Course Syllabus

LI832XJ

Information Resources and Services for Young Adults

Fall Semester 2016

Faculty: Hannah Gomez
E-mail: **@emporia.edu
Primary Phone: (***-***-****
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 8/22

Important Dates for Fall 2016

8/22 First Day of Class  
9/2 Last Day to Add/Drop  
12/9 Last Day of Classes  
10/28 Last Day to Withdraw  
12/17 Commencement  
12/20 Final Grades Due

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>
</tbody>
</table>
Instruct young adults on the use and evaluation of print and electronic resources to further their development as life-long learners.

**Approved 12/7/2014**

### Instructor Contact Information

Please note when contacting me that I am on Arizona time. During daylight savings, this matches with Pacific; after fallback, it matches with Mountain time (i.e. Arizona never changes its clocks; the rest of the continental US does).

The best way to arrange “office hours” is by appointment, but I am also available and online Fridays between 1:30pm and 3pm. If I do not respond in Canvas for some reason, please ping me through gmail: hannahgomez@gmail.com

### Required Readings

**TEXTBOOK**: Cart, M. (2016). *Young adult literature: From romance to realism (3rd edition)*. Chicago: ALA. [This is a new edition to be released August 21, 2016 – **please do not purchase the older one.**]

**NOVELS**: There are all-class novels and choice novels. All should be available fairly easily through libraries, used bookstores, or Amazon. You might also try Lendle.me if you have a Kindle device or Kindle Cloud Reader. See the title list posted in Canvas for your choice novels.

All-class books are:


Note: You also need to choose a novel to do your Memory and Revisitation project early on in the class. Please see lower in the syllabus for details.

**VIEWINGS**: You will have your choice of a variety of TV and movie selections throughout the semester. They may be available at your library, local video rental store (if you still have one near you!), or via a number of streaming services, either for free or for a low price. See the list posted in Canvas.

**LISTENING**: You will have your choice of podcast episodes to listen to. See the list posted in Canvas.
ARTICLES/CHAPTERS:


Booth, H. (2006). Reader’s advisory by proxy: Connecting teens and books through positive interactions with parents and caregivers. *Young Adult Library Services, 5*(1), 14-15.


Gerding, A., & Signorielli, N. (2014). Gender roles in tween television programming: A content analysis of two genres. *Sex Roles, 70*, 43-56. (for the purposes of this class, you only need to read 43-48 [end before Method] and 52-55 [starting at Discussion])


Shakespeare, William. (n.d.) *Romeo and Juliet*. [Read or reread. The assumption is that most of you have read this at some point in your lives, so just re-familiarize yourself with the story in some way so that you can relate it to our readings and discussions.]


Young Adult Library Services Association (ala.org/yalsa): Descriptions of the Alex Edwards, Morris, Printz, and Nonfiction Awards. Please read criteria, history, and list of past winners to develop familiarity with each.

**Recommended Readings (optional)**

All of our chapter selections come from books that I highly recommend purchasing and reading in full.

The Young Adult Library Services Association (ala.org/yalsa) has a blog called The Hub that discusses teen resources and collections. It’s written by people who are or will be your colleagues, so it is a great resource.

**Learning Activities**

This activities and homework in this class comprise independent reading, writing, group work, and fieldwork. Some of your written work will be informal (for example, no bibliographies or outside research necessary) and other assignments more formal (APA style, evidence of research); however, I expect all work and class discussions to be free of grammatical or punctuation errors and to exhibit higher level thinking, not just personal or emotional responses.

It is easy to rely on those when reading books or talking about adolescence, which we all experienced, but aside from certain contexts and assignments, it is not appropriate to stay within ourselves all the time.

There is a lot of reading, from highly scholarly or data-driven research to professional journals to novels. All of these readings are of equal importance in my view. Your syllabus lays out the reading schedule, and I suggest starting novels early if you are not a particularly fast reader. The more you read, the better you get at reading quickly without losing content. This is a skill that will especially come in handy if any of you go on to serve on a literary award committee!

Since this is an online class, it is expected that you will be logging on regularly and often. It’s up to your study and work habits as to how you complete your formal assignments and readings, but please consider the conversation space of this class as an online community similar to Twitter or Facebook, where logging in for short spurts multiple times a day allows you to better participate.
in conversations rather than dedicating one large block of time when others may not be online and conversations may stall. Your participation grade will take into account whether you truly participate in conversations or simply post a thought and leave the forum.

