ACCESSIBILITY

Office telephone: 956-3494
Email: knuth@hawaii.edu
Office hours: Tuesday 10-1, Thursday 2-5, Fri. 12-2
Whenever my door is open or by appointment


STUDENTS FOR WHOM THE COURSE IS INTENDED:

This course is intended for librarians who plan to provide or already are 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 young adults and their literature.

PREREQUISITE: none

COURSE/TEACHING PHILOSOPHY

I believe that instructors and students form communities in which they share in learning. Each person's enthusiasm, expression of thoughts and perspectives, and positive and supportive behavior contributes to a learning environment where people can expand their worlds and build a foundation for future learning. As an instructor, my role is to participate as one of the learners while facilitating student learning by structuring experiences and content.

LIS PROGRAM LEARNING OBJECTIVES

- To demonstrate an understanding of the history, philosophy, principles, policies, and ethics of library & information science and technology
- To demonstrate an understanding of the development, organization, and communication of knowledge
- To demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources
- Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments
- To demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users
- Faculty incorporate their research findings in the courses they teach
COURSE LEARNING OBJECTIVES

Students who complete this course will:

* be exposed to YA literature including highly recommended or controversial books and library materials popular with young adults
* identify outstanding authors of young adult literature
* understand the selection criteria for print and nonprint materials appropriate for YA and secondary school collections, what constitutes excellence in the various genres and how to evaluate literature for YAs according to literary elements
* know how to access reviews and professional literature about books and media for young adults
* relate developmental needs and interests of young adults to their literature
* examine the complexities inherent in issues related to censorship
* have knowledge of the history of young adult literature
* relate YA literature and library collections to concerns and concepts of diversity
* understand the purpose and value and techniques of booktalking
* formulate a philosophy related to books and media for young adults

RESEARCH METHODS: Historiography, Case Study, Literary analysis and Criticism, Interview

TEACHING METHODS: Includes readings, written assignments, lectures, videos, speakers, small group & team work, discussions, presentations, book talks

TEACHER'S EXPECTATIONS

Students will come to class having done the readings and completed assignments due that day. All students should students bring copies or the originals of their assignments to class for use in discussions. It is wise to keep copies or back-up files of assignments in case of loss. Students will turn in assignments at end of class. Attendance is critical. Students will lose three points for every missed class that isn't made up. To make up a class: reschedule presentations; and write a one-page single space summary of the readings.

PROFESSIONAL EXPECTATIONS

All students in the LIS Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students.php?page=profexp

TECHNOLOGY REQUIREMENTS: Students are expected to use word processing for assignments and use automated systems (UH, indexes, etc.) and the WEB to enhance the content of assignments.
COURSE INFORMATION

Texts:
* Staying Fat for Sarah Byrne, by Chris Crutcher
* Name Me Nobody by Lois Ann Yamanaka (Get from Library)
* Various novels, books as specified in syllabus
* Readings

Grades: Grades on each assignment will be A+, A, A-, B+, B, B-, C+..... For final grades, weighting will be based on approximately these percentages
Assignment 1 & 7: 5% each
Assignment, 2, 3, 4A, 4B, 6, 8, 9: 10% each
Assignment 5: 20%

Extra Credit: 2 pts. Read every Special Features WINNER and HONOR LIST Box in textbook
2 pts. Read every Focus Box

ASSIGNMENTS

Assignment #1: 5%
After reading Nilsen Chapters 1, write down three interesting personal observations and/or quotes from the readings and give your reflections. Also, after reading Ch. 2, write a one-paragraph summary/annotation of the historical chapter.
.....2 pages single-spaced.

Assignment #2: Staying Fat for Sarah Byrne. 10%
a. Comment on the book in terms of theme, style, & tone and as reflective of realistic fiction;
b. discuss the parents as authoritarian, authoritative, laissez-faire, rejecting/neglecting;
c. discuss the main characters in terms of identity diffusion, achievement, moratorium or foreclosure.
.....2 pages single-spaced.

