



James L. & Dorothy H. Dewar
COLLEGE *of* EDUCATION
& HUMAN SERVICES

VALDOSTA STATE UNIVERSITY

Department of Library and Information Studies

MLIS 7423

Literature for Young Adults

Spring Semester, 2022

3 Semester Hours

INSTRUCTOR INFORMATION

Debi Carruth, PhD

dlcarruth@valdosta.edu

Office hours by appointment

Course-related questions can be posted to our course's online Faculty Office and I will respond within 24 hours. Please plan ahead if you have assignment-related questions to allow for my timely response and your ability to revise accordingly.

Personal inquiries can be emailed to the address above but be aware that if I think it's a question that could apply to everyone, I will direct you to the Faculty Office. Again, you can expect response within 24 hours.

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. The roles of teen librarians will also be explored.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Bernier, Anthony. (2020) *Transforming Young Adult Services*, 2nd ed., American Library Association.

Cart, Michael. (2016) *Young Adult Literature: From Romance to Realism*, American Library Association.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* [APA Style Manual], 7th ed.

The 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.

Trade titles are included in the Course Calendar. Each week students will select readings from a list of trade titles to read or become intimately familiar with and discuss with classmates. The purpose of including trade titles is to increase familiarity with as many titles as possible to learn to discern a variety of high-quality literature and to provide Readers' Advisory to young patrons and their families. The process for becoming familiar with these titles will be very similar to the process professionals use in practice as children's librarians: so many books! There just isn't time to read everything that might be included in a collection, so students will also practice using a variety of methods to discern the quality of each title, even if unable to read a title fully.

Articles and other readings will be available via GALILEO Scholar, the Odum Library's e-journals collection or on Odum Library course reserve; or direct links will be provided in the course website.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at <https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

COURSE OBJECTIVES

Upon completion of this course, the student will be able to meet the following Student Learning Outcomes (SLOs). The SLOs are aligned with MLS program objectives (<https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/our-program/>) and the American Library Association Core Competencies of Librarianship (<http://www.ala.org/educationcareers/careers/corecomp/corecompetences>)

SLO 1. [Foundations of the Profession]

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. (Course readings and discussions)

- Describe the importance of the need to combat censorship and promote intellectual freedom in meeting young adult information needs

SLO 2. [Information Resources]

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.** (Collection Development project)

SLO 4. [Technological Knowledge and Skills]

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.

(Course readings and discussions; Youth Media Awards assignment; Social Media assignment)

- Locate literature for young adults from a variety of sources

SLO 5. [Reference and User Services]

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. (Course readings and discussions; Teen Observation assignment; Booktalk assignment)

- Identify developmental needs of young adults
- Identify developmentally appropriate resources for a wide range of young adult information needs
- Demonstrate a knowledge and appreciation of literature for and by young adults in traditional and emerging formats
- Identify trends and pop-culture interests of young people

SLO 7. [Professionalism]

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. (Course readings and discussions; Collection Development project; Teen Observation assignment)

- Evaluate literature for young adults from a variety of points of view
- Write annotations and reviews

SLO 8. [Administration and Management]

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. (Collection Development project)

- Develop a collection of materials from a broad range of selection sources and for a variety of reading skill levels
- Apply current research findings relating to information needs of young adults to young adult library services

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 | 100 |
| Book/Media response posts | 150 |
| ALA – Youth Media Awards Assignment | 100 |
| Social Media Assignment | 150 |
| Teen Observation Assignment | 150 |
| Booktalk Assignment | 200 |
| Final Project (Collection Development) | 150 |
| TOTAL | 1000 |

SUBMITTING ASSIGNMENTS

All work for this course will be submitted on BlazeVIEW, either in assignment drop-boxes specific to each assessment or as post/response in discussions with classmates. Links to each submission or discussion will be provided in course modules. Discussions will open weekly, while formal assessments will be open from the beginning of the term.

