LIS 682 – Books and Media for Young Adults

Wednesdays 1:00 p.m. - 3:30 p.m. Hamilton Library, 3F

COURSE DESCRIPTION
History and criticism of literature for young adults. Contemporary books and media. Trends in media for young adults. Developmental needs and interests of adolescents. Selection and evaluation. Research studies. Prerequisite: None, however, having passed LIS601 is strongly recommended.

Students for Whom this Course is Intended: This course is intended for librarians and other educators who plan to provide or are already providing library services to young adults in either a public or school library; intermediate and high school teachers; fifth and sixth grade teachers; and anyone else who is interested in library and information services to teens and young adults.

LIS 682 FACULTY AND STAFF

Instructor, Vanessa Irvin, M.S.L.S., Ed.D.

Aloha! My name is Vanessa Irvin and I go by “Professor Irvin” or “Dr. V” within the LIS ‘ohana.

Email: irvinv@hawaii.edu
Office: Hamilton Library 003C
Office Hours: By appointment only, email your request
Phone: (808) 956-6703
URL: http://www2.hawaii.edu/~irvinv

Teaching Assistant, For Fall 2018, the TA for LIS 682 is: Sarah Nakashima.

Email: sarahan@hawaii.edu
Office: Hamilton Library 003C

The TA is your ally and can be pivotal to you successfully navigating this course. Thus, it is in your best interest to interact with the TA with aloha at all times, as your relationship with them is professional and thus is part of class participation.
STUDENT LEARNING OUTCOMES
LIS 682 addresses the following objectives of the UHM LIS Program:

SLO1 Services: Design, provide, and assess information services
SLO2 Professionalism: Apply history and ethics to develop a professional LIS identity
SLO5 Cultures: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities

COURSE LEARNING OBJECTIVES
Students who complete this course will be able to:

- appreciate the history of young adult literature
- relate the diversity of developmental needs and interests of young adults to their literature
- evaluate literature for YAs according to literary elements with respect to concerns and concepts of diversity
- identify excellence in canonical and contemporary young adult literature including highly recommended or controversial books and library materials popular with young adults
- understand the selection criteria for print and non-print materials appropriate for public and secondary school YA collections
- know how to access reviews and professional literature about books and media for young adults
- examine the complexities inherent in issues related to censorship of young adult materials
- understand the purpose, value and techniques of book talking
- formulate a philosophy related to books and media for young adults

TEACHING PHILOSOPHY
This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding the nature of library and information services for teens and young adults. This course seeks to introduce students to a synthesized approach to critically assessing and evaluating adolescent developmental processes and assets within the framework of library and information services. The broad goal of the course is to help students acquire the ability to develop and manage library collections comprised of varying genres and formats, while meeting specific, yet diverse, user needs.

TEACHING METHODS
This course has been designed to be varied and interactive so that students may apply the practical skills and knowledge they learn from this course to their careers working with young adults. The student will be reading a wide variety of young adult material; writing critical essays and reaction papers; learning from guest speakers; watching videos; participating in small group, team work and discussions; giving presentations and book talks; and designing promotional materials.

RESEARCH METHODS
Research methods employed in this course include ethnography, action research, case studies and critical inquiry, and content analysis. A key component to the course is hands-on assessing and retrieval of an array of materials for the purpose of understanding their purpose within library collections and information services for young adults.

COPYRIGHT NOTICE
Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni’s projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor’s nor course alumni’s) without express written consent of your Instructor.

Note: Aspects of this course are subject to change, at the discretion of the Instructor.
Any modifications will be announced and documented in a timely fashion in-class, via Slack, and email.
Last update: 21 August 2018, version: Fall 2018, vi
TEXTS & MATERIALS

REQUIRED. While there is no textbook required for LIS 682, we do engage with canonical and contemporary YA literature, LIS peer-reviewed research studies and essays, alongside credible popular publications and web resources offered via LIS trade magazines and mainstream media. Be sure to keep up-to-date with the weekly readings as posted in the Slack channel, #readings. The act of reading for LIS 682 is approached as follows:

COURSE READING SCHEDULE is a reference list of scheduled topics and readings, posted weekly.
- Access bibliographic information for weekly articles via Slack >> #readings. A reference list will be posted weekly.
- Access the complete course reading schedule that includes all assigned topics and corresponding readings via Slack >> #coursematerials

YA LITERATURE TABLE is the listing of the YA literature we’ll be reading in this course.
- Access the table via page 4 of this syllabus.
- You can also access the YA Literature Table via: Slack >> #coursematerials
- Be sure to read the course reading schedule before acquiring any of the books from the YA literature table. It’s not as bad as you think – you will NOT be reading every title on this table; however, overall, this table can be useful to you in establishing a very nice contemporary core collection of YA Literature.

