

**UNIVERSITY OF KENTUCKY**  
**SCHOOL OF INFORMATION SCIENCE**

**LITERATURE & RELATED MATERIALS FOR YOUNG ADULTS**

*DELIVERED ONLINE VIA CANVAS*

**LIS614.201 – SPRING 2018**

**JANUARY 10 – MAY 4, 2018**

**\*\*Course Syllabus\*\***

**Instructor**

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**Office Hours**

**Mondays:** 11:30am – 2:30pm  
**Tuesdays:** 9:30am – 1:00pm  
**Thursdays:** 9:30am – 1:00pm  
**Dr. Reynolds's [Website](#)**

**Course Description**

A study of literature and related materials for use with young people in libraries in grades 7-12. Emphasis is placed on the special characteristics and needs of young adults and the evaluation of materials for this age group.

**Course Objectives**

- To identify the basic needs, interests and problems of young adults in grades 7–12.
- To explore and address issues related to intellectual freedom and censorship.
- To select and evaluate books and other library materials for young adults.
- To identify authors and illustrators of young adult literature.
- To describe the historical development of young adult literature.
- To present books and materials in a manner that will motivate students to form a life-long habit of reading and inquiry.
- To evaluate and discuss the use of culturally diverse literature for young adults.
- To identify and evaluate reference materials used to select materials for young adults.

**Course Overview**

To complete this course, students will read a wide variety of young adult literature from across genres, and explore media related to the literature. Students will discuss young adult literature at length via small group discussion boards and student blogs. Students will create book talk videos, conduct a young adult interviews, complete a community resource projects, participate in an social media forum, and defend a young adult literary work.

## Course Topics

1. The Definition and History of YA
2. Censorship in the 21<sup>st</sup> Century
3. Historical Fiction
4. Memoirs & Autobiographies
5. Graphic Novels
6. Science Fiction & Fantasy
7. Dystopian Fiction
8. Retold Fairy Tales
9. Realistic Fiction
10. Non-Fiction Informational Books
11. Cultural Diversity
12. Award Books

## Course Texts

- **Required:** Cart, M. (2016). *Young adult literature: From romance to realism*, 3<sup>rd</sup> Edition. Chicago: ALA. [Referred to in course materials as Cart.]
- **Required:** Pattee, A. S. (2014). *Developing library collections for today's young adults*. Lanham, MD: Scarecrow Press. [Referred to in course materials as Pattee.]
- **Recommended:** Horning, K. (2010). *From cover to cover: Evaluating and reviewing children's books* (Revised Edition). New York: HarperCollins [Students will be writing book reviews.]
- **YA Literature Reading List:** See the course page on my [website](#).

## Integration of the Syllabus with the Themes of Diversity, Assessment & Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

## Integration of Syllabus with UK Educator Preparation Unit Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

## STUDENT EVALUATION

### Assignments for Student Evaluation (350 points total)

- **Participation (weekly small group discussion):** 50% of total course grade
  - **Book Evaluations:** 27 books; 5 points each; 135 points total
  - **General Discussion:** 16 sessions; 5 points each; 80 points total
- **Course Projects (details will be provided in Canvas):** 50% of total course grade
  - **Young Adult (Teen) Librarian Interview:** 25 points; **Due** January 31, 2018
  - **Teen Interviews:** 35 points; **Due** February 7, 2018
  - **Book Talk Video:** 25 points; **Due** March 21, 2018
  - **Thematic Resource Guide:** 50 points; **Due** April 25, 2018

### Grading Scale

Percentage	Final Grade
90% and above	A
80% – 89%	B
70% – 79%	C
0% – 69%	E

*Note that the Graduate School considers a grade below a C a failing grade.*

### Grading Guidelines

- I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must communicate with me within one week (7 days) of receiving the grade.
- Once that one-week period has passed, the grade will not be changed under any circumstances. When you communicate with me regarding a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.
- Grades will not be rounded up at the end of the semester, so please do not ask me to do so. If you earned a 79.5%, then you have a “C” in the course. You should consider this course as you would a job. If you are late for work, you will lose your job. If you do poorly on a work project, you will not be allowed to redo it. Decide what grade you want to earn and create a plan to make it happen - NOW.

