University of Wisconsin-Milwaukee School of Information Studies
INFOST 646 Library Materials for Young Adults
Online – Spring 2017

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Office Hours: By appointment

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

LEARNING OUTCOMES
At the conclusion of the course, the student should have the ability to:
1. Read widely and critically books intended for and/or of interest to teenagers [Assessment of discussion units]
2. Determine the needs and wants of adolescent readers and identify materials that will respond to those needs and wants [Assessment of discussion units; Publicity project]
3. Identity and use selection and evaluation tools for YA materials [Paper on Printz winner]
4. Create promotional materials to encourage teens to access and use materials to meet their educational, informational, and recreational needs [Booktalk; Publicity project]
5. Write original book reviews suitable for publication [Four original book reviews submitted to class wiki]
6. Confront and engage in dialog on the challenge of intellectual freedom and access to information in the YA environment [Assessment of discussion units]

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 practicing librarians as opposed to researchers and those interested in a scholarly approach to young adult literature. The Cart text supports this practical purpose. If you ARE interested in scholarship and literary theory, I recommend this additional text: *Handbook of Research on Children’s and Young Adult Literature*. Shelby A. Wolf, Karen Coats, Patricia Enciso, and Christine Jenkins, eds. New York: Routledge, 2011. I have chosen some material and a reading from this new anthology, however most of our readings and discussion will be through the lens of library practice, approaching young adult literature and materials in terms of building and promoting good collections for our adolescent patrons and others.

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 and selected books from your local library, although some students do choose to purchase the materials. Along with the Cart text, you will be reading articles and
book chapters which are available on the content page of the D2L site. Recorded lectures will also be provided for some topics.

**METHOD AND DISCUSSION EXPECTATIONS:**
The primary method of instruction will be class discussion. This means that active participation is required. Please read all assigned books and articles carefully so that your postings are thoughtful and well-supported. Contributions to class discussion should be thoughtful, yet concise. Your aims in adding to the discussion can range from observations about the book, comparisons to other works, clarifications, insights, reactions and responses to your classmates, and posing thoughtful questions. Good questions are as important, if not more, as good answers. Obviously, spirited exchange is welcome as we discuss these books, but everyone’s opinions must be respected.

**You will be expected to post at least three times each session and not all within one hour (or thereabouts). Steady participation will be recognized.** That is, do not post 3 times late on the final evening – try to check in to the discussion several times each session. If you cannot post due to illness, travels, or other issues, please email me.

Each discussion session will be open for posting for the full week (Monday AM – Sunday PM). Spring Break will disrupt our regular Monday-Sunday schedule, so pay careful attention to the dates indicated on the syllabus and in the D2L forum. You must contribute to the discussion several times during the session to be eligible for full credit. The discussion forums will remain open, but any posting made after a session has ended will not be eligible for credit.

There is a “Coffee Shop” forum for miscellaneous postings—that is for any kind of off-topic news or comment. I will inform you of any additions or changes to the syllabus or other things I need to share on the Welcome page, so please be sure to take a look at that page each time you sign in.

**Rubric for Assessment of Discussion Posts (up to 5 pts. per session, 25 pts. total)**
Five sessions will be chosen for grading. The instructor will grade 4 of these sessions, and student will be asked to submit a brief self-assessment (no more than a paragraph) for one session. Student will receive notice via email regarding this self-assessment requirement.

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<th>Distinguished - 5</th>
<th>Proficient – 4</th>
<th>Basic – 3 to 2</th>
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<td>Always well prepared for discussion. Evident that individual has completed reading the entire assignment prior to discussion session. 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 most of the reading prior to discussion session. Comments are mostly well supported and show above average thought. Supports and engages classmates.</td>
<td>Prepared for discussion some times. It was not evident that student completed reading prior to discussion period. Comments show little thought. Posts are isolated from class dialog.</td>
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<tr>
<td>Exhibits positive, supportive attitude toward book, class members, and discussion process.</td>
<td>More often than not exhibits a positive attitude toward book, class members, and discussion process.</td>
<td>Sometimes exhibits a positive attitude toward book class members, and discussion process.</td>
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</table>
Consistently contributes to discussions in messages of constructive length—not too brief, not too wordy. Posts steadily throughout the week, not on the weekend only.

