LBSC646: Literature and Materials for Young Adults-Spring 2019

Instructor:
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Course Description:
This is a survey of literature and other materials for older children and adolescents. The emphasis is on criteria for evaluating and using such materials as they relate to the needs, interests, reading, and other capabilities of young readers.

*Syllabus is a living document and is subject to change at any given point in the semester.*

Grades:
The weighted average of your grades on all of the assignments (including your course participation grade) will be converted to a letter grade according to the following table:

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<thead>
<tr>
<th>Weighted Average</th>
<th>Letter Grade</th>
<th>Weighted Average</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>97.0 and above</td>
<td>A+</td>
<td>77.0-79.9</td>
<td>C+</td>
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<tr>
<td>94.0-96.9</td>
<td>A</td>
<td>74.0-76.9</td>
<td>C</td>
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<tr>
<td>90.0-93.9</td>
<td>A-</td>
<td>70.0-73.9</td>
<td>C-</td>
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<tr>
<td>87.0-89.9</td>
<td>B+</td>
<td>67.0-69.9</td>
<td>D+</td>
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<tr>
<td>84.0-86.9</td>
<td>B</td>
<td>64.0-66.9</td>
<td>D</td>
</tr>
<tr>
<td>80.0-83.9</td>
<td>B-</td>
<td>60.0-63.9</td>
<td>D-</td>
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<tr>
<td>Below 60.0</td>
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Policy on Accepting Late Assignments
Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step (e.g.,
an A- will become a B+) for each day that it is late. Assignments more than seven days late will not be accepted.

**Honor Pledge**

The University of Maryland and the College of Information Studies adhere to a strict policy of academic integrity. All exams, papers, and assignments (unless otherwise instructed) turned in by students should include the honor pledge:

**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.**

For more information, please see the Office of Judicial Programs & Student Ethical Development’s website: [http://www.jpo.umd.edu/](http://www.jpo.umd.edu/)

**Accommodations for Students with Disabilities**

The University is legally obligated to provide appropriate accommodations for students with disabilities. The Accessibility and Disability Service Office (ADS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If a student or instructor believes that the student may have a disability, they should consult with ADS (4-7682, email adsfrontdesk@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by ADS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

**Required Texts:**

**Essentials of Young Adult Literature. 3rd Edition**


We will also read and discuss four novels. All should be available at public libraries or through ILL.


All articles required for the course are available on Course Reserves.

**Goals of the Course:**

- Students will achieve an understanding of the critical history, trends, and issues in literature and other materials for older children and adolescents.
- Students will apply understanding of the research-based developmental aspects of older children and adolescents to their reading and library use.
- Students will demonstrate knowledge of important authors, genre, formats, issues, evaluation strategies, etc, of the course topic through their class discussion, short essay assignments, and final project.

*Special thanks to wonderful Deborah Taylor for her generosity in sharing her syllabus and other class materials for 646.*

**Final Project**

The instructor will work with each student to determine an acceptable topic for the final project. The final project is a written paper, 7-12 pages in length, incorporating 5-8 young adult titles read primarily for the final project. You should include no more than two titles you have used for previous assignments. The paper should be bibliographic essay or an annotated bibliography for the representative literature addressed in the paper. Projects are evaluated based on quality of research, depth of analysis presented, clarity of writing, and the articulation of subject. Students will also be asked to share their topic and list of books on the Discussion Board.

**Final Grade**

The final course grades are based on written homework, class participation, (three discussion activities) and final paper.

**Module One: Welcome to LBSC 646**

*Assignments Due February 4, 2019*

1. Review Statement on Academic Integrity and follow the directive. Read and review the syllabus carefully.
2. Introduce yourself and describe your experience with YA literature. Post your introduction in the Discussions area. Recommended length is 50-75 words.
3. Watch the PowerPoint: Trailblazers in YA Literature. Winners of the Margaret Edwards Award represent many of the trailblazers in YA literature. This presentation will introduce outstanding names in the field. The power point ends with with the 2006 winner. Visit the
Module Two: Determining Young Adult Literature, Adolescents, and Reading

Assignments Due Feb 11, 2019

1. Submit an abstract for two of the required readings for this section of the module. Each of your abstracts should consist of a paragraph (50-75 words) describing the most important and relevant idea or ideas of the article.


3. Review video about YA literature. Submit a short paragraph (50-75 words) describing the video and commenting on the main concepts it presents.

4. Find one article about teens: behavior or reading habits from the popular media. Write one page synopsis, indicating the point or points relevant to our course.

