

Information Sciences 572
Young Adult Materials
Summer 2018
School of Information Sciences
University of Tennessee
Class Meetings: Tuesdays, 6:30 until 9:10 Eastern
Zoom ID:

UTK Syllabus, Provost's Office:

<http://tenntlc-utk-edu.wengine.netdna-cdn.com/files/2012/11/CAMPUS-SYLLABUS1.pdf>

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Course Description:

Critical survey of diverse young adult materials, for ages 13-18, in all formats and genres, including print, digital, and multimodal. Emphasis on evaluation, selection, and recreational or curricular use in school and public libraries.

Student Outcomes:

During this course, the student will:

1. Develop an understanding of the characteristics, needs and interests of young adults at varying levels of maturity;
2. Show an understanding of the cultural, societal, academic, and economic influences on contemporary young adults and book publishing;
3. Demonstrate a familiarity with a broad range of materials for young adults and an acquaintance with important authors, awards, digital resources, and reading lists for this age level;
4. Apply principles of quality to literary works by critically evaluating books and other materials;
5. Demonstrate knowledge of principles and techniques for promoting and guiding teen reading, browsing, viewing, and listening;
6. Experiment with collection development, reader's advisory services, genre studies, curriculum support and research, information and media literacy, and the defense of challenged materials.

Required Readings

(The books are listed in the order they will be read.)

Green, John. *Looking for Alaska*. Puffin, 2006.

Tamaki, Mariko and Jillian. *This One Summer*. First Second, 2014.

Anderson, Laurie Halse and Emily Carroll. *Speak: The Graphic Novel*. Puffin, 2018.

Wein, Elizabeth. *Code Name Verity*. Hyperion, 2013

Shusterman, Neal. *Scythe*. Simon and Schuster, 2017.

Alexander, Kwame. *The Crossover*. Houghton Mifflin Harcourt, 2014.

The instructor will post on Canvas a weekly list of required and optional articles, videos, and/or audio files. These required readings and multimedia clips should be read/listened to/viewed before class on Wednesday. The required and optional readings and clips may be incorporated into the student's written assignments.

Additional Readings

In addition to the required readings, students will read one non-fiction title, one challenged/banned book, one title selected from ALA's Best Fiction for Young Adults (BFYA) or YALSA Non-Fiction 2017 or 2018 lists and two reader's choices from the lists posted on Canvas. The instructor will provide extensive booklists from which students will make their selections. This represents a total of eleven books for this semester. **There will be no "double-dipping," meaning one book cannot be used for two assignments.** Students will also be required to watch two movies that have been marketed toward teens.

Communications

The instructor is required to communicate with students through students via their UTK email addresses. If a student prefers to use another address, that student consult the [OIT Helpdesk](#) to obtain directions for forwarding UTK mail to the preferred email address. The instruction will return assignments through his UT email account.

Computing

Students must have adequate computing skills, including but not limited to use of Microsoft Word, web browsing, e-mail, listservs, Canvas, and Zoom software. Students must learn how to submit their assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required). Students must have a working microphone in order to participate in the required breakout groups in Zoom.

Students must obtain a UT email account and subscribe to the SIS student listserv. In addition, students must have the PowerPoint Reader or the regular PowerPoint software installed on their computers in order to download the slides from Canvas.

Attendance

Class attendance is required. A portion of the final grade will be based on in-class participation during break out groups. Unexplained absences will affect the participation grade. A student should contact the instructor as soon as possible if he/she cannot attend class. If a student will be absent from class, he/she must:

- Inform the instructor in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to the class recording archived on Office 365
- Check Canvas announcements, class notes, and discussions.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies
- Special curricular or job requirements (judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on the student's course participation grade.

INCLEMENT WEATHER

“The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and local radio and TV stations will be notified and a UAlert will be issued. The notice will also be posted on the front page at www.utk.edu...” (Hilltopics, p. 39) (<http://dos.utk.edu/files/Hilltopics2014-2015.pdf>). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> , p. 15 as: *“Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”*

Students should abide by the **Honor Statement** described in the same Hilltopics, p. 73:

“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source (including book reviews);
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include failure of the course.**

Assignments and Grading

Student work is assigned a grade based on the quality of critical thinking, writing style, meaningful use of required resources, appropriateness of length, fulfillment of the assignment's expectations, and creativity. Only exceptional work will receive an "A" grade. Papers submitted after the due date will be assigned a lower grade than would otherwise be received. Several assignments will be graded according to specific rubrics. The instructor will post the rubrics on Canvas alongside the assignments.

Preparation of Written Work

In those assignments that require citations and bibliographies, students may use whatever style manual with which they are most comfortable. The instructor requests that the student remains consistent throughout the assignment (do not switch from citation style to another within the same assignment).

All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

EVALUATION

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90- 92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88- 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83- 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80- 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.