Assignment #3: Read Name Me Nobody and discuss the novel in terms of a literary aspect (to be assigned). 10%
.....1 page, single-spaced.
Assignment 4(a): Using book assigned by the professor  10%
   a.  write a paragraph on each literary aspect in terms of your book: Plot, Character, Point of View, Tone, Setting, Style, Figurative Language, Theme. Size of each paragraph will vary. .....2-3 pages single spaced
   b.  Write a short reactionary/critical essay giving your thoughts on the book's quality and appeal; locate 3-5 reviews and attach photocopies; you may agree or disagree with the reviews. Only one may be from the web. .....1 page single-spaced
   c.  Using the VOYA Evaluation scale, give your book a code for quality and popularity (see page 336 of text)

Assignment 4(b): 5-10 minute booktalk  10%

Assignment #5:  20%

Author Talk
*  Prepare a 15 minute presentation which includes information on the author's life, themes, and style, effect on YA literature, and three of his/her books. Be sure to spend enough time on themes.
*  Prepare a one page handout which includes items below. Make a copy for each member of the class
   a.  name of author
   b.  sources of biographical material on author (read a biography if possible & share)
   c.  bibliographical information on the three books (including publisher and year)
   d.  bibliographical information on audio-visual materials on the author (if they exist)
   e.  a listing of awards won by the author
   f.  information on a web page, if exists

Theme Talk
*  Prepare a 15 minute presentation which includes an overview of the theme/topic and 4-5 books (Dr. Knuth will help you identify which ones). Be sure to concentrate on themes/styles.
*Prepare a one page handout with includes items below. Make a copy for each person in the class.
   a.  short definition/parameters of topic
   b.  sources of information on topic
   c.  bibliographical information on the four books (including publisher and year)
   d.  other as appropriate

Assignment #6: Pick a book from the lists on p. 280, 288, 290, 296, 300, or any nonfiction book mentioned in Ch. 9. Read it and evaluate your book in terms of the criteria in chapter, especially in Table 9.1 on page 286. 1-2 pages single-spaced. Bring your book to class.  10%

Assignment #7: Read Harry Potter and the Deadly Hallows (Book 7). If you cannot get it, read Harry Potter and the Half-Blood Prince (Book 6). Jot down notes that you can use in a class discussion of Harry Potter’s experiences in the book in terms of Joseph Campbell’s hero model.  5%
Assignment 8: 10%
Read one and 1) write an essay on the way lesbianism and homosexuality is handled in the book. Be sure to include a very short plot summary, the perspective or viewpoint of the narrator, shifts in values during the course of the novel, etc. 1-2 pages single spaced.

Happy Endings are All Alike, S.P. Likes A.D., Good Moon Rising, The House You Pass on the Way, Crush, Jack, Peter, Hearing Us Out, Hello, I Lied, Whistle Me Home, From the Notebooks of Melanin Sun, Damned Strong Love, Sunday You Learn How to Box, Dance on My Grave, Boys on the Rock, Rainbow Boys, Love Speaks Its Name, Boy Meets Boy, (or any others books with gay protagonists or themes except Deliver Us From Evie, Annie on My Mind)

Assignment #9 10%
Create an informational folded brochure on graphic novels. May work in pairs. Should have an introduction and at least 5 graphic novels listed with something in common or plot hooks. Make a copy for each person in class. You might want to check the graphic novels lists in your packet. Ideas: Five of the Top Ten 2008, Kaoru Mori and the Emma Series, Setona Mizushiro and “After School Nightmare” series, or any author, or themes (like strong women, science fiction, non fiction, graphic novels about….)