## COURSE EXPECTATIONS

### Participation

Participation in the Graded Discussion Boards is an important component of your grade and requires regular engagement in each session’s discussion and the book evaluation discussion. Please see Discussion Board Guidelines under Course Participation on page 7 below for

complete instructions. The Guidelines are also provided in Canvas. Your discussion posts must be substantive and thoughtful, but not essays. I encourage you to complete your discussion posts in Word (or other application) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work. Late work will not be accepted without prior approval.

### **Communication with Dr. Reynolds**

#### ***Ask Three, Then Me***

I receive e-mails every day from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

1. Consult the class schedule and/or syllabus.
2. Check Canvas.
3. Confer with three classmates.

If you still don't know the answer to your question, you may e-mail me, but you may be directed back to one of the 3 options above. For questions that do not pertain to the class at large, please use Canvas email to communicate with me. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student's responsibility to be certain that all course communications (e.g., Announcements, Discussion posts, and e-mails) are read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead!

Additionally, use your emails and other correspondence as an opportunity to practice good communication skills! All correspondence must include an appropriate greeting (e.g., "Hello, Dr. Reynolds), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible. Students failing to comply will be reminded only once.

### **Submission of Course Projects**

**IMPORTANT:** All work is to be submitted electronically via Canvas by **11:59pm ET** on the dates as indicated on the Course Schedule (see my Youthlitmatters [website](#) and Canvas). Projects are **not** accepted via email. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Microsoft Office and other software is available for free download. Please see <https://download.uky.edu/> and <http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx>.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (<http://www.uky.edu/AS/English/wc/>). Proper citations/references are always required. APA (6<sup>th</sup> edition) formatting is required for citations (in-text citations, bibliographies and Works Cited). Please proof your work!

## **Late Work**

It is expected that you will submit course work on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, you need to let me know at least 2 days *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval.** If you are consistently late, you may be advised to withdraw from the course.

## **ACADEMIC STANDARDS**

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules

shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism. (<http://www.uky.edu/StudentAffairs/Code/part2.html>)

### **Disability Accommodation**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Incompletes**

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2

## **TECHNOLOGY INFORMATION & RESOURCES**

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Please see the online guide to supported operating systems and browsers: <http://bit.ly/TDKqwy>. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf).

### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/ukit/techtips/students>; 859-257-1300

### **Information on Distance Learning Library Services** <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian; Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
- DL Interlibrary Loan Service: <http://libraries.uky.edu/IL>

## **UK ACADEMIC RESOURCES FOR STUDENT ASSISTANCE**

### **Presentation U! Peer Tutoring**

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit <http://www.uky.edu/presentationU/> for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment.

## **Presentation U! Academic Coaching**

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit <http://www.uky.edu/presentationU/academic-coaching> to view our drop-in schedule or make an appointment. For questions about Presentation U! services, please contact Rachael Deel at [Rachael.deel@uky.edu](mailto:Rachael.deel@uky.edu).

## **COURSE PARTICIPATION**

### **Course Schedule**

Please see my Youthlitmatters [website](#) and the course homepage in Canvas.

### **Graded Discussion Board Guidelines**

Class participation is an important component of your total grade. In an online class, each session's class discussion takes the place of the face-to-face class meeting. Face-to-face classes meet two and half hours per week; thus, you should expect to spend the same amount of time participating in the online discussion, coming to the discussion prepared just as you would come to class prepared by having completed the reading of all course material required for each session on the day the session begins.

Discussion takes place throughout each 7-day session, but you will lose points if all participation is on the last day of the session. For each session, there are discussion questions (you will have these ahead of time), which may include short assignments, as well as book evaluations to complete. Your responses to these questions and book evaluations must be substantive and thoughtful, but they are not to be essays. Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas.

Each session's discussion is worth 5 points. Please see the rubrics in Canvas for details. Poorly written posts (i.e., proper grammar, punctuation, and spelling) will not earn credit. Partial credit will not be given. If more than two of your posts are on the last day, 1 point will be deducted from your total grade for the session. Thus, if you earned 5 points for the session, but most or all of your posts are on the last day, your grade for the session will drop to a 4. Please do not think that each point is not important — a 4 is equivalent to 80%.

**Evaluation Criteria:** Completeness and thoughtfulness of responses which demonstrate respect for other points of view, and evidence of comprehension of the textbooks and other readings. Engagement with the course material, other students, and the instructor.

**Learning Outcomes:** To gain an understanding of young adults, the world in which they live, and the literature produced for them. To explore the needs of readers of young adult literature and to explore its possible implementation in curriculum and programs, as well as in reader's advisory.