University of Wisconsin-Milwaukee School of Information Studies
INFOST 646 Library Materials for Young Adults
Online – Summer 2018 (May 29-July 7)

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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
2. Determine the needs and wants of adolescent readers and identify materials that will respond to those needs and wants
3. Identity and use selection and evaluation tools for YA materials
4. Create promotional materials to encourage teens to access and use materials to meet their educational, informational, and recreational needs
5. Write original book reviews suitable for publication
6. Confront and engage in dialog on the challenge of 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 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.

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 more than one time during each session. If you cannot post due to illness, travels, or other issues, please email me.

Pay attention to the discussion board groups and topics and post to the appropriate one. **Each discussion session will be open for posting for three days only (Monday AM – Wednesday PM or Thursday AM – Saturday PM).** Please 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 or two) 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>
</tr>
<tr>
<td>Consistently contributes to discussions in messages of constructive length—not too brief, not too wordy.</td>
<td>More often than not contributes to discussions.</td>
<td>Sometimes contributes to discussions.</td>
</tr>
<tr>
<td>Consistently handles disagreements regarding book and topic in a professional and courteous manner. Supports beliefs with specifics from the book.</td>
<td>Disagreements are sometimes managed in a professional and courteous manner. Supports beliefs with specifics much of the time.</td>
<td>Participant seems unaware of the need to handle disagreements in a professional manner. Cannot support beliefs.</td>
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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: (Learning Outcome 1 throughout the course)

Note: You will be choosing THREE book reviews (marked **) to complete. Mark your selected themes/genres and disregard the rest.

Unit 1: May 29-30
(TWO DAYS, although I will open the course site on Monday May 28th, Memorial Day, if you wish to use that day to post. You are not required to post on this holiday, but may do so if you wish)

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

Unit 2: May 31-June 2
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)
**Due Saturday, June 2nd by midnight: Wiki review on an international selection of your choice (taking place outside the US).

Unit 3: June 4-6
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 2018 Youth Media Awards Ceremony
DISCUSSION
Due Wednesday, June 6th by midnight: Review paper on your selected Printz winner (one of the 4 above). See assignments for details.

Unit 4: June 7-9
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); “Blurring Gender Lines in Readers’ Advisory for Young Adults” (Brendler)
View: Readers’ Advisory videos
DISCUSSION
**Due Saturday, June 9th by midnight: Wiki review on an historical fiction work of your choice.
Unit 5: June 11-13
Speculative Fiction: Fantasy, Science Fiction and Dystopia

Required book (CHOOSE ONE of these notable YA fantasy novels):

- Feed (M.T. Anderson) – dystopia/sci fi
- Cinder (Marissa Meyer)* - re-told fairy tale
- Monstrumologist (Rick Yancy)* - horror
- Wee Free Men (Terry Pratchett)* - humor
  * First in a series

Read: Cart, chapter 7 & most of 8 (p. 97-top of 126); Parish and Michaels – Feed reviews; Cunningham, “Engaging and enchanting the heart…”

DISCUSSION (Learning Outcome #2)
**Due Wednesday, June 13th by midnight: Wiki review on a fantasy, science fiction or dystopia selection of your choice.

Unit 6: June 14-16
Crossover YA/Adult literature; booktalking

Required book (CHOOSE ONE of these Alex Award winners):

- Curious Incident of the Dog in the Night-Time (Mark Haddon)
- Stitches (David Small) – a graphic novel
- 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 booktalks

DISCUSSION
**Due Saturday, June 16th by midnight: Wiki review on a crossover selection of your choice (adult book suitable or recommended for teens).

Unit 7: June 18-20
Multicultural Literature for YA readers

Required book (CHOOSE ONE of the following books):

- Enchanted Air: Two Cultures, Two Wings (Margarita Engle)
- Brown Girl Dreaming (Jacqueline Woodson)

Read: Cart, chapter 10, (p. 151-161); Hughes-Hassell, “Multicultural young adult literature as a form of counter-storytelling”

View: Chimamanda Ngozi Adishie, “The Danger of a Single Story” (on homepage)

DISCUSSION
**Due Wednesday, June 20th by midnight: Wiki review on a multicultural selection of your choice.

Unit 8: June 21-23
The best in realistic contemporary fiction; censorship

Required book (CHOOSE ONE of the following novels):

- 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)
Read: LaRue, “Buddha at the Gate, Running…” and LaRue letters

DISCUSSION (Learning Outcome #6)

**Due Saturday June 23rd by midnight: Wiki review on a realistic contemporary novel of your choice.

Due Sunday, June 24th by midnight: Booktalk script and recording.
Unit 9: June 25-27
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 Wednesday, June 27th by midnight: Wiki review on an LGBT selection of your choice.

Unit 10: June 28-30
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 Saturday, June 30th by midnight: Wiki review on a graphic novel of your choice.
Due Sunday, July 1st by midnight: Publicity Project.

Unit 11: July 2-3
(TWO DAYS – I will leave the discussion forum open on Wednesday, July 4th and you may participate if you wish, but you are not required to participate on the holiday. Posts made on July 4th will be counted toward your 3 required posts if needed.)

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 Wednesday, July 4th by midnight: Wiki review on a non-fiction work of your choice.

Unit 12: July 5-7
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 Saturday, July 7th by midnight: Wiki review on other literature category not previously mentioned (may include memoir/biography, poetry, short story, film, audiobook reviews).
ASSIGNMENTS

Wiki reviews (15 points - 5 points each x 3 reviews) – Post to the class wiki and also upload to the dropbox; due as indicated above. (Learning Outcome #5)

On the Course Outline above, you will see that there are about 10 sessions with book reviews due. You are required to CHOOSE THREE 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 objective 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-summer18.wikispaces.com/home

Review paper on the Printz winner/honor book and author you chose for unit 3 (25 points) – Due as indicated on the class schedule above (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. It will also help you to identify the 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 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. 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 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 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
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). 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 and 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 is relatively recent (published in the last 2 years or so). Although not required, it IS acceptable to booktalk one of your book review choices since these are two very different responses to a YA book: one is a description and evaluation, and the other is a “commercial” aimed at teen readers.

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. There will be readings 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 (https://uwm.edu/informationstudies/resources/it/tutorials/resources/), Screencast-o-matic (https://screencast-o-matic.com/), Voicethread (https://voicethread.com/) or another tool to record some slides you’ve prepared or do any other sharable booktalk option (mp4, YouTube, etc.). 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 Outcome #2 & #4)

In our readings on readers advisory and censorship issues, 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 and promotion 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 collection and resources. Choose a topic or theme and publicize it with a brochure, bookmark, webpage, blog, video, or any other format you like. 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????

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:**

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<th>Assignment</th>
<th>Points</th>
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<td>Discussion (4 sessions assessed by instructor)</td>
<td>20</td>
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<td>Discussion self-assessment (date will be assigned)</td>
<td>5</td>
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<tr>
<td>Booktalk script and presentation</td>
<td>15</td>
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<tr>
<td>Printz winner/honor book review paper</td>
<td>25</td>
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<tr>
<td>Publicity Project</td>
<td>20</td>
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<tr>
<td>Book reviews for wiki (choose 3; worth 5 points each)</td>
<td>15 points</td>
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<td><strong>TOTAL</strong></td>
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**UWM Grading Scale:**

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<th>Grade</th>
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**NOTE:** A separate document will be made available to inform undergraduate students of their responsibilities.