

**MLIS 7423
Literature for Young Adults
Three Credit Hours**

Guiding Principles (DEPOSITS)¹

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship²

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

¹ Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework

² Extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA Core Competences 1, 2, 3, 5, 8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA Core Competences 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA Core Competences 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA Core Competences 7]

Instructors

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Course Description

A study of the literature created for young adults. Emphasis will be on analysis of literature from various perspectives, including literary and artistic merit, popularity with teens, social and personal usefulness, and the issues they raise.

Required Textbooks / Resource Materials

1. Bernier, Anthony (2013) *Transforming Young Adult Services*, American Library Association.
2. Cart, Michael (2010) *Young Adult Literature: From Romance to Realism*, American Library Association.
3. *Publication Manual of the American Psychological Association* [APA Style Manual], 6th ed. (2009).

Basics of APA style are available at the Purdue University Online Writing Lab [OWL] website: <http://owl.english.purdue.edu/> and at <http://www.apastyle.org> but students will be held to the standards given in the actual APA Style Manual.

4. *Weekly readings* from the LIS professional and academic literature as indicated in the detailed course reading list. Articles will be available via GALILEO Scholar, the Odum Library's e-journals collection or on Odum Library course reserve, or links will be provided in the course website.

Recommended Texts

Students who plan to work with young adults or who will be responsible for building resource/library collections for young adults may find these texts valuable reference material for personal ownership. The particular emphasis of each title is explained below. I have all of these in my personal library on campus, if you would like to review any of them please feel free to stop by during my office hours or send me an email with any questions you might have.

- Aronson, Marc. *Exploding the Myths: The Truth About Teenagers and Reading*. Scarecrow, 2001.
 - An issues-oriented approach to young adults and their reading habits. Aronson is irreverent, funny, sophisticated, and a tireless advocate for youth. This book can be read in place of another of the "what adults say" books on the bibliography.
- Booth, Heather. *Serving Teens Through Readers' Advisory*. American Library Association, 2007.
 - A thorough discussion on how to provide readers' advisory services to teens. Includes information on both fiction and nonfiction.
- Dresang, Eliza T. *Radical Change: Books for Youth in a Digital Age*. H. W. Wilson, 1999.
 - Provides an excellent discussion of the "radical change" evident in both content and format in many of today's books for youth. Not limited strictly to young adult resources, this book deals with information materials--both fiction and nonfiction--for a wide range of ages.
- Gorman, Michele, and Tricia Suellentrop. *Connecting Young Adults and Libraries: A How to Do it Manual*. 4th ed. Neal-Schuman, 2009.
 - Provides a ton of practical advice about setting up youth services programs, developing young adult collections, and managing and evaluating youth services departments. Contains a particularly good chapter on preparing and delivering book talks.
- Pierce, Jennifer Burek. *Sex, Brains, and Video Games: A Librarian's Guide to Teens in the Twenty-first Century*. ALA, 2008.

- A discussion of teens and their information needs, based on research from the neurosciences, psychology, and education.
- Walter, Virginia and Elaine Meyers. *Teens & Libraries: Getting it Right*. ALA, 2003.
 - An exploration of library service to young adults that includes practical strategies for building excellence in young adult services.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU’s Interlibrary Loan service for obtaining textbooks at

http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Course Objectives ³

Upon completion of this course, the student students will be able to⁴:

1. Identify developmental needs of young adults (Area II: Knowledge of Client Group, #1)
2. Identify developmentally appropriate resources for a wide range of young adult information needs (Area V: Knowledge of Materials, #1)
3. Demonstrate a knowledge and appreciation of literature for and by young adults in traditional and emerging formats. (Area V: Knowledge of Materials, #3)
4. Locate literature for young adults from a variety of sources
5. Evaluate literature for young adults from a variety of points of view
6. Write annotations and reviews
7. Develop a collection of materials from a broad range of selection sources, and for a variety of reading skill levels (Area V: Knowledge of Materials, #4)
8. Identify trends and pop-culture interests of young people (Area VII: Services, #4)
9. Describe the importance of the need to combat censorship and promote intellectual freedom in meeting YA information needs
10. Apply current research findings relating to information needs of young adults to young adult library services (Area IV: Administration, #3)

Course Activities/Assignments/Requirements

The following list is a brief overview of the assessments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment’s due date.

There will be a total of 1000 points for the class as follows:

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|-------------------------------------|-----|
| Participation: | |
| Module discussion boards | 200 |
| Media response posts | 150 |
| ALA – Youth Media Awards Assignment | 100 |

³ With alignment to MLIS Program Objectives, found on page 2 of this syllabus

⁴ Course learning outcomes are based on the American Library Association’s Young Adult Library Services Association (YALSA) *Competencies For Librarians Serving Youth: Young Adults Deserve The Best*. Retrieved from http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yadeservethebest_201.pdf (2010, January).

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|-----------------------------|-----|
| Social Media Assignment | 200 |
| Teen Observation Assignment | 200 |
| Booktalk Assignment | 250 |
| Final Group Project | 250 |
| TOTAL | 950 |

Course Grades

Students can earn a maximum of 1000 points in this course. Course grades will be awarded as follows:

- A: 900 – 1000 points
- B: 800 – 899 points
- C: 700 – 799 points
- D: 600 – 699 points
- F: fewer than 60 points.

To be eligible for an **A** in this course, a student must complete *every* assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the *COEHS Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

Attendance Policy

Students will meet face to face in Valdosta on Friday January 9, 2015 and Saturday January 10, 2015. All other course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

A grace period of 24 hours is offered without penalty on assignments (this does not include discussion boards – due to the interactive nature of these, each module's discussion posts must be completed according to the course schedule). After 24 hours 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Friday unless otherwise

identified). If you need additional time to work on an assignment or if you have a scheduling conflict you must contact your instructor BEFORE the assignment is due to discuss your situation. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.