### 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>Memory and Revisitation 1</td>
<td>1, 2</td>
<td>9/11</td>
<td>3</td>
</tr>
<tr>
<td>Memory and Revisitation 2</td>
<td>1, 2</td>
<td>11/7</td>
<td>3</td>
</tr>
<tr>
<td>Book Challenge</td>
<td>5, 6</td>
<td>10/17</td>
<td>6</td>
</tr>
<tr>
<td>Lit Circles &amp; Debriefs</td>
<td>3, 5, 7</td>
<td>Various</td>
<td>16 (4 each)</td>
</tr>
<tr>
<td>Collection Assessment</td>
<td>4, 7, 8, 9, 10</td>
<td>11/20</td>
<td>6</td>
</tr>
<tr>
<td>Reflections</td>
<td>all</td>
<td>Various</td>
<td>36 (4 each)</td>
</tr>
<tr>
<td>Programming Project</td>
<td>7, 8, 9, 10</td>
<td>12/8</td>
<td>15</td>
</tr>
<tr>
<td>Participation</td>
<td>all</td>
<td>Throughout</td>
<td>15</td>
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**Memory and Revisitation:** You may notice we’re starting the class not just with what teenagers are today, but with what/who we are because of who we were as teenagers. It’s time to delve into nostalgia! This project will involve writing a short essay about a YA book you loved when you were a teenager—just write it, without pulling the book off your shelf. Later on in the course, you’ll reread the book and write another essay, incorporating your statements from the first essay as well as reflections and considerations from class discussions and other readings.

**Book Challenge:** You will respond to real-life examples of book challenges and bannings by wearing different hats and considering different perspectives of stakeholders and constituents involved.

**Lit Circles & Debriefs:** You will be sorted into literature circles of four participants, based on your availability to meet. Then, either in person or via Google Hangouts or similar, you will meet four times over the course of the semester to discuss the all-class books. A different person will lead and facilitate the meeting each time. All members of the lit circle submit a debrief about what you discussed, a template for which will be provided.

**Collection Assessment:** Using your knowledge of young adults and the materials and resources commonly available to them, you will be observing, perusing, browsing, or exploring a collection of teen-friendly media housed somewhere other than a library. This could be at a youth center, a church, a digital community, a pediatric hospital, you name it. Be creative! As long as you can convincingly call it a “collection” and that it is focused on one type of media (preferably not books, but rather magazines, games, videos, zines, etc), you can convince me. You’ll discuss your observations and consider whether the collection would work in a library or not.

**Reflections:** For each of the choice books you read, and for the viewings, you will write a
reflection of approximately two double-spaced pages. Do not waste space summarizing the novel or show; I know them already. Instead focus your reflection on your initial reactions to the book and also your view as a librarian—is it a “good” book? For whom is the book? Why would someone read it? Etc. Please choose a book you have not read before each time!

**Programming Project:** You will plan, from conception to implementation to evaluation, a program for young adults to be implemented in a school or public library (your choice).

All assignments should be turned in as Microsoft Word documents. If that is not available, please make it a PDF. Due dates for assignments are listed, and they should be timestamped for 5pm *my time*. I will leave the assignment box open for two days following that; assignments can be turned in with a reduction in points for lateness. Barring extenuating circumstances, I will not accept assignments that are more than two days late. Extra credit will also only be available for those with extenuating circumstances.

### Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Week 1: 8/22-8/28</td>
<td>Introductions</td>
<td>Bishop; Chamberlain; Coats</td>
<td>Post intro post in the discussion forum</td>
</tr>
<tr>
<td>Week 2: 8/29-9/4</td>
<td>What is YA?</td>
<td>Nodelman, Talley, Pérez, Shakespeare</td>
<td>Doodle poll due 8/31; Lit circle 1 to be held by 9/11 and debrief due 9/12</td>
</tr>
<tr>
<td>Week 3: 9/5-9/11</td>
<td>“Classics” and “Favorites” and Early YA</td>
<td>Doll; Skurnick; Cart chapters 1-2; novel of choice from early YA list</td>
<td>Memory and Revisitation 1 due 9/11</td>
</tr>
<tr>
<td>Week 4: 9/12-9/18</td>
<td>Reviews and Awards</td>
<td>Corman; Killeen; O’Connell; YALSA descriptions of awards; via print or web, familiarize yourself with the mission, scope, and reviewing guidelines of SLJ, VOYA, Horn Book, and Kirkus</td>
<td>Lit Circle 1 debrief due 9/12; Reflection on early YA novel due 9/18</td>
</tr>
<tr>
<td>Week 5: 9/19-9/25</td>
<td>80s and 90s</td>
<td>Cart chapters 3-5; novel of choice from 80s-90s list</td>
<td>Reflection on 80s-90s YA due 9/25</td>
</tr>
<tr>
<td>Week 6: 9/25-10/2</td>
<td>Teen Screens</td>
<td>Viewing from Teen Screens lists 1 and 2; Gerding; Matrix</td>
<td>Reflection on Teen Screens due 10/2</td>
</tr>
<tr>
<td>Week 7: 10/3-10/9</td>
<td>Challenges, Censorship, Weeding</td>
<td>Anderson; Booth; Cart 10-12; Scales; Staino</td>
<td>Lit Circle 2</td>
</tr>
<tr>
<td>Week 8: 10/10-10/16</td>
<td>Genre Fiction</td>
<td>Krystal; Novel of choice from Genre list; 7 entries of choice from Francisco/Jensen</td>
<td>Lit Circle 2 debrief due 10/13; Reflection on Genre novel due 10/16</td>
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### Session Topics, Readings, Activities, and Due Dates