C+	78-79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

ASSIGNMENTS: DESCRIPTION

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment	Points	Due Date
Magazine Analysis	120	June 23
Reading Responses	350	June 30, July 28, August 10
Booktalks	120	July 10, July 17, July 31
Movie Responses + Discussion Board Posts	100	July 7, August 10
Collection Development Exercise	110	July 21
Challenged Book Essay	150	August 4
Attendance / Class Participation	50	Semester long
TOTAL	1000	

Students will submit their assignments via Canvas. All papers will be graded electronically and will be returned to students through the instructor's email account. Students are required to write their papers with Microsoft Word. 11:30 p.m. is the deadline for submissions unless otherwise noted; work submitted after that time is considered late

and will be penalized. Students will post their written booktalks / movie discussions onto the Discussion Board **before the class** during which they are due.

1) Students will look at one **magazine marketed at/published** for adolescent females and read it from cover to cover, **analyzing** the ads as well as the articles. Students will think about the lessons on teen culture and combine his/her thoughts from the magazine. The student is expected to make meaningful use of the required readings/viewings to support his/her opinions. Evidence of critical thinking and a general understanding of media literacy are essential to this assignment. The student will then write a four paged analysis describing what he/she has discovered about contemporary teens based on the magazine, required readings, and classroom discussions. Worth 12%

2) Complete one **collection development exercise** (assessment will be based on criteria offered by the instructor). Worth 11%

3) Students will write and present **three booktalks** (a newly published book—2017 or 2018 Best Fiction for Young Adults or 2017-2018 YALSA Non-fiction finalists and two reader's choices from any class lists during the course of the term. The written booktalks combined with the presentation are worth 12% of the final grade.

4) Students will write **reading responses** for all six required novels. They will also write responses for a non-fiction/biography/memoir. Worth 35%

5) Students will watch and respond to **two feature films** marketed to teens. The responses will be submitted on Canvas. There will also be a graded discussion board post for this assignment. The students will discuss the films during breakout groups. The movies will be realistic and fantasy/science fiction. Worth 10%

5) Students will read a **challenged/banned book** (A list will be provided by the instructor) and then write an **essay--** (4-5 pages)--stating whether or not the book is appropriate for the library it is in. Worth 15%

6) **Participation and attendance--**The instructor will give ample opportunity for students to interact with one another both during class through Breakout Groups and the Discussion Board feature of Canvas and Zoom. Meaningful participation in the discussion forums is expected. Worth 5%

Incompletes

An incomplete (I) is a temporary grade indicating that a student has performed satisfactorily in the course but, due to unforeseen circumstances of a serious nature, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. An incomplete must be removed within one year (or an earlier date stipulated by the instructor). If the incomplete is not removed, the I changes to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned.

A student must request an incomplete in writing from the instructor using a standard form available online at <http://www.sis.utk.edu/forms>. The request form must contain a persuasive rationale and may require supporting evidence, and the projected date for completion of the work. The form must be approved and signed by the instructor. The instructor's decision to accept or reject the petition is final.

COURSE EVALUATION

Students will be invited to evaluate the course at the end of the term. Please participate in this valuable process. The instructor also invites comments throughout the course and will read all comments, suggestions, and recommendations.

DISCLAIMER

The instructor reserves the right to make minor changes to the syllabus throughout the semester. The instructor will notify students when/if there is a change.

Course Outline

June 5

Introduction to and Characteristics of Young Adult Literature
Landmarks of YA Literature
Major Awards
Best Books of 2016 and 2017

June 12

Introduction to Teen Culture
Adolescent Psychology
Reader Response Theory
Media Literacy
Magazines for Teens
Read John Green's *Looking for Alaska*

June 19

Literary Elements and Definitions of Quality
Literature in the Lives of Teens
Graphic Novels
Humor in YA Literature
Read Mariko and Jillian Tamaki's *This One Summer*
Due: Magazine Analysis on Saturday, June 23

June 26

Modern Realism in Books and Films
Booktalking
New Adult Literature
Read Laurie Halse Anderson's and Emily Carroll's *Speak: The Graphic Novel*.
Due: Saturday, June 30: Reading responses on *Speak: The Graphic Novel, This One Summer, and Looking for Alaska.*

July 3

Non-Fiction
Biographies/Memoir
Informational Series
Young Adults and Information Literacy
Book Review Sources
Due: Discussion Board Post / Class discussion of modern realistic film
Due: Saturday, July 7 Response for modern realistic film

July 10

Books in a Series
Science Fiction for Teens
Read Neal Shusterman's *Scythe*
Due: BFYA/YALSA Non-fiction Booktalk

July 17

Fantasy for Teens

Science Fiction and Fantasy films for teens

Due: Reader's Choice Booktalk #1

Due Saturday, July 21: Collection Development Exercise

July 24

Mysteries for teens

Historical Fiction

Challenged Books

Read Elizabeth Wein's *Code Name Verity*

Due: Saturday, July 28—Reading Responses for *Scythe*, *Code Name Verity*, and a non-fiction title.

July 31

Short Story Collections

Digital Collections

Introduction to Programming for Young Adults

Reaching the Reluctant Reader

Due: Reader's Choice Booktalk #2

Due: Saturday, August 4, Challenged Book Essay

August 7

Audiobooks

Poetry/Novels in Verse

Literature of Diversity

Read Kwame Alexander's *The Crossover*

Due: Discussion Board Post / Class discussion of sci-fi/fantasy film

Due on Friday, August 10: Reading response for *The Crossover* and viewing response for sci-fi/fantasy film.