

LIS 682 BOOKS AND MEDIA FOR YOUNG ADULTS
Fall Session, 2013
Instructor: Rebecca Knuth
Syllabus

ACCESSIBILITY

Office telephone: 956-3494

Email: knuth@hawaii.edu

Office hours: Wednesday 3-4:45, whenever my door is open or by appointment

DESCRIPTION OF COURSE: Books and other media for young people of junior and senior high school age. History and criticism of young adult literature. Selecting library and classroom materials. Controversial issues.

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

Student Learning Outcomes Addressed

SLO 1:

Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

1a) Apply LIS theory and principles to diverse information contexts

1c) Develop and apply critical thinking skills in preparation for professional practice

1d) Craft and articulate a professional identity

SLO 2:

Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

2c) Develop, manage, and assess information services for specific users and communities

2e) Demonstrate the ability to advocate effectively for information services

SLO 3:

Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats

3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated

SLO 5:

Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders

5b) Demonstrate understanding of the social and cultural context of information services and systems

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. Content Analysis (a standard methodology in the social sciences and humanities that entails a systematic analysis of the content rather than the structure of any communication, such as a written work, speech, or film, including the study of thematic and symbolic elements to determine the objective or meaning of the communication.)

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 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. Please do not use computers in class.

Professional Expectations for Library and Information Science Graduate Students at UH

LIS graduate students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University's Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with University policies on academic integrity including:

*The University of Hawaii Student Conduct Code

<http://www.manoa.hawaii.edu/students/conduct/> and

http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html

*The University of Hawaii at Manoa Campus Policies

<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

The field of Library and Information promotes ethical conduct of its members through published codes of ethics and standards of conduct. LIS students as pre-professionals are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, at internship, practicum and fieldwork sites, and in personal, Internet and phone communications related to their LIS studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

*ALA Code of Ethics <http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

Guidelines for Behavioral Performance of Reference and Information Service Providers

<http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/guidelinesbehavioral.htm>

*ASIST Professional Guidelines: <http://www.asis.org/AboutASIS/professional-guidelines.html>

*Society of American Archivists Code of Ethics: http://www.archivists.org/governance/handbook/app_ethics.asp

Principles of Ethical Conduct

Propriety. Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.

Competence and Growth. Students should strive to become proficient in academic performance and professional practice, functions, and activities.

Development of Knowledge. Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.

Scholarship and Research. Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements of the course syllabus.

Service. Students should regard as primary the service obligation to internship, practicum, fieldwork or community sites, as well as to student professional organizations.

Confidentiality. Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community internship, and fieldwork sites.

Commitments to Organizations. Students should adhere to commitments made to practicum, community, internship, and fieldwork sites, as well as to student professional organizations.

Respect, Fairness, and Courtesy. Students should treat staff, student colleagues, professional and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, internship and fieldwork sites, and faculty and departmental offices.

Integrity. Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the profession as outlined in professional codes of ethics and standards of conduct.

Approved by the LIS Faculty on 19 March 2007

TECHNOLOGY REQUIREMENTS:

In this course, you will be expected to be able to communicate with the instructor and your classmates using your hawaii.edu e-mail account, have access to the internet to search for information online, produce reports on either a Mac or PC word processing program, create presentations using Powerpoint or another presentation application, and use various databases including library online catalogs for the University of Hawaii and for the Hawaii State Public Library System. Note: If you need reasonable accommodations because of the impact of a disability, please: [1] contact the Kokua Program (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Lili'uokalani Center for Student Services; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

COURSE INFORMATION

Texts:

- * Literature for Today's Young Adults, by Alleen Pace Nilsen and Kenneth L. Donelson. **8th ed.** New York: Longman, 2009. To keep costs down, I am using the 8th edition. I have ordered ten used copies from Amazon.com and you can purchase a copy from me for \$10. Or order your own but remember it has to be the 8th edition (with picture of chair, shirt, and books on front). Contact me if you want to reserve one. knuth@hawaii.edu
- * Staying Fat for Sarah Byrne, by Chris Crutcher
- * Name Me Nobody by Lois Ann Yamanaka (Get from Library)
- * The Chocolate War by Robert Cormier (Get from library)
- * The Hunger War
- * Various novels, books as specified in syllabus
- * Large packet of readings—to be purchased in first few classes

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, 8, 11: 5% each; Assignment, 2, 3, 4, 6, 9, 10: 10% each; Assignment 5 Presentation: 20 pts.