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Session</th>
<th>Readings &amp; Assignments</th>
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<tr>
<td>1 8-28</td>
<td>Introductions</td>
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<td>What is Young Adult Literature?</td>
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<td>Overview of course and assignments</td>
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<td>Video 11673: Power of Literature (Casting Long Shadows)</td>
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<td>2 9-4</td>
<td>Continue discussion on YA materials</td>
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<td>History of YA Lit #2</td>
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<td>**S.E. Hinton –Mandie (Be sure to include The Outsiders) [Presenting S. E. Hinton]</td>
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<td>**Robert Cormier –Kristina (Be sure to include The Chocolate War, I am the Cheese) [Presenting Robert Cormier, Frenchtown Summer]</td>
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<td>Video 11664: In that Time and Place</td>
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<td></td>
<td>**READ Nilsen: Ch. 1, Ch. 2</td>
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<td></td>
<td>Article: “I’m Y.A. and I’m O.K.”</td>
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<td></td>
<td>Assignment #1</td>
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| **3 9-11** | Realistic fiction 1275 Booktalking with Joni Bodart  
Adolescent psychology  
**Chris Crutcher—Leslie** (Be sure to include Ironman, Crazy Horse Electric Game)[Presenting Chris Crutcher, King of the Mild Frontier] | *Nilsen: Ch. 4  
*Lukens: p. 181-186  
*"Understanding Children" p. 619-630  
*Staying Fat for Sarah Byrne | Assignment #2 |
| **4 9-18** | Book Talks  
Videos: 13123 Tales of Love and Terror  
How to find book reviews & biographical sources—trip to Hamilton Library  
Literary Aspects  
Selection guides  
Ass. #3 Discussions  
Point of view:  
Tone:  
Setting:  
Style:  
Yamanaka’s Name Me Nobody | Lukenes: 2, 3, 4, 5, 7,8 (character, plot, themes, setting, style, tone) (informs Ass. 3) | Assignment #3 |
| **5 9-25** | Discuss Reviews  
Evaluating Young Adult Literature  
Guest speaker: YaYAYA & reviewing  
Booktalks:  
1. Wicked Lovely (Mar)  
2. American Shaolin  
3. The White Darkness (McCaughrean)  
4. Dreamquake(Knox)  
5. Surrender (Hartnet)  
6. How I Live Now (Rosoff)  
7. American Born Chinese (Yang)  
8. Looking for Alaska (Green)  
9. The Wave (Rhue)  
10. Loud Silence of Francine Green (Cushman)  
11. First Part Last (Johnson)  
12. Angus, Thongs, and Full-Frontal Snogging (Rennison) | *Nilson Ch. 3 & Book for Booktalk  
Give a 5 minute booktalk on your book  
Review website: [http://theyayayas.wordpress.com/](http://theyayayas.wordpress.com/) | Assignment #4A (#4B due same day) |
| 6 | 10-2 | Promoting, and Using YA Books  
YA Lit. & Teaching  
Guest speaker: Council, Teen programming | **BOOKTALKS**  
1. *Son of the Mob* (Korman)  
2. *Twilight* (Meyer)  
3. *Fever* (Anderson)  
4. *A Northern Light* (Donnelly)  
5. *Postcards from No Man's Land* (Chambers)  
6. *Sold* (McCormick) | **READ** Nilsen: Ch. 11 & book for booktalk  
**Assignment #4A (#4B due same day)**  
7. *Tamar* (Peet)  
8. *Big Mouth and Ugly Girl* (Oates)  
9. *Lord of the Deep* (Salisbury)  
10. *Godless* (Hautman)  
11 *Dust* (Slade)  
12. *The True Meaning of Cleavage* (Fredericks) |
| --- | --- | --- | --- | --- |
| 7 | 10-9 | Intro. To Genres  
History and History Makers  
*Book and Author talks*  
**Richard Peck** (Be sure to include *The River Between Us, Remembering the Good Times, Are You In The House Alone? [Anonymously Yours, Presenting Richard Peck]*  
**Ron Koertge:** (Be sure to include *The Harmony Arms, Arizona Kid*  
**Holocaust Books (4)**  
**READ** Nilsen Ch. 8 |  
**(Assignment #5 cont.)** |
| 8 | 10-16 | Discuss Urban Legends  
Teen Read Week  
Adventures, Sports, Mysteries, Supernatural  
*Book & Author talks*  
**Gary Paulsen** (Be sure to include *Hatchet* [Presenting Gary Paulson, Autobiography: My Life in Dog Years]*  
**Lois Duncan:** (Be Sure to Include *Killing Mr. Griffin, Who Killed My Daughter?, Stranger with My Face*  
**Walter Dean Myers** (Be sure to include *Monster, Somewhere in the Darkness, Scorpions* [Memoir: *Bad Boy: A Memoir & Presenting w……]*) | **READ** Brunvand, *The Vanishing Hitchhiker* p. 1-40  
Nilson, Ch. 6  
**(Assignment #5 cont.)** |
**David Almond______________(Be sure to include *Kit’s Wilderness, Skellig* [Memoir: Counting Stars, 2002])