More often than not contributes to discussions. Most posts are made late in the week.

Sometimes contributes to discussions. Late contributions to the discussion (weekend only).

Consistently handles disagreements regarding book and topic in a professional and courteous manner. Supports beliefs with specifics from the book.

Disagreements are sometimes managed in a professional and courteous manner. Supports beliefs with specifics much of the time.

Participant seems unaware of the need to handle disagreements in a professional manner. Cannot support beliefs.

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<th>Consistently contributes to discussions in messages of constructive length—not too brief, not too wordy. Posts steadily throughout the week, not on the weekend only.</th>
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1 pt. for fewer than 3 posts during the session, w/ basic level content   0 pts. for no participation

**COURSE CALENDAR:**

Note: You will be completing ONLY FOUR book review assignments (marked **). Mark your selected themes/genres and disregard the rest.

Week 1: January 23-29

Introductions, overview of syllabus, review of assignments and readings, course website; early history of YA Literature and discussion of *Chocolate War*

**Required book:** *Chocolate War* (Robert Cormier).

Read: Cart, chapters 1 & 2 (p. 3-39); Kaplan, “The changing face of young adult literature.”

View: Nancy Pearl on doorways into literature

**DISCUSSION**

Week 2: January 30 - February 5

YA literature in the 80’s and 90’s; international voices

**Required books:** *Sold* (Patricia McCormick); *Persepolis I* (Marjane Satrapi) – a graphic novel

Read: Cart, chapters 3 & 4 (p. 41-62); Rochman, “Against Borders”; Turtam, “How to Write a Book Review”

View: Selection of Young Adult Materials and Finding Reviews

View: Satrapi presentation (optional)

**DISCUSSION**

**Due Sunday February 5th by midnight:** Wiki review on an international selection of your choice (taking place outside the US).

Week 3: February 6-12

The beginning of the new “golden age” of 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.63-96)
Explore: The YALSA and ALSC booklist and awards websites
View: ALA 2017 Youth Media Awards Ceremony

DISCUSSION

Due Sunday February 12th by midnight: Review paper on your selected Printz winner (choose one of the 4 above). See assignments for details.

Week 4: February 13-19
Literary Young Adult works; readers’ advisory
Required book: The Book Thief (Markus Zusak)
Read: “Young Adult Literature: growing up, in theory” by Coats (Handbook)
Read: “Serving Teens through Readers’ Advisory” (Booth)
“Blurring Gender Lines in Readers’ Advisory for Young Adults” (Brendler)
View: Readers’ Advisory videos

**Due Sunday February 19th by midnight: Wiki review on an historical fiction work of your choice.

Week 5: February 20-26
Speculative Fiction part 1: Science Fiction and Dystopia
Required book: Feed (M.T. Anderson)
Read: Cart, chapter 7& most of 8 (p. 97-top of 126); Parish and Michaels – Feed reviews

**Due Sunday February 26th by midnight: Wiki review on a science fiction or dystopia selection of your choice.

Week 6: February 27 – March 5
Speculative Fiction part 2: Fantasy
Required book (CHOOSE ONE of these notable YA fantasy novels):
• Cinder (Marissa Meyer)* - re-told fairy tale, steampunk
• Monstrumologist (Rick Yancy)* - horror
• Wee Free Men (Terry Pratchett)* - humor
  * First in a series
Read: Cunningham, “Engaging and enchanting the heart…”

**Due Sunday March 5th by midnight: Wiki review on a YA fantasy selection of your choice.

Week 7: March 6-12
Crossover YA/Adult literature; booktalking
Required book (CHOOSE ONE of these notable Alex Award winners):
• Curious Incident of the Dog in the Night-Time (Mark Haddon)
• Stitches (David Small) – a graphic novel/memoir
• The Glass Castle (Jeannette Walls)
Read: Cart, chapter 9 (p. 131-150); Raab, “I’m Y.A. and I’m OK”
Read: Jones, “Booktalking” chapter & Younker, “Talking it Up”
View: Digital booktalk links

DISCUSSION

**Due Sunday, March 12th by midnight: Wiki review on a crossover selection of your choice (adult book suitable or recommended for teens).

