

Information Sciences 572  
Young Adult Materials  
Summer 2017  
School of Information Sciences  
University of Tennessee  
Class Meetings: Wednesdays, 6:30 until 9:10 Eastern  
Zoom ID: <https://tennessee.zoom.us/meeting/267836449>  
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, and the defense of challenged materials.

### **Required Readings**

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

Anderson, Laurie Halse. *Speak*. Puffin, 2009.

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

Yang, Gene Luen. *American Born Chinese*. Square Fish, 2008.

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

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

Anderson, M.T. *Feed*. Candlewick, 2004.

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown, 2009.

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 optional readings and clips could 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 Books for Young Adults (BFYA/YALSA Non-Fiction) 2016 or 2017 list, one poetry title (selected from a short list of verse novels, poetry titles, and non-fiction) and one reader's choice. The instructor will provide extensive booklists from which students will make their selections. This represents a total of thirteen 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.

### **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 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 lecture notes from Blackboard.

### **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 UTA alert will be issued. The notice will also be posted on the front page at [www.utk.edu](http://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 [Hilltopics 2014-2015](#), p. 45 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. 16:

*"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 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.**

**EVALUATION**

Semester grades will be assigned according to the following scale:

A	90≤	(4 quality points per semester hour) superior performance.
B+	88- 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	80- 87.75	(3 quality points per semester hour) satisfactory 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	100	June 24
Reading Responses	450	July 1, July 26, August 10
Booktalks / Movie Posts	160	July 5, July 12, July 26, August 9
Collection Development Exercise	100	July 19
Challenged Book Essay	140	August 5
Attendance / Class Participation	50	Semester long
TOTAL	1000	

Students will submit their assignments by Canvas. All papers will be graded electronically and will be returned to students through Canvas. Students are required to write their papers with Microsoft Word. 11:30 p.m. is the deadline; 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) **Magazine Analysis:** Look at one magazine marketed at/published for adolescent females and read it from cover to cover, noting 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 thoughtful use of the required readings/viewings to support his/her opinions. Evidence of critical thinking is imperative with 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 10%

2) Complete one **collection development exercise** (assessment will be based on criteria offered by the instructor). Worth 10%

3) **Booktalks:** Students will write and present two booktalks (a newly published book—BBYA 2015 or 2016 or YALSA Non-fiction finalists--from any genre) and reader's choice from any class lists during the course of the term. The written booktalks combined with the presentation are worth 8% of the final grade.

4) Students will write **reading responses** for all seven required novels. They will also write responses for a non-fiction/biography/memoir and a poetry title. Worth 45%

5) Students will watch and respond to two feature films marketed to teens. The responses will be posted on the Discussion Board and will be discussed during breakout groups. The movies will be realistic and fantasy/science fiction. Worth 8%

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 14%

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 boards is expected. Worth 5%

### **Incompletes**

Since the instructor works part-time for the University, incompletes will not be issued unless a substantial portion of the required course work has already been satisfactorily completed. The decision to grant an incomplete is at the discretion of the instructor.

### **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**

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

## **Course Outline**

### **June 7**

Introduction to and Characteristics of Young Adult Literature  
Landmarks of YA Literature  
Major Awards  
Best Books of 2015 and 2016

### **June 14**

Introduction to Teen Culture  
Adolescent Psychology  
Reader Response Theory  
Magazines for Teens  
**Read** Laurie Halse Anderson's *Speak*

### **June 21**

Literary Elements and Definitions of Quality  
Literature in the Lives of Teens  
Graphic Novels  
Humor in YA Literature  
**Read** Gene Yang's *American Born Chinese* and Mariko and Jillian Tamaki's *This One Summer*  
**Due: Magazine Analysis on Saturday, June 24**

**June 28**

Modern Realism

Booktalking

New Adult Literature

Modern Realistic Films for Teens

**Read** John Green's *Looking for Alaska*

**Due: Saturday, July 1: Reading responses on *Speak*, *This One Summer*, *Looking for Alaska*, and *American Born Chinese*.**

**July 5**

Non-Fiction

Biographies/Memoir

Informational Series

Young Adults and Research

Book Review Sources

**Due: Discussion Board Post / Class discussion of modern realistic film**

**July 12**

Science Fiction

Mysteries for Young Adults

Science Fiction and fantasy films for teens

**Read** M.T. Anderson's *Feed*.

**Due:** BFYA/YALSA Non-fiction Booktalk

**July 19**

Historical Fiction

Fantasy for Teens

Books in a Series

**Read** Elizabeth Wein's *Code Name Verity*

**Due Saturday, July 19: Collection Development Exercise**

**July 26**

Challenged Books

**Due:** Reader's Choice Booktalk

**Due: Saturday, July 26—Reading Responses for *Feed*, *Code Name Verity*, and a non-fiction title.**

**August 2**

Poetry/Novels in Verse

Digital Collections

Introduction to Programming for Young Adults

Reading Remediation/Reading Incentive Programs

Reaching the Reluctant Reader

**Due: Saturday, August 5, Challenged Book exercise**

**August 9**

Audiobooks

Literature of Diversity

Short Story Collections

**Read** Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*

**Due: Discussion Board post on Fantasy/Science Fiction movie**

**Due on Friday, August 11: Reading responses for *The Absolutely True Diary of a Part-Time Indian* and a poetry title.**