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 a) discuss the novel in terms of a literary aspect (to be assigned). 10%1 page, single-spaced.

b) Read *Name Me Nobody* and discuss Emi-Lou in terms of how she deals with the “challenges” in her life, (i.e., her adolescent social/emotional development in search of achieving an identity). You may discuss other characters to support/compare your analysis of Emi-Lou’s growth. Choose **one**:

- 1) Acquiring more mature social skills
- 2) Achieving a masculine or feminine sex role
- 3) Accepting the changes in one’s body, using the body effectively, and accepting one’s physique
- 4) Achieving emotional independence from parents and other adults
- 5) Preparing for sex, marriage, and parenthood
- 6) Selecting and preparing for an occupation
- 7) Developing a personal ideology and ethical standards
- 8) Assuming membership in the larger community

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

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 *The Hunger Games*. Jot down notes that you can use in a class discussion of the heroines experiences in the book in terms of Joseph Campbell's hero model. Notes should have bulleted points and will be turned in 5%

Assignment #8: Make a Table comparing the Alex and Printz awards 5%

Assignment #9: 10%

Read one of these books and 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, and shifts in values during the course of the novel, etc. 1-2 pages single spaced.

See the Article "Honig: Speaking Out, *School Library Journal* (PDF)" for title ideas or <http://glbtrt.ala.org/rainbowbooks/archives/1025> (be sure to select titles for grades 9 and up).

Assignment #10 10%

Create an informational folded brochure on YA graphic novels. Make a copy for each person in class. Should have an introduction and at least 5 graphic novels listed with something in common or plot hooks. Organize by authors, or themes (by author or genre, action/adventure, comedy, science fiction, non fiction, graphic novels about strong women, super heroes) or independent press (e.g. Minx). Also have 1-2 anime from Fletcher and Kan's "Suggested anime."

Assignment #11 5% On last day of class show me that you have read every Special Features WINNER and HONOR LIST Box in textbook

COURSE CALENDAR

	<i>Session</i>	<i>Readings & Assignments</i>
1 8- 29	Introductions What is Young Adult Literature? Overview of course and assignments Video 11673: Power of Literature (Casting Long Shadows)	
2 9-5	Continue discussion on YA materials History of YA Lit #2 Video 11664: In that Time and Place	READ Nilsen: Ch. 1, Ch. 2 <u>Article: "I'm Y.A. and I'm O.K."</u> Assignment #1
3 9-12	Realistic fiction 1275 Booktalking with Joni Bodart Adolescent psychology **Chris Crutcher— (Be sure to include <i>Ironman</i> , <i>Crazy Horse Electric Game</i>)[<i>Presenting Chris Crutcher</i> , <i>King of the Mild Frontier</i>] _____	READ *Nilsen: Ch. 4 <u>Alexie: Why the Best Kids Books Are Written In Blood, <i>Wall Street Journal</i></u> *Lukens: p. 181-186 *"Understanding Children" p. 619-630 <u>*Staying Fat for Sarah Byrne</u>

		Assignment #2
4 9-19	<p>Book Talks Videos: 13123 Tales of Love and Terror</p> <p>How to find book reviews & biographical sources—trip to Hamilton Library</p> <p>Literary Aspects Selection guides</p>	<p>READ: Lukens: 2, 3, 4, 5, 7,8 (character, plot, themes, setting, style, tone) (informs Ass. 3)</p> <p>Select 3 possible books to book talk from the list of YALSA list: 2013 Best Fiction for 2013; investigate when you can get a copy—bring info to class and we will choose for Assignment #3 http://www.ala.org/yalsa/bfya/2013list</p> <p>Bodart: Booktalking: That Was Then and This is Now</p> <p>Yamanaka's <i>Name Me Nobody</i></p> <p>Assignment #3</p> <p>Plot: Theme: Character: Figurative language: Point of view: Tone: Setting: Style:</p>
5 9-26	<p>Discuss Reviews Evaluating Young Adult Literature Guest speaker:</p> <p>Booktalks:</p> <p>1. _____</p> <p>2. _____</p>	<p>READ: Nilson Ch. 3 & Book for Booktalk Give a 5 minute booktalk on your book Review website: http://theyayayas.wordpress.com/</p> <p>Assignment #4A (#4B due same day)</p> <p>4. _____</p> <p>5. _____</p>

	3. _____ 4. _____	6. _____ 7. _____
6 10-3	Promoting, and Using YA Books YA Lit. & Teaching Guest speaker: Council, Teen programming BOOKTALKS 1. _____ 2. _____ 3. _____ 4. _____	READ Nilsen: Ch. 11 Book for booktalk Assignment #4A (#4B due same day) 5. _____ 6. _____ 7. _____
7 10-10	Intro. To Genres History and History Makers *Book and Author talks **Richard Peck _____ (Be sure to include <i>The River Between Us</i> , <i>Remembering the Good Times</i> , <i>Are You In The House Alone?</i> [<i>Anonymously Yours</i> , <i>Presenting Richard Peck</i>])	Nilsen Ch. 8 (Assignment #5 cont.)
8 10-17	Discuss Urban Legends Teen Read Week Adventures, Sports, Mysteries, Supernatural *Book & Author talks **Gary Paulsen _____ (Be sure to include <i>Hatchet</i>) [<i>Presenting Gary Paulson</i> , <i>Autobiography: My Life in Dog Years</i>] **Walter Dean Myers _____ (Be sure to include <i>Monster</i> , <i>Somewhere in the Darkness</i> , <i>Scorpions</i>)[<i>Memoir: Bad Boy: A Memoir & Presenting w.....</i>] **David Almond _____ (Be sure to include <i>Kit's Wilderness</i> , <i>Skellig</i> [<i>Memoir: Counting Stars</i> , 2002])	READ Brunvand, <i>The Vanishing Hitchhiker</i> p. 1-40 Nilson, Ch. 6 McCoy: What Teens Are Really Reading, <i>School Library Journal</i> Goldstein: Young Adult Novels Heating Up The Charts, <i>The Boston Globe</i> Carpenter, Young Adults Continue (Assignment #5 cont.)