Week 8: March 13-18 (SATURDAY; SPRING BREAK BEGINS SUNDAY 3/19)
Multicultural Literature for YA readers
**Required book: Absolutely True Diary of a Part-Time Indian (Sherman Alexie)
Read:
Cart, chapter 10 (p. 151-161)
Hughes-Hassell, “Multicultural young adult literature as a form of counter-storytelling”

DISCUSSION

**Due Saturday, March 18th by midnight: Wiki review on a multicultural selection of your choice.

Week 9: March 19-26 – Spring Break

Week 10: March 27-April 2
Realistic contemporary fiction; censorship
**Required book (CHOOSE ONE of the following):
  - Eleanor and Park (Rainbow Rowell)
  - Fault in our Stars (John Green)
Read: Cart, chapter 8, p. 126-130 AND chapter 11 & 12 (p. 163-186) AND chapter 14 (197-202)
LaRue, “Buddha at the Gate, Running…” and LaRue letters

DISCUSSION

**Due Sunday, April 2nd by midnight: Wiki review on a realistic contemporary novel of your choice.

**Due Sunday April 2nd by midnight: Booktalk script and recording.

Week 11: April 3-9
Lesbian, Gay, Bisexual and Transgender
**Required book: Aristotle and Dante Discover the Secrets of the Universe (Saenz)
Read: Cart, Chapter 13 (187-195)

DISCUSSION

**Due Sunday April 9th by midnight: Wiki review on an LGBT selection of your choice.

Week 12: April 10-16
Graphic Novels & other visual materials
Required books:  *Maus* I (Spiegelman), PLUS find and read one manga selection (use Cart’s suggestions for good “intro” books – *Sailor Moon*, *Fruits Basket*, *Naruto*, *Full Metal Alchemist*, etc.)

Read:  Cart, chapter 15 (p. 203-221)
Read:  “Graphic Novels 101” (Rudiger); “Explain Manga to Me” (Rees); “The Case for Graphic Novels” (Hoover)
View:  Graphic Novels presentation

**DISCUSSION**

**Due Sunday April 17**th by midnight: Wiki review on a graphic novel of your choice.

**Due Sunday, April 17**th by midnight: Publicity Project.

Week 13: April 18-7-23
Non-fiction
Required book (CHOOSE ONE of the following non-fiction books):
- *Bomb: The Race to Build – and Steal – the World’s Most Dangerous Weapon* (Steve Sheinkin)
- *Symphony for the City of the Dead* (M.T. Anderson)
- *The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia* (Candace Fleming)

Read:  Cart, chapter 16 (p. 223-231)
Read:  “The Power of Information” (Smith), and “Nonfiction: What’s Really New…” (Bader)
View:  Non-Fiction presentation

**DISCUSSION**

**Due Sunday April 23**rd by midnight: Wiki review on a non-fiction work of your choice.

Week 14: April 24-30
Potpourri

Read:  “Building a Community of High School Readers” (Roberts)

**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.

**Biographies/Memoirs:**
- *Charles and Emma: Darwin’s Leap of Faith* by Deborah Heligman
- *Steve Jobs: The Man Who Thought Different* by Karen Blumenthal
- *A Hole in my Life* by Jack Gantos

**Poetry:**
- *The Crossover* by Kwame Alexander
- *19 Varieties of Gazelle* by Naomi Shihab Nye
- *Please Excuse this Poem*, ed. by Lauer, Melnick, Forche