COURSE CITATION STYLE.
- The citation style for LIS 682 is APA.

OTHER TEXTUAL REQUIREMENTS.
- UH email
- Hawaii State Public Library System (HSPLS) library card
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required

BRING YOUR OWN DEVICE (BYOD).
- This course employs the BYOD (Bring Your Own Device) model for enhancing interactive discourse within classroom culture. Thus, you are encouraged to bring your own Wi-Fi device to class as an educational aid/tool to search for and access information pertinent to class discourse.
- I realize that we all can get easily distracted with our technologies. Yet, this BYOD policy is based on an honor system of trusting that as graduate students, you will be exhibiting their highest integrity and behavior during class sessions, and will not be actively engaging in social media and/or personal web browsing.
- Keep in mind that every interaction having to do with this course is considered part of one’s class participation score (see Professionalism and Class Participation, page 5 of this syllabus). Thus, disrespectful interactions concerning technology and devices are not anticipated. Any concerns will be handled on a case-by-case basis.

RECOMMENDED. The following texts are recommended for your professional library if you are seriously considering YA librarianship as your career specialty:


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**YOUNG ADULT LITERATURE TABLE**

In accordance with the *Course Reading Schedule*, you can purchase these texts (fyi: past students who purchased texts, donated them to their local library after the close of the term), or you can borrow these texts from your local library or via Interlibrary Loan (ILL).

<table>
<thead>
<tr>
<th><strong>Classics: Read Two (2)</strong></th>
<th><strong>Multicultural: Read Two (2)</strong></th>
</tr>
</thead>
</table>
| • The Outsiders, by S. E. Hinton. | • Tap Dancing on the Roof, by Linda Sue Park.  
| • The Little Prince, by Antoine de Saint-Éxupéry. | • Call Me Maria, by Judith Ortiz Cofer.  
| • Weetzie-Bat, by Lia Francesca Block. | • The Smell of Other People's Houses, by Bonnie-Sue Hitchcock.  
| • March, by John Lewis, et al. ALT | • Crossover, Kwame Alexander. ALT  
| • Saturday Night … Pahala Theatre, Yamanaka. * | • One (1) multicultural title (your pick). |

<table>
<thead>
<tr>
<th><strong>HSPLS Staff YA Picks: Read Two (2)</strong></th>
<th><strong>ALA YA Banned/Challenged Books: Read Two (2)</strong></th>
</tr>
</thead>
</table>
| Read one of the titles from the latest list at:  
http://www.librarieshawaii.org/read/staff-picks/teens/ | Read one of the titles from the latest list at:  

<table>
<thead>
<tr>
<th><strong>Realistic / Coming of Age: Read Two (2)</strong></th>
<th><strong>Science Fiction: Read One (1)</strong></th>
</tr>
</thead>
</table>
| • The First Part Last, by Angela Johnson. ALT | • A Wrinkle in Time, by Madeleine L’Engle.  
| • The Reader (Sea of Ink & Gold, Bk1), Traci Chee. | • Ender’s Game, by Orson Scott Card.  
| • Once Were Warriors, Alan Duff. | • Mind of My Mind, by Octavia Butler.  
| • The Fault in Our Stars, by John Green. | • One (1) sci fi title (your pick). |
| • One (1) realistic novel (your pick). | **LGBTQ: Read Two (2)** |

<table>
<thead>
<tr>
<th><strong>Biography/Non-Fiction: Read Two (2)</strong></th>
<th><strong>Fantasy: Read Two (2)</strong></th>
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</table>
| • Sugar Changed the World, Aronson & Budhos. | • The Giver, by Lois Lowry.  
| • Mo’ Meta Blues: The World According …, by Ahmir “Questlove” Thompson. ALT | • Children of Blood & Bone, by Tomi Adeyemi.  
| • More Than Friends, by Holbrook and Wolf. * | • Any of Legend Trilogy, by Marie Lu.  
| • I Am Malala …, by Malala Yousafzai. | • One Boy, No Water, by Lehua Parker.  
| • One (1) Reference title (your pick). | • One (1) fantasy title (your pick). |

