COURSE DESCRIPTION: Criteria for evaluation and selection of materials for young adults, emphasizing current resources and techniques for reading guidance.

OBJECTIVES:
1. To determine who the adolescent is, what his or her needs are, what s/he wants to read and why.
2. To read widely and critically books intended for and/or of interest to teenagers.
3. To become familiar with selection and evaluation tools for YA materials.
4. To explore issues related to intellectual freedom and access to information in the YA environment.

If you are a student with special needs, please contact me.

COMPETENCIES ADDRESSED:
This course addresses the following YALSA (ALA) competencies:

**Area I - Leadership and Professionalism**
The librarian will be able to:
- Encourage young adults to become lifelong library users by helping them to discover what libraries offer, how to use library resources, and how libraries can assist them in actualizing their overall growth and development.

**Area II - Knowledge of Client Group.**
The librarian will be able to:
- Keep up-to-date with popular culture and technological advances that interest young adults.
- Demonstrate an understanding of, and a respect for, diverse cultural, religious, and ethnic values.
- Identify and meet the needs of patrons with special needs.

**Area III - Communication, Marketing & Outreach**
The librarian will be able to:
- Be an advocate for young adults and effectively promote the role of the library in serving young adults, demonstrating that the provision of services
to this group can help young adults build assets, achieve success, and in turn, create a stronger community.

- Identify young adult interests and groups underserved or not yet served by the library, including at-risk teens, those with disabilities, non-English speakers, etc., as well as those with special or niche interests.

**Area IV - Administration.**
The librarian will be able to:
- Develop written policies that mandate the rights of young adults to equitable library service.

**Area V - Knowledge of Materials**
The librarian will be able to:
- Meet the informational and recreational needs of young adults through the development of an appropriate collection for all types of readers and non-readers.
- Develop a collection development policy that supports and reflect the needs and interests of young adults and is consistent with the parent institution’s mission and policies.
- Demonstrate a knowledge and appreciation of literature for and by young adults in traditional and emerging formats.
- Develop a collection of materials from a broad range of selection sources, and for a variety of reading skill levels, that encompasses all appropriate formats, including, but not limited to, media that reflect varied and emerging technologies, and materials in languages other than English.
- Serve as a knowledgeable resource to schools in the community as well as parents and caregivers on materials for young adults.

**Area VI - Access to Information**
The librarian will be able to:
- Organize physical and virtual collections to maximize easy, equitable, and independent access to information by young adults.
- Utilize current merchandising and promotional techniques to attract and invite young adults to use the collection.
- Maintain awareness of ongoing technological advances and how they can improve access to information for young adults.

**Area VII - Services**
The librarian will be able to:
- Continually identify trends and pop-culture interests of young people to inform, and direct their recreational collection and programming needs.
TEXTBOOK AND OTHER RESOURCES:

There is a required text for this course, available in the UWM Bookstore and elsewhere online:


This is a course designed for practitioners as opposed to researchers and those interested in literary criticism. The Cart text supports this practical purpose. If you ARE interested in research & theory, I recommend this additional text:


I have chosen some material and a reading from this new anthology, designated (Handbook) in the syllabus, but again, our study will be through the lens of library practice, approaching young adult literature and materials in terms of building and promoting good collections for our patrons.

In addition to the Cart text, there are MANY young adult titles to acquire as we move through the sessions. You may obtain the required books from your local library or bookstore. Most of these titles should be widely available. There are about 20 required and selected books listed on the course calendar which you must borrow or purchase. You may, of course, choose to read more, to explore a theme or an author in greater depth & to share your supplemental reading with the class in the discussions that will form the core of this course. Your reading for the booktalk assignment, fantasy and graphic novel assignments, and for the annotated bibliography, of course, increases the number of required books.

METHOD AND DISCUSSION EXPECTATIONS:

You will note on the course schedule that you are required to read one or two young adult titles for nearly every class session, and you must come to class prepared to discuss the required or selected books. In order to assure that you are prepared for the discussion, please bring to class two or three questions or observations you would like to discuss with your classmates. I’ll provide a sample or two. You will turn a copy in to me at the end of class. These prepared questions or observations, along with your thoughtful discussion during the class period, will be assessed using the following rubric, and the composite grade you receive for class participation, will be worth 30% of your grade in this course.
**Rubric for Assessment of discussion questions and participation**