LATE SUBMISSIONS, MISSED ASSIGNMENTS, & MAKE UP ASSIGNMENTS

We're on a very tight schedule in this course! While your instructor tends to be very lenient in terms of deadlines, it's in your best interest to keep up with the

work or you could easily fall so far behind that catching up becomes unrealistic. A few hours late on a discussion post here and there: no big deal. A couple days late on one of the big assignments? Possibly a larger problem. Make sure to take a close look at the class calendar and consider your outside responsibilities so that you can plan your time to allow for all your work to get done in a timely manner and still leave room for some life balance. 😊

LIVETEXT REQUIREMENT

There are a number of assessments developed to meet ALA MLIS Program Accreditation requirements for measuring program performance in terms of student learning outcomes. These assessments are embedded in all MLIS core courses and the required collection development elective. LiveText is the online platform that has been selected to track these assessments and all MLIS students are **REQUIRED** to purchase a license for the LiveText system (if you already own a license our domain can be added to your current license). The LiveText Student Membership Standard Edition offers you full access to LiveText for the entire time you are enrolled in a program (a maximum of 7 years).

**** This course includes an assignment called *Collection Development Project* that fulfills the Student Learning Objective #'s 2 & 8, which are marked as "necessary to fulfill requirements for this course." You must submit the final copies of this assignment to BOTH your LiveText account and BlazeVIEW. In addition, the Collection Development Project must, at a minimum, *Meet Expectations* according to the rubric provided for the assignment.**

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 – 890 points
- C: 700 – 790 points
- D: 600 – 690 points
- F: fewer than 600 points.

To be eligible for an **A** in this course, a student must complete *every* assignment. No grade below a **C** will be credited toward a VSU graduate degree and students must receive a grade of **B** or better to earn credit in core courses and the required collection development elective.

ATTENDANCE POLICY

VSU requires that you attend class in the first week. For this class, that means that you need to post your introduction in the designated discussion board no later than **Thursday afternoon, January 14**. All 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 your responsibility to participate in all course activities and submit assignments on time. It is in your best interest to log into the course daily to check for announcements, discussion board posts, and e-mail messages related to the course.

COMMUNICATION

Communication will be conducted through BlazeVIEW email, postings and replies in discussion boards, and or BlazeVIEW announcements. Check these areas daily, as you are responsible for knowing all information communicated through these channels.

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, email correspondence related to this course is to be sent using the email client built into the BlazeVIEW course website. For other correspondence with any VSU faculty members or administrative offices, please use your VSU email account.

PROFESSIONALISM

The Department of Library and Information Studies expects you to pursue their academic endeavors and conduct yourself in a professional and ethical manner. All work submitted in the course must represent your own efforts, including appropriate use and acknowledgement of external sources. You should communicate in a professional manner in both speech and writing and maintain a professional attitude, being respectful to others and their viewpoints. Exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

ACADEMIC INTEGRITY

You are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct

(<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>) and the COEHS Policy Statement of Plagiarism (<https://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>). All students are expected to do their own work and to uphold a high standard of academic ethics. Consequences for acts of academic dishonesty are detailed in the COEHS Policy Statement of Plagiarism.

For more information, visit Academic Honesty at VSU (<https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsua.php>).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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 through SmartEvals. 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 to instructors and administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see percentage of students who have or have not completed their SOIs. While instructors may not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (<https://www.valdosta.edu/academics/academic-affairs/sois/>).

Your instructor uses your SOIs to improve instruction from semester to semester. The more information you can provide about your experience in the course, both positive and negative, the deeper an impact you can have on my practice as an instructor. I thank you in advance for your thoughtful participation in this survey near the end of the term!

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7

ACCOMMODATION STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office (<https://www.valdosta.edu/student/disability/>) or email access@valdosta.edu

Helpful Links

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| Technical Support (IT helpdesk) | https://www.valdosta.edu/administration/it/solutions/ |
| Center for eLearning (support for BlazeVIEW) | https://www.valdosta.edu/academics/elearning/ |
| Academic Support Center | https://www.valdosta.edu/asc/ |
| Hope Connect (Mental Health Services) | https://www.valdosta.edu/administration/student-affairs/student-health/hope-connect-about.php |