**Historical Fiction:**
- Between Shades of Gray by Ruta Sepetys
- Copper Sun by Sharon Draper
- Northern Light by Jennifer Donnelly

Short Stories for Teens (read several stories in the collection):
- Steampunk: An Anthology of Fantastically Rich and Strange Stories, Kelly Link and Gavin Grant (editors)
- How They Met and Other Stories by David Levithan
- Geektastic, edited by Holly Black and Cecil Castellucci

Week 15: May 1-7 (Final day of class for spring term is Thursday, May 11, so discussion may continue into the next week)
- Non-print materials; course wrap-up
- Read: Cart, chapter 17 (p. 233-248); Parsons & Hundley, “Reading with blurred boundaries: the influence of digital and visual culture on young adult novels.”

BRIEF DISCUSSION

**Due Sunday, May 7th by midnight: Wiki review on other literature category not previously mentioned (may include memoir/biography, poetry and short story choices from the “potpourri” unit, plus film or audiobook reviews).

ASSIGNMENTS

Please submit all papers double-spaced, standard fonts and margins, please. Late work will result in a reduction of credit equal to one full letter grade per week (or partial week) late. If you need an extension, ask in advance.

Wiki reviews (20 points - 5 points each x 4 reviews) – Post to the class wiki and also upload to the dropbox; due as indicated on the class schedule
(Learning Outcome #1)

On the Course Outline above, you will see that there are about 10 sessions with book reviews due. You are required to CHOOSE FOUR of these 10 sessions only. For any of the sessions indicated, you will be selecting and reading an additional book on that unit’s topic or theme. Use good research strategies (see the selection/reviews presentation for tips) to find a book that’s worth recommending to your classmates through our wiki. Use the brief, simple Turtam article from our 2nd session to guide you writing your book review. Also, read some book reviews from standard YA review sources (School Library Journal, Booklist, Horn Book, VOYA, etc.) for guidance. You’ll most often see a very brief plot summary (no spoilers) followed by an assessment of the book’s strengths or weaknesses. You may recommend an age or grade range if you wish, but it is not required. A good book review might be in the 200 to 250 word range. I hope that these reviews will inform classmates of good YA books by theme or genre, and encourage them to keep reading YA after this course is concluded.

Write your review in a Word document and upload it to the dropbox by the due date indicated. Then post your review to the class wiki, using the appropriate tag (tags indicated on the left).

Link: https://646-spring17.wikispaces.com/home
Review paper on Printz winner/honor book (20 points) – Due as indicated on the class schedule
(Learning Outcome #3)

This assignment is designed to assess your ability to locate useful published book reviews or works of
criticism on your chosen book/author to aid you in your future work in collection development. A
primarily goal of this assignment is to help you to identify (or debate) qualities of excellence in YA
literature and evaluate how the work you read conforms to those criteria. You will read and reflect on
the reviews you find of your chosen Printz winner/honor book (one of the 4 books on the syllabus for
week 3) and also review the criteria for that particular award. You will be writing a summary of the
various observations and opinions shared by the reviewers and critics. Since these are award-winning
materials, you should be able to locate many reviews and/or works of literary criticism on both the book
and its author. Additionally, you are encouraged to explore sources for reader reviews; Amazon, Good
Reads, Library Thing, Common Sense Media 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 week 3 discussion forum as
instructed, you will be submitting to the dropbox a written summary of critical response to the book.
Viewing the online lecture/tutorial on Selection of Young Adult Materials and Finding Reviews should be
very useful to those of you early in your MLIS program. Your paper should be about 6 to 8 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 for and include some 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 general publications and newspapers). You may also
wish to cite articles about the book/author. Please organize the paper, roughly, as follows:

• Introduction – Include title, author, and brief plot summary (this should be no more
  than a page).
• Body of paper – Give a summary of critical response to the book (cite sources as
  needed). Reference to reader reviews may be included as well, especially if you are able
  to find or identify teen responses to the book. Add information about the author
  including a summary of the author’s work ad achievement since this 1999 publication.
• Conclusion – Provide your reaction to the book as young adult literature. In particular,
  consider the Printz Award criteria, exploring the ways in which this book met the criteria
  (or perhaps fell short, in your assessment).