<table>
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<tr>
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<th>Readings</th>
<th>Activities and Due Dates</th>
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<tbody>
<tr>
<td><strong>Week 9:</strong> 10/17-10/23</td>
<td>Schools and Stakeholders</td>
<td>Agosto; Pytash; Stephens; Walker</td>
<td>Book Challenge assignment due 10/17; Lit Circle 4</td>
</tr>
<tr>
<td><strong>Week 10:</strong> 10/24-10/30</td>
<td>Nonfiction, Listening, Skimming and Playing</td>
<td>Podcast of choice from list; book of choice from NF list; Easterwood; Haughney; Smith</td>
<td>Lit Circle 4 debrief due 10/27; Reflection on NF book and listening (half and half) due 10/30</td>
</tr>
<tr>
<td><strong>Week 11:</strong> 10/31-11/6</td>
<td>Contemporary Realistic Fiction</td>
<td>Cart chapters 6-7; Jensen chapter; novel of choice from RF list</td>
<td>Reflection on RF novel due 11/6; Memory and Revisitation 2 due 11/7</td>
</tr>
<tr>
<td><strong>Week 12:</strong> 11/7-11/13</td>
<td>Graphic Novels, Comics, Manga</td>
<td>Gorman; Sanders; book of choice from GNCM list</td>
<td>Reflection on GNCM book due 11/13</td>
</tr>
<tr>
<td><strong>Week 13:</strong> 11/14-11/20</td>
<td>Booktalking and Reader’s Advisory</td>
<td>Buckell; Clark; Cox Clark; Hudak; Saricks (both)</td>
<td>Collection Assessment due 11/20; Lit Circle 4</td>
</tr>
<tr>
<td><strong>Week 14:</strong> 11/21-11/27</td>
<td>Series, Hi/lo, Street Lit, Licensing</td>
<td>Novel of choice from SHL list; Cart chapter 8; Jensen Stacked; Morris; Pattee; Sullivan</td>
<td>Lit Circle 4 debrief due 11/27; Reflection on SHL novel due 11/27</td>
</tr>
<tr>
<td><strong>Week 15:</strong> 11/28-12/4</td>
<td>Transitioning to Adulthood</td>
<td>Book of choice from Adulthood list; Cart chapter 9; Lyons; McCartney</td>
<td>Reflection on adulthood book due 12/4</td>
</tr>
<tr>
<td><strong>Week 16:</strong> 12/5-12/9</td>
<td>Online</td>
<td>Cart chapters 13-15; other readings TBD</td>
<td>Programming due 12/8</td>
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### SLIM Technology Requirements

SLIM has specific hardware, software and network requirements for all students that are specified on the SLIM website at [http://tinyurl.com/SLIMtechnology](http://tinyurl.com/SLIMtechnology). Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU’s learning management system, and use of video-conferencing software. All students must have devices, high-speed Internet access, and current software for home use that makes possible full participation in extensive course assignments.

The ESU financial aid office provides details about possible funding for purchase of computer equipment at [https://www.emporia.edu/finaid/](https://www.emporia.edu/finaid/).

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### Grading Criteria

All assignments are received with the goodwill assumption that they have received full points. Therefore, points are lost based on papers or assignments failing to meet all requirements laid out or for the quality of the work, not earned for reaching an undefined, nebulous standard of excellence. I will admit that I have a low tolerance for poor grammar and punctuation, and if I find a paper to be sloppy, its grade will suffer. Writing is a job skill for librarians, and I expect quality in both the creative and technical sense of the word. If more detailed information on grading criteria is needed, it will be on your assignment handouts.
SLIM Grading Scale

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<tbody>
<tr>
<td>96 -100</td>
<td>A</td>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
<td>0 - 69</td>
<td>F</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
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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 Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

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/trimplt/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**

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. 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 and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are 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