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<tr>
<th><strong>Historical Fiction: Read One (1)</strong></th>
<th><strong>Horror: Read One (1)</strong></th>
</tr>
</thead>
</table>
| • The Book Thief, by Markus Zusak. * | • Silver Kiss, Annette Curtis Klaus.  
| • A Wish After Midnight, by Zetta Elliott. | • Any of Miss Peregrine trilogy, Ransome Riggs.  
| • Clockwork Princess, by Cassandra Clare. | • Wax, by Gina Damico.  
| • Hidden Roots, by Joseph Bruchac. | • Any title by R. L. Stine.  
| • One (1) historical fiction title (your pick). | One (1) horror title (your pick). |

<table>
<thead>
<tr>
<th><strong>Graphic Novels: Read Two (2)</strong></th>
<th><strong>YALSA Top Ten: Read Two (2)</strong></th>
</tr>
</thead>
</table>
| • A Contract with God, by Will Eisner. | Read one of the titles from the latest list at:  
http://www.ala.org/yalsa/teenstopten |
| • Nimona, by Noelle Stevenson. |  
| • The color of Earth, by Tong-hwa Kim. |  
| • Any title from “Teens” section of  
http://nollyingnotights.com/. |  
| • One (1) manga title (your pick). |  

**IMPORTANT:** Publication dates for all “your pick” titles must be within the last 5 years.

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STUDENT RESPONSIBILITIES

LIS 682 is an intensive graduate level course within the UHM LIS Program curriculum, and as such, its agenda aligns with the Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana. With these values in mind, the following policies are anticipated for all LIS 682 students:

Course Materials. It is anticipated that you will responsibly acquire all the necessary books, articles, and technology needed to successfully navigate this course. Young adults read a lot of varied topics and formats. As emerging YA librarians, we must do the same. Thus you will need to acquire at least 20 YA books during the course of this class, as well as scholarly, professional, and research-based articles. The course text is optional for this course so that you can focus on accessing the YA Literature we will be exploring and discussing.

Zoom. Zoom is the LIS Program’s Adobe distance education platform that meets the attendance needs for LIS students who live in Hawai’i, but not on O’ahu. According to UHM LIS Program policy, Zoom is available for neighboring island students only. To honor the specific needs of our neighboring island ‘ohana, there are no O’ahu exceptions for Zoom in LIS 682.

Slack. Slack is an online collaboration platform that we will be using supplementally to post updates, announcements, and assignment grades. You will be using Slack to submit your assignments and to access course information. Thus, it is your kuleana to learn how to correctly and effectively and navigate Slack. You will need your UH email address to access LIS 682 on Slack at: https://bit.ly/2Bw9oYk. This invite link is valid until September 19, 2018.

Attendance. At the very minimum, “attendance” means coming to class on time and staying for the entire period. If you are late or absent because of illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least two weeks in advance of the anticipated missed class session, in order to receive accommodations for due dates and missed work.

Emailing Dr. V. I receive an exorbitant amount of university-related and professional email from various places all over the world. So when you email me use your UH email only, putting the correct course number in the email subject line so that I receive your query as priority student email, and can give your needs the proper significance. This stipulation is very important. If you don’t do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another. For example:

From: youremailaddress@hawaii.edu
Subject field: LIS 682: Question about Midterm

Additionally, be sure that your emails are professional in tone and presentation, especially because email becomes an important part of your coursework during the semester. Established guidelines for composing professional emails are located at: https://www.training.nih.gov/writing_professional_email. Lastly, due to the nature of LIS 682 projects, unless otherwise requested, I do not accept assignments via email.

Submitting Assignments. You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works. Assignments are due by 5:00 PM Hawaii Standard Time, on the date due (usually on class day), unless otherwise specified. Late assignments are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the date due, you need to inform me in advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my queue behind the students who submit correctly and on time. Thus, if you submit late, expect a delay in communications and response. Note: I do not accept assignments by email. Important: For all of your assignments, be sure that you create a header in your document with your first and last name, course #, and assignment title at the top of every page of your work. If your work is unidentifiable, it will be discarded and regarded as not submitted, resulting in a score of “0” for the assignment.