** Teen Read Week (5+) ______________

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<tr>
<th>9</th>
<th>10-23</th>
<th>Non-fiction books</th>
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<td>**Milton Meltzer__________<em>(Ain’t Gonna Study War No More, Never to Forget: The Jews of the Holocaust, Food: How We Hunt…</em>) (Ch. 4 in Carter &amp; Abrahamson, <em>Nonfiction for Young Adults: From Wisdom to Delight; Starting from Home; Milton Meltzer: Writing Matters</em>)</td>
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<td>**Adolescent Mental Health Initiative Books (Addiction, suicide, schizophrenia, bipolar, eating disorder) ______________</td>
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<td>READ Nilsen: Ch. 9 “A Conversation with Lee J. Ames”</td>
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<td>Assignment # 6</td>
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<td>(Assignment #5 cont.)</td>
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<th>10</th>
<th>10-30</th>
<th>Tolkien DVD</th>
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<td><em><em>Ursula Le Guin &amp; Earthsea __________</em> [Presenting Ursula Le Guin, see Amazon.com: search “Ursula Le Guin biography”]</em></td>
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<td><em><em>Anne McCaffrey and PERN __________</em> [Anne McCaffrey: A Life with Dragons HSPLS book, article in Contemporary Authors, Anne McCaffrey: Science Fiction Storyteller]</em></td>
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<td><em><em>Robin McKinley &amp; Damar __________</em> [in Contemporary Authors]</em></td>
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<td>READ Nilsen Ch. 7</td>
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<td>Assignment #7</td>
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<th>11</th>
<th>11-6</th>
<th>Fantasy/Science fiction/Utopias Harry Potter Discussion</th>
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<td>*<em>Scott Westerfield ____________(include <em>Peeps, Extras</em>) [google him]</em></td>
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<td>**Philip Pullman ___________(include from different series) <em>Darkness Visible;</em></td>
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<td>READ: Fantasy Materials in Packet (Shippey &amp; Dickerson) <em>Harry Potter and the Deathly Hallows</em> (or if you absolutely can’t get Book 7, then you can read Book 6: <em>Harry Potter and the Half Blood Prince.</em> (You have next week to finish)</td>
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<td>12-11</td>
<td><strong>Philip Pullman: Master of Fantasy, Philip Pullman, Master Storyteller</strong></td>
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<td>Joseph Cambell Video</td>
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<td>12-13</td>
<td><strong>YA Awards</strong>&lt;br&gt;Selection&lt;br&gt;M. Printz &amp; the Printz Award&lt;br&gt;Margaret Edwards &amp; the Alex Award&lt;br&gt;Speaker: Edna Weeks</td>
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<td><strong>READ:</strong> Information on Edwards, Printz, Alex Awards&lt;br&gt;Knuth Chapter. Finish Potter Book</td>
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<td><strong>Assignment #7</strong> Jot down notes that you can use in a class discussion on whether the novels fit the hero model.</td>
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| 13-11 | **Homosexuality in YA Lit.**<br>Discussion on stories/theme/novels<br>**Nancy Garden____________**
|       | * (Annie on My Mind, Good Moon Rising, Lark in the Morning) [in Contemporary Authors] |
|       | **M.E.Kerr________________**
|       | * (Be sure to include Deliver Me From Evie, Gentlehands, Little, Little) [Presenting M. E. Kerr & Me, Me, Me, Me, Me, Not a Nove. Blood on the Forerhead] |
|       | **READ:** Fighting the Silence<br>Bauer, "Am I Blue?"
|       | Kerr, "We might as well all be strangers"
|       | Read a YA novel with a theme of homosexuality or lesbianism. |
|       | **Assignment #8**<br>(Assignment #5 cont.) |
| 11-27 | **Thanksgiving** |
| 14-12 | **Magazines**<br>Art Spiegelman<br>Graphic novels<br>Guest Speaker: Hillary Chang: manga and anime |
|       | **READ** Nilsen Ch. 5<br>Graphic novel articles<br>Graphic Novel lists |
|       | **Assignment #9** |
| 15-12 | **Evaluation**<br>Censorship<br>Video: 18438 Culture Shock: Born to Trouble-- Huckleberry Finn<br>**Censorship Fiction______**
|       | (The Day They Came to Arrest the Book, |
|       | **READ** Nilsen: Ch. 12 |
|       | (Assignment #5 cont.) |
| "The Last Safe Place on Earth, The Year They Burned the Books, Memoirs of a Bookbat, Sledding Hill" |