Essentials of Young Adult Literature, p 213-240


Module Three: Elements of quality in a YA book: Evaluating and Selecting YA Literature

Assignments Due Feb 18, 2019

1. Visit the website for the Printz award and select a book for the assignment: http://www.ala.org/yalsa/printz-award
   a. Review and analyze four book reviews from at least two different review journals
      (Suggestions on p. 16 of Essentials of Young Adult Literature)
2. Identify and review a YA blog site. Describe its scope, tone and emphasis.

**Essentials of Young Adult Literature**, p24-40

**Module Four: Nonfiction and the YA Reader**

**Assignments Due February 25, 2019**

1. View the Marc Aronson video on non-fiction.

2. Select and submit a one page evaluation of an example of a nonfiction book. In addition, answer the eleven questions on page 110 of our textbook.

3. Visit the YALSA website for the YA Nonfiction Award. Select one of the winners or finalists and find two reviews about the work. [http://www.ala.org/yalsa/nonfiction-award](http://www.ala.org/yalsa/nonfiction-award)

   What are three elements from the reviews that may have led to the work's recognition?

**Essentials of Young Adult Literature**, p105-130

**Suggested Reading:**

**Course Reserves:** Aronson, "What is Narrative Nonfiction,” Cartensen, “YALSA Award for Nonfiction,” Carter, “Grownup Reading”

**Module Five: Genres in YA Fiction**

**Assignments Due March 4, 2019**

1. Select a genre book and submit a one page evaluation. Would you recommend this book? Why or why not? Things to also consider: book cover design, pacing, use of language, missing information/weak plotlines, and anything you learned. (200-300 words)

**Essentials of Young Adult Literature**, p41-104

**Suggested Reading:**

**Course Reserves:** Brooks-Reese, "Popular Paperbacks for Young Adults”; Chelton, "Readers Advising..."; Godbey, "Beyond Sensation..."; godbey article.pdf Hill, "Tough Guys of Science Fiction Fantasy”; Holley, "Mystery Mash-Up”; Honig, "What Should Teen Street Lit Fans Read Next”; Perry, "When Technology Goes Wrong”; Spisak, What Makes a Good YA Dystopian Novel?”
Module Six: Graphic Novels Part I

Assignments Due March 11, 2019

Essentials of Young Adult Literature, p35-36
McCloud, Scott. Making Comics
ALA/YALSA 2016 Great Graphic Novels for Teens Link (Links to an external site.)

Course Reserves (Required):
"Explain Manga to Me!" by Joann Rees, "Is a Picture Worth a Thousand Words" by Michael Pagliaro
1. Complete the Graphic Novels part I response assignment. Post one of the questions and your answer to the Discussion Board. Comment on two posts from your classmates.
2. Submit your Final Projects Topic. Due March 14, 2019

Suggested Reading:
"Graphic Novels in the Secondary Classroom and School Libraries" by Paula E. Griffith graphic novels.pdf

Module Seven: Graphic Novels Part II

Assignments Due March 25, 2019
1. Complete Graphic Novels Part II assignment. Select and review a YA book in graphic format and submit one page evaluations. Your selection may be from a series or manga. Incorporate principles from McCloud's Making Comics.

Module Eight: Audiobooks and Alternate Formats

Assignments Due April 1, 2019

Essentials: p223-225
2. Select and listen to one audiobook and respond to points on audio evaluation worksheet
Suggested Reading:


Module Nine: Diversity in Books for Teen Readers; Adult Books for Young Adults

Assignments Due April 8, 2019

Essentials p157-188

Articles: Alex Awards, 2017 http://www.ala.org/yalsa/alexawards

1. Read and review two multicultural books from two different cultural experiences (200-300 words).
2. Examine the blog, We Need Diverse Books: http://weneeddiversebooks.org/. Select a blog post to share with your classmates and post to discussion board. Include a sentence or two about why you chose the posting.

Suggested Reading:


Module Ten: Leading Book Discussions for Teens/Reading Motivation

Assignments Due April 15, 2019

1. Respond to all of the questions on our Required Novels on the assignment page.
2. Choose one of your responses to the questions about the required novels and post to the Discussion Board.
3. Comment on at least two of your classmates’ comments on the Discussion Board.
Module Eleven: Common Core Standards and YA Literature

Assignment Due April 22, 2019

Essentials, p190-205

2. Align 3 of the books you have read for the course with the standards. You may select either the English Language Arts Standards or Literacy in History/Social Studies, Science, & Technical Subjects.
3. Submit a power point or list with your final project topic and the books you examined. Please also post to the Discussion Board. This will be graded in conjunction with your final paper.

Module 12: Final Week

Work on final project (annotated bibliography or bibliographic paper). Due May 13, 2019.