Withdrawal from LIS 682: If you need to withdraw from class for any reason, the last date to withdraw with a “W” for this semester is: **Monday, October 29, 2018, 4:00 p.m.**
STUDENT RESPONSIBILITIES (continued)

Professionalism and Class Participation. Professionalism involves taking *kuleana* for your communications and interactions with your classmate-colleagues and LIS 682 faculty and staff. Class participation includes taking personal *kuleana* in exhibiting *aloha* in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course. Positive dynamics ensures a good learning experience for all, and is mutually observed and assessed by the LIS 682 faculty and staff, accordingly. Refer to the Professional Expectations Notice of the UHM LIS Program for details on the prerequisite technical and professional competencies you need in order to successfully experience this course. Note: Be aware that your professional behaviors are easily observed and evident to faculty and staff who write references for scholarships, internships, and applications.

Important considerations for exhibiting *aloha* for LIS 682 participation include:

- **Arrival to class:**
  - On-time arrival is anticipated. When arriving, strive to sit towards the front of the classroom to create an effective interactive setting for classroom discussion with our Hālāwai community.
  - If you arrive late to class, be considerate and find a seat in the back of the classroom, as opposed to becoming a distraction by trying to sit up front; it disrupts in-classroom and Hālāwai participation.

- **Respecting class time (“class time” is based on the clock on the classroom wall):**
  - Return from class breaks on time.
  - During class presentations, be sure to speak within the time you’ve been allotted so that everyone else gets equal time to present their work.
  - On the rare occasion that class lasts a few minutes longer because classmate-colleagues are finishing their presentations (e.g. midterm and finals time), be supportive: stick and stay.

- **Class discourse:**
  - Because we are on dual platforms (face-to-face and Hālāwai), *all of us* must be mindful to speak clearly so that everyone can hear and respond to what is being shared.
  - The classrooms in the LIS ‘Ohana carry sound very easily. When you have side conversations, particularly during lectures or presentations, the vitality of the class decreases. Please be mindful.

- **Being flexible:**
  - Because collaborative work is organic, consider the class schedule as tentative and subject to change, depending on the dynamism and identified pedagogical needs of the class group, and/or based on LIS, university, and even world developments and events. Be sure to read all class-wide email that is sent by LIS 682 faculty and/or staff and take notes on in-class announcements so that you are informed of all updates.

- **Devices:**
  - *In consideration of all during class, turn off or set vibrate to your mobile devices.*

KOKUA | Disability Access Services. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. Special accommodations cannot be made unless documented via KOKUA.

UH Support Services. Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: [http://manoa.hawaii.edu/counseling/](http://manoa.hawaii.edu/counseling/).

Title IX is a federal civil rights law prohibiting discrimination in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: [http://manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/).

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ACADEMIC INTEGRITY AND HONESTY
In keeping with the American Library Association's Code of Ethics (2008), the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, the department applies the university’s Academic Integrity Policy with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), the UHM LIS Program anticipates your compliance to its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

ASSIGNMENTS

WEEKLY. YA Genre Librarians’ Book Club. Based on the Young Adult Literature Table, on page 4, we will be collectively reviewing, evaluating, discussing, and booktalking a total of 25 YA book(s) in-class. Of the 25, you will submit 10 titles as book talks by the end of the semester, for your final presentation. You are to also use books you’ve read and shared in-class as resources for your Final project (see below). DUE: Genre: Weekly as assigned, see class schedule.

MIDTERM. Young Adult Issues Paper/Discussion. There are many social issues that concern contemporary young adults today. As information professionals, we must be aware of these topics. For this assignment, you will be choosing a topic to research and present in class. Details on this assignment will be distributed towards week 4 of the term.

DUE: Wednesday, October 10, 2018, 1:00 PM, paper via Slack direct message (DM) upload + in-class presentation. This assignment can be applied to SLO2 for ePortfolio outcomes.

FINAL. Young Adult Booktalk Repertoire. You will present a YA booktalk repertoire of ten (10) titles within a 12-minute presentation. Half of your booktalk presentation (five titles) should focus on a chosen genre from the YA Literature Table, plus include interactive elements appropriate for a teen audience (as learned in class). Details on this assignment will be distributed towards week 6 of the term.

DUE: Genre Pick: Wednesday, September 26, 2018, 1:00 PM, emailed to irvinv@hawaii.edu.
DUE: Presentation: Wednesday, December 5, 2018, 1:00 PM, presented in-class.

