Syllabus: MLIS 7423 Literature for Young Adults

Instructor: Colette Drouillard, Ph.D.
Valdosta State University
1500 North Patterson Street
Valdosta, GA 31698
e-mail: cldrouillard@valdosta.edu
voice: 229-245-3715

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.

Course Learning Outcomes

Course learning outcomes are based on the American Library Association's Competencies for Librarians Serving Young Adults (YALSA, 2010).

Students will:

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)

References:

YALSA, Young adult library services association, a division of the American Library Association (2010, January). *YALSA's competencies for librarians serving youth: Young adults deserve the best*. Retrieved from http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yadeservethebest_201.pdf

Course Format

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system.

Required course text and resources

- Alexie, Sherman. The Absolutely True Diary of a Part-Time Indian. Little, Brown.
- Collins, Suzanne. The Hunger Games. Scholastic.
- Gantos, Jack. Hole in My Life. Farrar, Straus & Giroux.
- Green, John. Looking for Alaska. Dutton.
- Satrapi, Marjane. Persepolis. Pantheon.
- Tomlinson, Carl, and Carol Lynch-Brown. Essentials of Young Adult Literature. Pearson. (First or second edition of the book is fine.)

Recommended Texts

Students who plan to work with young adults or who will be responsible for building resource/library collections for young adults will find these texts valuable reference material for personal ownership. The particular emphasis of each title is explained below.

- 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 irreverant, 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.
- Cart, Michael. From Romance to Realism: 50 Years of Growth and Change in Young Adult Literature. HarperCollins, 1996.
  - Provides a readable, entertaining, and thorough overview of the history of young adult literature from the 1960s to the present.
- Dresang, Eliza T. Radical Change: Books for Youth in a Digital Age. H. W. Wilson, 1999.

- o 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.
  - o 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.
  - o 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.
  - o An exploration of library service to young adults that includes practical strategies for building excellence in young adult services.

Assignments

Each assignment is worth the following points. Your final grade will be based on how the number points you earn over the course of the semester. Details for each assignment are available under the assignments tab of the course website.

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

Weekly discussion boards (15@10 points ea.)	150
Reading response postings (5@10 points ea.)	50
Short essay on dev. tasks & information needs	50
Short essay on teens in distress	50
Personal reading profile	150
Book talk	150
Information needs assessment of a teen	200
Final essay	200
TOTAL	1000

Course Grades

Students can earn a maximum of 1000 points in this course as indicated above. 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 600 points.

Course Policies

General Assumptions: This course is designed for the online learning environment and all course activities will take place inside the course website in BlazeView or on your own in the environment indicated in the assignment descriptions. Distance learning support is available from VSU. Please see: http://www.valdosta.edu/vista/students.shtml

Students are expected to be able to obtain materials from GALILEO and the Odum Library's electronic collections and resources or their equivalents as part of their successful participation in this course. An online services guide for distance education students is on the Odum Library web site at http://www.valdosta.edu/library/services/distanceeducation.shtml Students should feel free to ask a local librarian for help learning to navigate GALILEO.

Attendance: 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. 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.

Communication: The course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board.   Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail or to my Valdosta State email address – cldrouillard@valdosta.edu   If you would like to speak with me by telephone please let me know via e-mail so we can arrange a good time for both of us to talk.

Submitting written assignments: All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word or rtf formats (unless otherwise specified). If you use any word processing program other than Microsoft Word, please save your document in Rich Text Format (rtf). **All written work file names MUST begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC_tour.docx**

The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://www.valdosta.edu/helpdesk/guides/ Their telephone hotline is 229-245-4357.

Late work: 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 – however, in most cases this is not possible during MayMester due to the brevity of the semester. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down.

University Policies

Academic Honesty at Valdosta State University: "Valdosta State University expects that graduate 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. Specific regulations related to student conduct and behaviors are contained in the Student Handbook, Student Code of Conduct." See also: http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

It is your responsibility to make sure you understand how to avoid breeches of academic integrity. If you are unsure about the parameters of an assignment, ask for clarification. If you need help with citations and research resources and techniques, the university provides extensive resources for students. For help please start at the Odum Library's "how to" page: http://www.valdosta.edu/library/learn/howto.shtml

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW**.** For more information on the use of SafeAssign at VSU see SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

Equal Opportunity Statement: Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973.

Special Needs Statement: From VSU's Access Office http://www.valdosta.edu/access/facresources.shtml): 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 Conduct: All interactions related to this class are to be conducted respectfully and professionally whether during face to face meetings, online interactions, small group work, e-mail or telephone communication according to the Student Code of Conduct as presented in the Valdosta State University Student Handbook, beginning on page 60: http://www.valdosta.edu/studentaffairs/documents/Student_Handbook_2009-10v1.pdf

Student Success Center: http://www.valdosta.edu/ssc/ provides free tutoring and support for distance learning students at http://valdosta.askonline.net/

Student Agreement: Enrollment in this class signifies that you have agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.