	DVD: A Visit with Lois Duncan	
9 10- 24	<p>Non-fiction books</p> <p>**Milton Meltzer _____ <i>(Ain't Gonna Study War No More, Never to Forget: The Jews of the Holocaust, Food: How We Hunt...)</i>[Ch. 4 in Carter & Abrahamson, <i>Nonfiction for Young Adults: From Wisdom to Delight</i>; <i>Starting from Home</i>; <i>Milton Meltzer: Writing Matters</i>]</p>	<p>READ Nilsen: Ch. 9</p> <p>Assignment # 6</p> <p>(Assignment #5 cont.)</p>
10 10- 31	<p>**Anne McCaffrey and PERN _____ <i>[Anne McCaffrey: A Life with Dragons</i> HSPLS book, article in Contemporary Authors, <i>Anne McCaffrey: Science Fiction Storyteller</i>]</p> <p>Joseph Campbell Video 1496</p>	<p>READ Nilsen Ch. 7</p> <p>Knuth, Children's Literature and British Identity... 139-175</p> <p>Moral Choices, 1-12</p>
11 11-7	<p>Fantasy/Science fiction/Utopias Discussion</p> <p>**Stephenie Meyer and the Twilight Series _____</p> <p>**Philip Pullman _____ (include from different series) [<i>Darkness Visible</i>; <i>Philip Pullman: Master of Fantasy</i>, <i>Philip Pullman, Master Storyteller</i>]</p> <p>Powerpoint: Pam Cole: Chapter 12 in Young Adult Literature in the 21st Century: "The Popular Culture Influence"</p> <p>DVD Ringers: Lord of the Fans</p>	<p>READ: Read <i>The Hunger Games</i></p> <p>(Assignment #5 cont.)</p> <p>Assignment #7 2 pages of notes that you can use in a class discussion on whether the novel fits the hero model.</p>

<p>12 11-14</p>	<p>**Sir Terry Prachett _____</p> <p>YA Awards Selection M. Printz & the Printz Award Margaret Edwards & the Alex Award</p> <p>Speaker:</p>	<p>READ: Information on Edwards, Printz, Alex Awards</p> <p><i>Nilsen</i>: Ch. 12 Censorship</p> <p>Assignment #8 Make a table and compare the Edwards and Printz awards</p>
<p>13 11-21</p>	<p>Evaluation Censorship</p> <p>**Robert Cormier _____</p> <p>Video: 18438 Culture Shock: Born to Trouble-- Huckleberry Finn</p>	<p>READ Foerstel—Voices of Banned Authors</p> <p>Schultz: Upcoming NewSouth ‘Huck Finn’ Eliminates the ‘N’ Word, <i>Publisher’s Weekly</i></p> <p><i>The Chocolate War</i></p> <p>(Assignment #5 cont.)</p>
<p>11-28</p>	<p>THANKSGIVING</p>	
<p>14 12-5</p>	<p>Homosexuality in YA Lit. Discussion on stories/theme/novels</p> <p>**Nancy Garden _____ (<i>Annie on My Mind, Good Moon Rising, Lark in the Morning</i>) [in <i>Contemporary Authors</i>]</p> <p>*M.E.Kerr _____ (Be sure to include <i>Deliver Me From Evie, Gentlehands, Little, Little</i>) [<i>Presenting M. E. Kerr & Me, Me, Me, Me, Me, Not a Nove. Blood on the Forehead</i>]</p> <p>Video: “Out” 18867</p>	<p>READ:</p> <p>“Fighting the Silence...:</p> <p>Bauer, "Am I Blue?" Kerr, “We might as well all be strangers"</p> <p>Horig: Speaking Out, <i>School Library Journal</i></p> <p>Read a YA novel with a theme of homosexuality or lesbianism.</p> <p>Assignment #9</p> <p>(Assignment #5 cont.)</p>
<p>15 12-12</p>	<p>POETRY Poetry slams Brave new Voices (partial) DVD 9063 Bones? Magazines</p>	<p>READ Nilsen Ch. 5</p> <p>Fletcher-Spear and Kan: The Anime-ted Library</p> <p>Assignment #10</p>

	<p>Graphic novels</p> <p>Art Spiegelman <i>Maus</i> <i>American Born Chinese</i></p> <p>Guest Speaker: manga and anime</p>	<p>Assignment #11</p>
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