“THE WORK.” Here is a breakdown of the modules and assignments for this course:

<table>
<thead>
<tr>
<th>MODULE</th>
<th>Assignment</th>
<th>Due</th>
<th>Score/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YA Literature</td>
<td>YA Genre Book Club – in-class</td>
<td>Weekly, as assigned</td>
<td>40</td>
</tr>
<tr>
<td>Professionalism / Scholarship</td>
<td>Midterm: YA Issues Paper &amp; In-class Discussion</td>
<td>Week 8</td>
<td>25</td>
</tr>
<tr>
<td>YA Resources</td>
<td>Final: Book Talk Repertoire</td>
<td>Week 6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Genre Pick</td>
<td>Week 16</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>All course-related communications / interactions</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>110 % points</td>
</tr>
</tbody>
</table>

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ASSESSMENT

General Grading Rubric. Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:

Ø Originality and depth of ideas, insights and professional assessments
Ø Demonstrated ability to use scholarly sources to support ideas and opinions
Ø Compliance with course criteria and standards
Ø Fulfillment of all requirements for particular assignment
Ø Timeliness of submission (submitting too early can be just as bad as submitting too late)

Important: For all of your assignments, be sure that you create a header in your document with your first and last name, course #, and assignment title at the top of every page of your work. If your work is unidentifiable, it will be discarded and regarded as not submitted, resulting in a score of “0” for the assignment.

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, be aware that according to UHM LIS Program policy, LIS students must maintain a 3.0 “B” average to be considered “passing” in the UHM LIS program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+ pts</td>
</tr>
<tr>
<td>A</td>
<td>94 – 99.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.9</td>
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</tbody>
</table>

Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in critiques, annotations, and reviews, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to rubrics and lists for major assignments. Assignment grade weights:

- YA Literature: 40%
- Midterm: 25%
- Final: 35%
- Class Participation: 10%
- Total: 110%

Note: To earn an A- and above in this course, you must have completed all assigned work.

Feedback. I provide feedback on assignments, at my discretion. If you feel that you need extra feedback, kindly email me at irvinv@hawaii.edu to arrange office hours.

Extra Credit. There is no extra credit available for this course.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing the course to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvinv@hawaii.edu.

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CLASS SCHEDULE (dates and topics subject to change).
Weekly readings on Slack >> #readings

WEEK 1 – August 22, 2018
Topic: Introductions, Syllabus Q&A
Genre: none.

WEEK 2 – August 29, 2018
Topic: Young Adult Identity Formation
Genre: Classics / School Reads

WEEK 3 – September 5, 2018
Topic: Competencies of the YA Librarian
Genre: HSPLS Staff YA Picks

WEEK 4 – September 12, 2018
Topic: YA Literacy Practices
Genre: Alternate Formats

WEEK 5 – September 19, 2018
Topic: YA Social Concerns and Issues
Genre: Realistic / Coming-of-Age

WEEK 6 – September 26, 2018
Topic: YA Literary Elements
Genre: Biography / Non-Fiction

WEEK 7 – October 3, 2018
Topic: YA Genres & Formats
Genre: Graphic Novels

WEEK 8 – October 10, 2018
Topic: Diverse YA Literature
Genre: Multi-cultural
(class material on Slack)
DUE: Midterm in-class presentations

WEEK 9 – October 17, 2018
Topic: Collection Development & Censorship
Genre: ALA YA Banned Books
-- Class on Slack this week --

WEEK 10 – October 24, 2018
Topic: Booktalking & Readers Advisory
Genre:

WEEK 11 – October 31, 2018
Topic: YA Library Programming
Genre: Horror

WEEK 12 – November 7, 2018
Outreach and Advocacy for YA Users
Genre: LGBTQ

WEEK 13 – November 14, 2018
Topic: Media and Young Adults
Genre: Science Fiction

** HLA Conference **
November 16-17, 2018

WEEK 14 – November 21, 2018
-- Class on Slack this week --

** THANKSGIVING BREAK **
November 22-23, 2018
University Closed.

WEEK 15 – November 28, 2018
Topic: YA Authors & Book Awards
Genre: YALSA Top Ten

WEEK 16 – December 5, 2018
DUE: Final in-class presentations
Finals Week: December 10-14, 2018
End of Semester: December 15, 2018

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