Booktalk, (15 points) – Due as indicated on the class schedule above
(Learning Outcome #4)

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 selected 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 beyond the Printz (there are many) for the past several years, particularly Best Books/fiction for Young Adults (check out the top ten for each year), Non-fiction winners, Morris, and Teens Top Ten. [http://www.ala.org/yalsa/bookawards/booklists/members](http://www.ala.org/yalsa/bookawards/booklists/members) 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, you will be recording your booktalk using any tool that will allow your classmates to hear your voice & see a presentation. You could simply use a camera and mic on your computer (or smartphone) to make a brief video of 2-3 minutes or so in length. Or you could use Techsmith Relay to record some slides you’ve prepared, you could use iMovie or Windows MovieMaker to make a film, or do any other sharable booktalk option. At the end of the booktalk script that you upload to the dropbox, please cut and paste the URL to your digital presentation, or upload the recording in a playable file (mp4 for example). I’ll show you some examples from the past to get you started and give you ideas for your presentation option.

**Publicity Project (20 points) – Due as indicated on the class schedule above**

(Learning Outcomes #2 & #4)

In our readings and discussions, we have learned that teens will sometimes be reluctant to ask a librarian for help in locating the materials they’re looking for. For that reason, it’s important that librarians serving teens are experts in passive readers’ advisory through a variety of means. We must be pro-active in our efforts to let teens know about our materials through our publicity efforts. For this final project, each of you will be creating a publicity or marketing “thing” that can be used to let the teens in your library know about your collections and resources. Choose a topic or theme and publicize it with a brochure, bookmark, webpage, blog, etc. If you work in a library, create an amazing display, take a picture of it, and describe it in a brief paper. Creativity is encouraged!

Here are a few guidelines:

- Your topic might be a genre (historical fiction, steampunk, memoirs, etc.) or a topic (WWII, eating disorders, Native Americans, etc.)
- For every item, be sure to include a sentence or two that describes (and sells!) the book or resource
- Shoot for about 10 to 15 items on your topic.

And here are some ideas for your product, or come up with your own idea:

- A well-designed series of bookmarks (at least 3 bookmarks, 2 sided, with brief detail on several items on each)
- A brochure, tri-fold or flyer
- A detailed and attractive poster that could be mounted in the fiction section of your library
- A webpage or blog that publicizes these titles
- A few digital book trailers or recorded booktalks (YouTube?) -- if you choose this one, you would only need to publicize 3 or 4 books.
- A display with pictures & brief paper that describes your display – purpose, materials selected, etc.
- Other???

Again, your creativity is encouraged. If you choose to create an online project (such as a YouTube video, a blog or webpage), you may just submit the link. If you create a display, upload a few clear pictures of the display along with a brief paper that details your goal/theme and the selected materials with a very brief synopsis or justification for each.
Summary of assignments:

Discussion (4 sessions assessed by instructor) 20 points
Discussion self-assessment (date will be assigned) 5 points
Booktalk script and presentation 15 points
Printz winner/honor book review paper 20 points
Publicity Project 20 points
Book reviews for wiki (choose 4; worth 5 points each) 20 points

TOTAL 100 points

UWM Grading Scale:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96-100</td>
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<td>A-</td>
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UWM Academic Policies

Many university policies affect all SOIS students. Links to these policies may be accessed through a PDF-document maintained by the Secretary of the University: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). Please review this document carefully to be aware of issues related to academic misconduct, religious observance, students with special needs and circumstances, etc.

NOTE: A separate document will be made available to inform undergraduate students of their responsibilities.