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<td>Always well prepared for discussion. Evident that individual has completed and thoughtfully considered all readings. Poses open-ended questions that address the themes of the work; analyzes the characters, setting and plot resolution. Brings additional material to discussion. Engages classmates in dialog that adds synthesis, clarification and significant dimension to discussion.</td>
<td>Prepared for discussion most of the time. Evident that individual completed the reading. Comments are mostly well supported and show above average thought. Supports and engages classmates. Discusses the literary work, its themes, setting, characters and plot.</td>
<td>Prepared for discussion some times. It was not evident that student completed reading prior to discussion period. Comments show little thought. Comments are isolated from class dialog. Focuses on the plot; makes little or no comparison to other works or to reviews of the work.</td>
<td>Rarely contributes to discussion. Questions focus on plot only. Comments show little thought about the book as young adult literature.</td>
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0 pt. – absent or no contribution to discussion

**COURSE OUTLINE:**

Due any time during the term, June 1 through July 6: Audiobook Response Paper. Choose any book with this symbol: 🎧 See Assignments for further detail.

June 1

(No class Memorial Day, so a heavy reading week to start!)
Introductions, overview of syllabus, review of assignments and readings, course website; history of YA Literature through the mid ’90s; discussion of Chocolate War as well as the 2 titles set in the Middle East and Asia to guide our discussion of authenticity and voice in literature.
Required book: Chocolate War (Robert Cormier).  
Required books: Sold (Patricia McCormick); Persepolis I (Marjane Satrapi) - a graphic novel  
Read: Cart, chapters 1 through 4 (p. 3-56); “Against Borders” (Rochman)  

DISCUSSION

June 6  
Today’s YA literature  
Required books (CHOOSE ONE):  
• Monster (Walter Dean Myers)  
• Speak (Laurie Halse Anderson)  
• Hard Love (Ellen Wittlinger)  
• Skellig (David Almond)  
Read: Cart, chapters 5 & 6 (p.57-87)  
Explore: The YALSA and ALSC booklist and awards websites.  
View: ALA 2010 Youth Media Awards Ceremony (view before class)  
DISCUSSION

Due Friday, June 10 by midnight: Teen Interview.

June 8  
Literary Young Adult works; readers’ advisory  
Required book: The Book Thief (Zusak)  
Read: “Young Adult Literature: growing up, in theory” by Coats (Handbook)  
Read: “Serving Teens through Readers’ Advisory” (Booth)  
DISCUSSION

June 13  
Speculative Fiction, part 1 – Science Fiction and Dystopia  
Required book: Feed (M.T. Anderson)  
Plus CHOOSE ONE additional book from this list:  
• The Adoration of Jenna Fox (Mary Pearson)  
• Hunger Games (Suzanne Collins)  
• Ender’s Game (Orson Scott Card)  
Read: Cart, chapter 7 (p. 89-109) and Miller; “Fresh Hell”  
DISCUSSION

June 15  
Speculative Fiction, part 2 – Fantasy; book reviews
Required Book: Coraline (Neil Gaiman) - compare book, GN & film
Plus CHOOSE ONE additional book the Fantasy and Horror categories on p. 201 and 202 of Bond reading.
Read: “Speculative Fiction” Bond, chapter 5 (on content page); Turtam, “How to Write a Book Review”
See Assignments for instructions on written response to your selected title.

Due Saturday, June 18 by midnight: Paper on fantasy/horror title. See Assignments for further detail.

June 20-22
Crossover YA/Adult literature; booktalking
Read: Cart, chapter 8 (p. 111-122); Raab, “I’m Y.A. and I’m OK”
Required book (CHOOSE ONE of these recent Alex Award winners):
• Water for Elephants (Sara Gruen)
• Curious Incident of the Dog in the Night Time (Mark Haddon)
• Stitches (David Small) - a graphic novel
• The Glass Castle (Jeannette Walls)
Read: Jones, “Booktalking” chapter & Younker, “Talking it Up”

June 22
Multicultural Literature for YA readers and Urban Lit
Required book: Absolutely True Diary of a Part-Time Indian (Sherman Alexie)
Plus CHOOSE ONE additional book:
• Mexican WhiteBoy (Matt de la Pena)
• True Believer (Virginia Euwer Wolff)
• Whale Talk (Chris Crutcher)
Read: Cart, chapter 9, (p. 123-140)
Read: Aronson, “Slippery Slopes...” and Pinkney, “Awards that Stand on Solid Ground”
Read: “Street Fight: welcome to the world of Urban Lit” (Amy Patee)
http://www.schoollibraryjournal.com/article/CA6573998.html

Due Monday, June 27: Booktalk script (upload to dropbox before class)

June 27
Sex, LBGT titles, and their standard bedfellow-- censorship
Required book: Looking for Alaska (Green)
Plus CHOOSE ONE additional book:
• **Boy Meets Boy** (Levithan)  
• **Inexcusable** (Chris Lynch)  
• **How I Live Now** (Meg Rosoff)

Read: Cart, chapters 10 and 11 (p. 141-164)
Read: LaRue, “Buddha at the Gate, Running...” and LaRue letters

**DISCUSSION**

**June 29**

Graphic Novels & other visual materials
Read: Cart, chapter 12 (p. 165-178);
Read: The Rough Guide to Graphic Novels, chapters 1 and 2 (Fingeroth); “Graphic Novels 101” (Rudiger)

Required books: *Maus I* (Spiegelman), *American Born Chinese* (Yang) AND

ONE of the Graphic Novels from ALA’s **Top Ten** Great Graphic Novels lists of the last 5 years (2007-2011)

**DISCUSSION**

Due Saturday, July 2 by midnight: Paper on your selected graphic novel. See Assignments for further detail.

**July 6**

(No class July 4th, so another heavy week to wrap up the course!)
Non-fiction & other categories; course wrap-up
Read: Cart, chapter 13-14 (p. 179-202);
Read: “The Power of Information” (Smith), and “Reaching Reluctant Readers with Nonfiction” (Watson & Stencel)
View: Non-Fiction presentation

Required book: *Hitler Youth: Growing Up in Hitler’s Shadow* (Bartoletti)

**DISCUSSION**

We’ll close the course with by covering additional non-fiction and other YA materials.

**Required Reading:** Choose any **TWO** titles from the following list, ideally from 2 different categories & be prepared to discuss in the discussion forum. You will be sharing with the class the titles you read, who the books might appeal to (age, gender, etc.), your overall impression of the books, and any other details you care to share, including critical reception. I will provide additional instruction at the session nears.
More non-fiction - memoirs & biographies:

- Charles and Emma: The Darwin’s Leap of Faith (Heiligman)
- Hole in My Life (Gantos)
- Notorious Benedict Arnold (Sheinkin)
- A Long Way Gone: Memoirs of a Boy Soldier (Ishmael Beah)
- The Burn Journals by Brent Runyon
- John Lennon: All I Want is the Truth by Elizabeth Partridge

Poetry:

- A Wreath for Emmett Till by Marilyn Nelson
- 19 Varieties of Gazelle by Naomi Shihab Nye
- The Rose that Grew from Concrete by Tupac Shakur
- Your Own, Sylvia by Stephanie Hemphill

Historical Fiction:

- Revolution by Jennifer Donnelly (split story between modern time and the French Revolution)
- Copper Sun by Sharon Draper (a story of slavery in the 18th century, winner of CSK award)
- Forgotten Fire by Adam Bagdasarian

Short Stories for Teens (read several stories in the collection):

- Pretty Monsters by Kelly Link
- Am I Blue? edited by Marion Bauer
- Geektastic, edited by Holly Black and Cecil Castellucci

Due Saturday, July 9 by midnight Final Project - Annotated bibliography.
ASSIGNMENTS - double-spaced, standard fonts and margins, please.

Teen Reader interview. Written 2 to 3 pages, due June 10 by midnight, worth 10 points

I hope you’ll find this assignment fun and eye-opening. You are to find a young adult, high school age is ideal, and interview him or her about books, reading and libraries. Please do not interview a close relative or friend - it will be more meaningful if you ask these questions of someone whose reading & leisure habits you do not already know. Here’s a sampling of questions you might want to ask; feel free to create your own list or take the interview in any appropriate direction depending on your teen’s responses.

- Do you like to read? How often do you read for pleasure?
- What type of things do you like to read (magazines & newspapers, fiction or non-fiction, online reading)? Describe.
- How do you spend your time out of class? Roughly how many hours per week do you spend at work, online, watching TV or movies, in athletics, reading?
- What have been your favorite books & why?
- What kind of reading is required in your English classes? (Do you read “classics” or also contemporary stuff?)
- What required books have you read for class that you’ve hated? That you’ve loved?
- Do you have a public library card? If so, how often do you use it?
- Do other members of your family read? What kinds of things?
- Do you consider reading important? Why or why not?
- How do you find out about books you might like to read? Do you talk about books with your friends or read books that have lots of publicity (Harry Potter or Twilight, for example)? Do you ever ask the librarian at your school or public library for recommendations?

Your goal is to connect with this teen on his/her attitudes toward reading and libraries. You don’t have to give the answers to all these questions - these are just examples. Keep your interview to no more than 20 minutes (unless you’re both having a great conversation!).

Submit a typed summary (not a transcript), and please use only the first name, age & gender of your interviewee.

TWO papers as follows:

Paper on selected fantasy/horror title, due June 18; worth 25 points
Paper on selected graphic novel, due July 2; worth 25 points
These two assignments are designed to assess your ability to locate as many published book reviews or works of criticism as you are able to find on your chosen on YA materials to aid you in your future work in collection development. You will read and reflect on the reviews you find, writing a summary of the various observations and opinions shared by the reviewers. All of the fantasy and horror books listed in the Bond reading (p. 201 and 202) are notable and well-regarded materials, so you should be able to locate many reviews and/or works of literary criticism. More recently published works are preferable for this assignment, though, since it will be easier to locate reviews. For your 2nd paper, the top 10 graphic novels of each year identified on the ALA site are all very current and should be widely reviewed. Additionally, you are encouraged to explore sources for reader reviews; Amazon, Good Reads, Library Thing, library catalog comments and other online places that allow readers to respond to the books. Special attention should be paid to reader reviews you believe are written by adolescents (some may include an age or grade).

In addition to sharing general thoughts about the book you’ve read on the discussion forum as instructed, you will be submitting to the dropbox a written summary of critical response to the book. Viewing the online lectures/tutorials from our earlier session (“Selection of YA Materials”) and the fantasy session (“Finding Reviews”) should be very useful to those of you early in your MLIS program. Your paper should be around 3 to 5 pages long, include brief quotes from reviews as necessary, but be largely written in your own words. In other words, I do not want you to submit a paper that is mostly comprised of quoted material from reviews. Summarize what you’ve read and include quotations only as needed. A Works Cited page should include citations to at least five published reviews/sources. Reader reviews would be in addition to this minimum. Include an MLA-style works cited on a separate page. The website http://www.easybib.com and UWM library’s RefWorks are automated tools to cite in MLA style; Ebsco and other databases also have automated citation creation tools, too. Look particularly for reviews from standard YA review sources (School Library Journal, VOYA, Horn Book, Booklist, LMC, etc. as well as non-library publications such as the New York Times & other newspapers). You may also wish to cite articles about the book/author. Please organize the paper, roughly, as follows:

- Introduction – Include title, author/illustrator as appropriate, and brief plot summary (no more than a page).
- Body of paper – Give a summary of critical response to the book (cite sources), including awards, if any.
- Conclusion – Provide your reaction to the book as young adult literature. In your fantasy/horror submission, also consider the work as speculative fiction as defined by Cart, Bond and within our
discussions. In your graphic novel paper, you might choose to compare the work to the 2 books we are all reading together – Maus and ABC.

**Booktalk, (written script + tech component)** – Due before class June 27, worth 25 points; divided as follows: up to 20 points for script (required) and 5 additional points for creativity in the use of technology (digital booktalk, VOKI, Voicethread, iMovie or wmv digital booktalk, etc.). Technology use is optional and we’ll discuss this in class on June 20th.

Each student will submit a written booktalk script on a young adult title of your choice. Please write your booktalk as if it were to be presented to an audience of young adults. You may choose any YA book that is NOT on this syllabus as a required or additional reading. However, please be aware that I expect you to select a young adult title that has received some critical acclaim. Take a look at ALA’s lists of award-winning books for the past several years. [http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm](http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm), particularly Best Books/fiction for Young Adults (check out the top ten for each year), Printz Award winners, Non-fiction winners, and Teens Top Ten. Be sure to choose a book that does not appear on this syllabus. There will be readings & a video on booktalking techniques to help you prepare a successful booktalk. A rubric for assessment of your booktalk will be provided. Your written booktalk should be about 1 to 1.5 pages, double-spaced.

In addition to writing the script, in order to earn the full 25 points, you will be required to incorporate technology in a version of your presentation. The online students use a fun little tool called VOKI ([http://www.voki.com](http://www.voki.com)). This is a site at which you may record a VERY brief booktalk snippet, probably an abbreviated version of your script. At the end of the booktalk script that you upload to the dropbox, please cut and paste the URL to your VOKI booktalk. You will find this URL when you save your VOKI presentation and email it to yourself – just cut-n-paste that URL at the end of your Word document that you upload to the dropbox. I will provide you with a VOKI tutorial to get you started, plus review Voicethread and see some sample digital booktalks. If you have any questions of concerns about this assignment, please contact me.

**Audiobook Response Paper** – Due before the session in which your selected title is being discussed; worth 15 points.

With the proliferation of downloadable digital audio, play-away and even older CD & cassette formats, librarians serving teens are finding that audiobooks are becoming increasingly popular with their patrons. A great many of the books on our reading list are available in audiobook format. At least once during this
course, you are asked to “read” a required or selected book by listening to it in audio format.

What I am looking for in this brief paper is your reaction to the audiobook experience. What were the benefits of this format? Was there a downside? When and how did you listen (while driving, working around the house, exercising)? Simply put, in addition to your regular contributions to class discussion of the book you “read” for this session, I want you to write no more than one to two pages of text in which you offer your reaction to the book in an audio format. You will want to cite reviews, but no more than one or two are necessary. Your works cited page should include the full bibliographic citation to the audiobook as well as a few reviews. Audiobooks are reviewed a bit differently than other materials since they are typically assessed on the quality of the production and narration, not the literary work itself, so reading a few audiobook reviews is a nice idea. Upload your paper to the appropriate dropbox folder any time before the session in which your book will be discussed. You may select any reading in the course materials designated with this symbol -

Final Project - Annotated Bibliography, due July 9, worth 40 points.
Note: For this project, it is appropriate to use single-spacing for the annotations. I will post a sample for guidance.

Choose a topic or theme of potential interest to young adult readers. Identify good literature/information on the topic, using standard review sources and bibliographies. Then prepare an annotated bibliography. You are NOT expected to read in full each book in your annotated bibliography, since you would not likely do so in preparing a bibliography such as this for use in your work.

Possible topics include but are definitely not limited to:

- An aspect of multicultural literature (Native American Authors, for example)
- Genres & sub-genres (fantasy titles for middle school readers; horror for teen readers; etc.)
- Time periods, fiction and non-fiction (Civil War, Middle Ages, etc.)
- A specific format (graphic novels or audiobooks, for example)
- Aimed at a specific audience (sports fiction for girls, non-fiction with boy-appeal)
- Coping with tragedies (Death, disabilities, violence, war, etc.)
- Romance, love, dating
• Biographies or memoirs
• Race & Prejudice or other social issues
• Family issues (divorce, adoption, blended families, etc.)
• Identity issues (GLBTQ, bi-or multi-racial teens)

The bibliography should begin with an introduction that defines the topic or theme for potential readers. Your audience is teens, so make your introduction enticing for teen readers. Your bibliography should primarily include books of fiction (or non-fiction as appropriate), but you may also include films or other media, and online sources appropriate to your topic. You will submit your finished product as a Word document, but be aware that this same information could easily be used in a brochure, a webpage, or other promotional item.

Your annotated bibliography should include the complete MLA-style citation to a minimum of 15 works. Write your annotations with the YA reader as your target. Annotations should be about 4 to 6 sentences in length. CCBC annotations are a good model, although you may be briefer. It is expected, of course, that you write your own annotations. An excellent past project or two will be provided as examples.

NOTE: An important element of this project is to assess your ability to use review sources, booklists, bibliographies and other tools effectively. In a final page at the end of your project, please write a brief paragraph to include the sources you used and your search strategy to find the titles that make up your list.
Summary of assignments:

Completion of assigned readings, questions & discussion 60 points
Teen reader interview 10 points
Booktalk script and avatar 25 points
Speculative fiction (fantasy/horror) paper 25 points
Graphic novel paper 25 points
Audiobook paper 15 points
Final project – annotated bibliography 40 points

TOTAL 200 points

UWM Grading Scale:

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For additional SOIS academic policies please go to http://www4.uwm.edu/sois/programs/graduate/mlis/policies/.

NOTE: A separate document will be made available to inform undergraduate students of their responsibilities.
For students seeking Wisconsin licensure as Instructional Library Media Specialists, this course helps to meet the following standards:

1.3 Demonstrate awareness of local, state, regional and national professional associations and publications

3.3 Develop and monitor selection policies that include reevaluation and review procedures that insure unrestricted access to information and ideas

3.7 Encourage intellectual freedom, free inquire and access to information
   Identify and apply criteria appropriate for evaluating resources and accompanying technology in all formats at and at all grade levels
   Use appropriate collection management principles and procedures for selection and evaluation of resources in collaboration with teachers
   Develop a partnership with faculty to ensure that the collection includes resources appropriate to learner abilities, interests, needs and learning styles
   Ensure that evaluation and selection process reflects cultural diversity and pluralistic nature of American society and supports a variety of instructional strategies and learning styles

7.4 Plan for development of students’ reading, listening, viewing, and critical thinking skills

7.6 Motivate and guide elementary and secondary students in appreciating literature

7.7 Demonstrate knowledge of children’s and YA literature, including multicultural literature, as well as related materials.