>July 19—Class-Wide Discussion of <em>Aristotle &amp; Dante</em></td>
</tr>
<tr>
<td>Week 10: 7/20-7/26</td>
<td>Non-Fiction &amp; Biography; Partnerships &amp; Collaboration</td>
<td>Cart 13-14, Fink 8, &amp; to-do list</td>
<td>July 26—Class-Wide Discussion of <em>The Arrival</em></td>
</tr>
<tr>
<td>Week 11: 7/27-8/2</td>
<td>Audio &amp; Beyond</td>
<td>To-do list</td>
<td>July 28—Book Challenge Assignment August 1—Group Service Learning Project August 2—Social Media Assignment Feedback</td>
</tr>
<tr>
<td>Week 12: 8/3-8/7</td>
<td>Course Wrap-Up</td>
<td>To-do list</td>
<td>August 5—Programming Project August 7—Peer Partner Chats Feedback</td>
</tr>
</tbody>
</table>

**Grading Criteria**

As this is a professional graduate-level course, graduate-level quality and quantity of work are expected. A grade of “A” is evidence of superior organization, content, analysis, thought or a combination thereof. A grade of “B” indicates that the student has fulfilled the requirements of the assignment. The work is complete and well-presented without major flaws in reasoning or content. A grade of “C” or below indicates that work is not acceptable and the student should talk with the professor.

All work, including Canvas postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity, along with an assignment-specific rubric.

Assignment grades will be posted in the Canvas grade book throughout the semester. Official, final course grades will be posted in ESU BuzzIn.
SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
<td>77 - 79</td>
<td>C+</td>
<td>90 - 95</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
<td>74 - 76</td>
<td>C</td>
<td>87 - 89</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>70 - 73</td>
<td>D</td>
<td>84 - 86</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
<td>0 - 69</td>
<td>F</td>
<td>80 - 83</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
<td></td>
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</tbody>
</table>

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.
SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and aggregated data is only made available to instructors at least one week after final grades have been submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]
Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu