Karli Pederson, B.S., M.L.I.S., Adjunct
Office Hours: By Appointment

Karli Pederson
pederso4@uwm.edu

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 Collaborations]
6. Confront and engage in dialogue 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/or a scholarly approach to young adult literature. The Cart text supports this practical purpose. If you ARE interested in scholarship and literary theory, consider 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. Some material and course readings are from this anthology, however most will be through the lens of library practice, approaching young adult literature and materials in terms of building and promoting well-rounded collections for 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 these books from your local library or opt to purchase at your discretion. You may use any format to read the books, including unabridged audiobooks (no DVDs). This is a good way to explore the range of formats available for patrons. Other assigned readings and videos will be available on the course site in Canvas.

Please check the Announcements regularly for changes or other pertinent information. A “Coffee Shop” discussion board is available for miscellaneous postings, such as posts unrelated to weekly discussion, news or comments.
METHOD AND DISCUSSION EXPECTATIONS:
The primary method of instruction will be class discussion, meaning active participation is required. Please read all assigned books and articles carefully so your postings are relevant, thoughtful and well-supported, 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. Spirited exchange is welcome as we discuss these books, but discourse must be respectful.

SUMMARY OF ASSIGNMENTS:

Discussion (4 sessions assessed by instructor; 5 pts each) 20 points
Discussion self-assessment (1 self-assessed) 5 points
Book reviews (choose 4 of 10; 5 pts. each) 20 points
Printz winner/honor book review paper 20 points
Booktalk script and presentation 15 points
Publicity Project 20 points

TOTAL 100 points

COURSE CALENDAR:

Note: You will complete ONLY FOUR book review assignments (marked **). Undergraduate Students: See Undergraduate Course Amendments.

Week 1: January 22-27
Introductions, overview of syllabus, review of assignments and readings, course website;
Introductions to YA Literature
Read: “The Value of Young Adult Literature” by Michael Cart for YALSA
View: “Reading with Purpose: Nancy Pearl” (TEDx video)

INTRODUCTIONS & BRIEF DISCUSSION

Week 2: January 28-February 3
Early History of YA Literature
Book: Chocolate War (Robert Cormier)
Read: Cart, Chapters 1 & 2
Kaplan, “The changing face of young adult literature.”

DISCUSSION

Week 3: February 4-10
YA Literature in the 80’s and 90’s, International Voices, & Book Reviews
Books: Sold (Patricia McCormick)
Persepolis I (Marjane Satrapi) [graphic novel]
Read: Cart, Chapters 3 & 4
Rochman, “Against Borders”
Turtam, “How to Write a Book Review”
View: Selection of Young Adult Materials and Finding Reviews
Satrapi presentation (optional)

DISCUSSION

**Due Sunday 2/10 by midnight: Review an international selection of your choice (set outside the U.S.).
Week 4: February 11-17
Beginning of the New “Golden Age” of YA Literature

**Book (CHOOSE ONE):**
- *Monster* (Walter Dean Myers)
- *Speak* (Laurie Halse Anderson)

**Read:** Cart, Chapters 5 & 6
**Explore:** The YALSA and ALSC booklist and awards websites
**View:** ALA 2019 Youth Media Awards Ceremony

**DISCUSSION**

**Due Sunday 2/17 by midnight:** Review paper on your selected Printz winner/honor book (your choice of one of the 2 above). See assignments for details.

Week 5: February 18-24
Literary Young Adult Works; Readers’ Advisory

**Book:** *The Book Thief* (Markus Zusak)

**Read:**
- “Young Adult Literature: growing up, in theory” by Coats (*Handbook*)
- “Serving Teens through Readers’ Advisory” (Booth)
- “Blurring Gender Lines in Readers’ Advisory for Young Adults” (Brendler)

**View:** Readers’ Advisory videos

**DISCUSSION**

**Due Sunday 2/24 by midnight:** Review an historical fiction work of your choice.

Week 6: February 25-March 3
Speculative Fiction Part 1: Science Fiction and Dystopia

**Book:** *Feed* (M.T. Anderson)

**Read:**
- Cart, Chapter 7 & most of 8 (p. 97-top of 126)
- Parish and Michaels – Feed reviews

**DISCUSSION**

**Due Sunday 3/3 by midnight:** Review a science fiction or dystopia selection of your choice.

Week 7: March 4-10
Speculative Fiction Part 2: Fantasy

**Book (CHOOSE ONE; *All first in a series*):**
- *Cinder* (Marissa Meyer) [re-told fairy tale, steampunk]
- *Monstrumologist* (Rick Yancy) [horror]
- *Wee Free Men* (Terry Pratchett) [humor]

**Read:** Cunningham, “Engaging and enchanting the heart…”

**Due Sunday 3/10 by midnight:** Review a fantasy selection of your choice.

Week 8: March 11-17
Crossover YA/Adult literature; Booktalking

**Book (CHOOSE ONE; *notable Alex Award winners*):**
- *Curious Incident of the Dog in the Night-Time* (Mark Haddon)
- *Stitches* (David Small) [graphic novel/memoir]
- *The Glass Castle* (Jeannette Walls)
Read: Cart, Chapter 9 (p. 131-150)
Raab, “I’m Y.A. and I’m OK”
Jones, “Booktalking” chapter & Younker, “Talking it Up”

View: Digital booktalk links

**Due Sunday, 3/17 by midnight: Review a crossover selection of your choice (adult book suitable or recommended for teens).

Week 9: March 18-24 Spring Break. No class this week.

Week 10: March 25-31
Multicultural Literature for YA readers
Book (CHOOSE ONE):
- *The Poet X* (Elizabeth Acevedo)
- *The Hate U Give* (Angie Thomas)
- *I Am Not Your Perfect Mexican Daughter* (Erika Sánchez)

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

**Due Sunday, 3/31 by midnight: Review a multicultural selection of your choice.

Week 11: April 1-7
Realistic Contemporary Fiction; Censorship
Book (CHOOSE ONE):
- *Eleanor and Park* (Rainbow Rowell)
- *Looking for Alaska* (John Green)

Read: Cart, Chapters 8 (p. 126-130), 11 & 12 (p.163-186) & 14 (p.197-202)
LaRue, “Buddha at the Gate, Running...” and LaRue letters

**Due Sunday, 4/7 by midnight: Review a realistic contemporary novel of your choice.

**Due Sunday 4/7 by midnight: Booktalk script and recording.

Week 12: April 8-14
Lesbian, Gay, Bisexual and Transgender
Book: *Aristotle and Dante Discover the Secrets of the Universe* (Saenz)
Read: Cart, Chapter 13 (187-195)

**Due Sunday 4/14 by midnight: Wiki review on an LGBT selection of your choice.
Week 13: April 15-21
Graphic Novels & other visual materials

**Book:** *Maus I* (Spiegelman), PLUS find and read one manga selection (Cart suggests some good “intro” books – Sailor Moon, Fruits Basket, Naruto, Full Metal Alchemist, etc.)

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

**View:** Graphic Novels presentation

**DISCUSSION**

**Due Sunday 4/21 by midnight:** Review a graphic novel of your choice.

**Due Sunday, 4/21 by midnight:** Publicity Project.

Week 14: April 22-28
Non-Fiction

**Book (CHOOSE ONE):**

*Bomb: The Race to Build – and Steal – the World’s Most Dangerous Weapon*  
(Steve Sheinkin)

*The Family Romanov: Murder, Rebellion, and the Fall of Imperial Russia*  
(Candace Fleming)

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

**View:** Non-Fiction presentation

**DISCUSSION**

**Due Sunday 4/28 by midnight:** Review a non-fiction work of your choice.

Week 15: April 29-May 5
Young Adult Literature for Every Reader

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

**Book (CHOOSE TWO) Selection should be from 2 different categories.**

**Biographies/Memoirs:**
- *Mary’s Monster: Love, Madness, and How Mary Shelley Created Frankenstein* (Lita Judge)
- *March: Book Three* (John Lewis and Andrew Aydin; art by Nate Powell; edited by Leigh Walton)

**Novel in Verse:**
- *Long Way Down* (Jason Reynolds)
- *The Crossover* (Kwame Alexander)

**Poetry:**
- *19 Varieties of Gazelle* (Naomi Shihab Nye)
- *Please Excuse this Poem* (edited by Lauer, Melnick, Forche)

**Historical Fiction:**
- *Salt to the Sea* by Ruta Sepetys
- *Copper Sun* by Sharon Draper
**Short Stories** *(read several stories in the collection)*:
- *How They Met and Other Stories* by David Levithan
- *Unbroken: 13 Stories Starring Disabled Teens* (edited by Marieke Nijkamp)

**DISCUSSION**
*Be prepared to discuss the titles you read, who those books might appeal to (age, gender, etc.), your overall impression of the books, and any other details you care to share, including critical reception. Additional instruction will be provided as the session nears.*

**Due 5/5 by midnight:** Review on literature category not previously mentioned (ex. memoir/biography, poetry and short story choices from this session, plus film or audiobook reviews).

**Week 16: May 6-9** (Final day of class is Thursday, 5/9, so this is a brief, 4-day session)
*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**

**ASSESSMENTS:**

*NOTE: Undergraduate students will be provided a separate document outlining their responsibilities.*

**Discussions:**
- 5 sessions of up to 5 points per session will count towards grade (worth 25 total points)
  - 4 sessions assessed by the instructor & 1 self-assessment by the student
- **Student Discussion Self-Assessment** *(up to 5 points total)*:
  - Students will receive notice via Canvas regarding the date of this self-assessment.
  - Students will be given at least 1 week to complete their self-assessment
  - Students will submit a brief self-assessment for one session (no more than a paragraph).
  - Students will use the rubric as a guideline for their paragraph
- **Instructor Discussion Assessments** *(up to 20 points total)*:
  - The instructor will select and grade 5 sessions, dropping the lowest discussion grade for a total of 4 grades towards course points
- **Guidelines:**
  - Each discussion will be open for at least the full week (Monday AM – Sunday PM).
  - Pay careful attention to the dates indicated on the syllabus and in Canvas forum.
  - Discussions remain open, but posts after a session has ended are not eligible for credit.
  - To be eligible for full credit, you are expected to post at least three times each session and not all within one hour (or thereabouts).
  - Steady participation will be recognized. Try to participate in the discussion several times each week and do not post 3 times late on the final evening.
  - If you cannot post due to illness, travels, or other issues, please email me directly.
Rubric for Discussion Assessment:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1.0 pts Distinguished</th>
<th>0.75 pts Proficient</th>
<th>0.5 pts Needs Improvement</th>
<th>0 pts No Participation</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Ideas &amp; Critical Thinking</td>
<td>Insightful posts that stimulate discussion; well-developed ideas, new ideas, supported arguments, and evidence of analysis, synthesis, and/or evaluation</td>
<td>Accurate posts that address facts, but could be improved with more evidence and analysis. Posts sometimes stimulate discussion.</td>
<td>Posts need to contribute more to the discussion. Ideas need to be more well-developed, use text evidence, and show evidence of critical thinking.</td>
<td>No Ideas posted.</td>
<td>1</td>
</tr>
<tr>
<td>Clarity</td>
<td>All posts this week are well-articulated, clearly understood, and free of errors.</td>
<td>Most posts this week are well-articulated, clearly understood, and free of errors.</td>
<td>Posts lack clarity and need to be better articulated and free of errors.</td>
<td>No Ideas posted.</td>
<td>1</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Responds thoughtfully at least two times during the week.</td>
<td>Responds twice during the week, but responses aren’t always related to the original post.</td>
<td>Responds only once.</td>
<td>No responses posted.</td>
<td>1</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Initial post and responses are distributed throughout the week.</td>
<td>Initial post and responses are only on two days, but not the last two days.</td>
<td>Initial post and responses are made on the last two days of discussion (Saturday &amp; Sunday).</td>
<td>No ideas posted.</td>
<td>1</td>
</tr>
<tr>
<td>Content Knowledge &amp; Preparedness</td>
<td>Posts and responses clearly demonstrate completion of session readings.</td>
<td>Posts and responses mostly demonstrate completion of session readings.</td>
<td>Posts and responses demonstrate cursory completion of session readings.</td>
<td>No ideas posted.</td>
<td>1</td>
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Assignments:

Overall Assignment Expectations:
- Assignments are due by midnight (Central) on the date indicated to be eligible for full credit.
  - Your time zone can be adjusted in your Canvas settings to accommodate the cut off time
- Late work will result in a reduction of credit equal to one full letter grade per week (or partial week)
- If you need an extension for special circumstances, please ask in advance to avoid loss of credit.
- Please submit all papers double-spaced with standard fonts and margins.

Reviews (20 points total; 5 points each x 4 reviews):
(Learning Outcome #1)

- You are required to **CHOOSE FOUR** of the 10 sessions with book reviews listed on the Course Calendar. (noted with **)
- Select and read an additional book on that session’s topic or theme.
  - Title should be written for Young Adults (except “Crossover” selection week)
  - Use good research strategies to find a book worth recommending.
    - See the selection/reviews presentation for tips (Week 3)
  - Use the Turtam article from the 3rd session to guide you writing of the book review.
  - Read some book reviews from standard YA review sources (*School Library Journal*, *Booklist*, *Horn Book*, *VOYA*, etc.) for guidance.
- These reviews will inform classmates of quality YA books and encourage reading YA after this course is complete.
• General guidelines for book reviews:
  • Include a very brief plot summary (no spoilers)
  • Include an assessment of the book’s strengths or weaknesses.
  • Indicate the genre.
  • Recommended age or grade range
  • Review should be approximately 200-250 words
• Submitting completed review:
  • Create a one slide PowerPoint with the title, book cover, and your review (including genre & age/grade range) and upload it to the Canvas assignment page by the due date.
  • Post your review to the “Reviews” Collaboration PowerPoint by the due date.

Review paper on Printz winner/honor book (20 points)
Due Sunday 2/17 by midnight Submit 6-8-page paper to the Canvas assignment page
CHOOSE 1: Monster by Walter Dean Myers or Speak by Laurie Halse Anderson
(Learning Outcome #3)

This will be a written summary of critical response to the book you’ve chosen. This assignment is designed to assess your ability to locate useful published book reviews and works of criticism on your chosen book/author to aid you in your future work in collection development. A primary goal of this assignment is to help you identify (or debate) qualities of excellence in YA literature and evaluate how the work conforms to those criteria.

Research Expectations:
• Locate and read reviews and criticism of your chosen Printz winner/honor book (at least five published reviews/sources)
  o As award-winning materials, you should be able to locate many reviews and/or works of literary criticism on both the book and its author.
  o Sources for reviews, criticism and articles about the book and/or author can include: Standard YA review sources (School Library Journal, VOYA, Horn Book, Booklist, LMC, etc.) Non-library publications (New York Times & other general publications and newspapers).
• Explore sources for reader reviews (Amazon, Goodreads, Library Thing, Common Sense Media and other online places that allow readers to respond to the books)
  o Give special attention to reader reviews written by adolescents (some may include an age or grade).
• Review the criteria for the Printz Award.

Paper Expectations:
• Overview:
  o Write a summary/reflection on your observations about the opinions shared by the reviewers and critics. The paper should be predominately written in your own words, but can include brief quotes from reviews and other sources as necessary. Include citations and quotes to accurately reflect others ideas and words.
• Format:
  o 6-8 pages
  o Double-spaced
  o Standard font
  o Standard margins
• Recommended Organization:
Introduction:
- Include title, author, and brief plot summary (no more than one page).

Body:
- Summarize reviews and critical response to the book (cite sources as needed).
- Share your observations about reader reviews.
- Include your reflections on the book as it relates to the Printz Award criteria (considering which criteria were met or not met in your opinion)
- Consider including a synopsis of the author’s work and achievement since the book’s publication.

Conclusion:
- Provide your reaction to the book as young adult literature, given the reviews, criticism, and awards criteria.

Works Cited Page:
- MLA-style
  - Automated tools: http://www.easybib.com and UWM library’s RefWorks
  - EBSCO and other databases have automated citation creation tools.
- Include all sources used (must have at least five published reviews/sources for eligibility for full credit)

**Booktalk (15 points)**
**Due Sunday 4/7 by midnight-Submit to the Canvas assignment page**
(Learning Outcome #4)

Each student will submit a written booktalk script & a presentation on a young adult title of your choice. The booktalk should be presented as if to an audience of young adults. There will be readings & a video on booktalking techniques to help you prepare a successful booktalk.

Assignment Expectations:
- **Book Selection:**
  - Choose a YA book that is NOT on this syllabus as a required or selected reading.
  - The title should have received positive reviews and/or critical acclaim.
  - Consider ALA’s lists of award-winning books beyond the Printz for the past several years (Best Books/fiction for Young Adults, Non-fiction winners, Morris, and Teens Top Ten)
  - http://www.ala.org/yalsa/bookawards/booklists/members

- **Written Script:**
  - 1-1 ½ pages
  - Double-spaced
  - Standard font
  - Standard margins

- **Presentation:**
  - Record your booktalk using any tool that allows your classmates to hear your voice & see a presentation.
    - A camera and mic on your computer (or smartphone) or a presentation tool with prepared slides.
    - Options: Screencastify, Screencast-o-matic, iMovie, Windows MovieMaker, etc.

- **Criteria:**
  - Approximately 3-4 minutes in length.
  - Pacing: booktalk is spoken at an appropriate pace, not read from a script.
- Hook: There is an effective attention-grabber
- Plot: An interesting or exciting episode, character or scene is used to pique the audience’s interest and convey mood, instead of an overall plot summary.
  - No spoilers
  - Brief reading from the book may be used as appropriate.
- Author & title are included at the end of the booktalk.
- Visual: There is some visual element.
- Audience: Book is appropriate & recommended for the age group and presentation is targeted for a teen audience.

- Upload to Canvas assignment page:
  - Script: Upload as a word document
  - Presentation: Cut and paste the URL to your digital presentation or upload the recording in a playable file (mp4 for example).

Publicity Project (20 points)
Due Sunday, 4/21 by midnight-Submit to the Canvas assignment page
(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 want or need. For that reason, it’s important that librarians serving teens are experts in passive readers’ advisory through a variety of means. Librarians need to be pro-active in letting teens know about our materials through publicity efforts.

For this final project, you will be creating a publicity or marketing piece that can be used to inform teens in your library know about 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!

Assignment Expectations:
- Guidelines:
  - Select a theme: Could be a genre (historical fiction, steampunk, memoirs, etc.) or a topic (WWII, eating disorders, Native Americans, etc.)
  - Brief Annotations: Include a sentence or two that describes (and sells!) each book or resource
  - Resources: Feature 10-15 items on your theme.
- Book/Resource Selection:
  - Title should be written for Young Adults (except “Crossover” titles if it fits within theme)
  - Use sound research strategies outlined throughout course to find books/resources worth recommending.
- Finished Product Options:
  - Series of well-designed bookmarks (at least 3 bookmarks, 2 sided, with brief detail on several items on each)
  - Brochure, tri-fold or flyer
  - Detailed and attractive poster that could be displayed in a section of your library
  - Webpage or blog that publicizes titles
  - Digital book trailers or recorded booktalks (only need to do 3-4 books for this option)
  - Display (submit pictures & brief paper that describes your display, including purpose, materials selected, etc.)
o Other ideas? Creativity is encouraged, so feel free to propose other ideas

- Submission:
  o Online project (such as a YouTube video, a blog or webpage): Submit the link on Canvas.
  o Display: Upload a file (word, pdf) to Canvas, including brief paper and clear images of display.
  o Print Pieces: Upload a viewable file (word, pdf) to Canvas

### UWM GRADING SCALE:

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<td>C</td>
<td>74-76.99</td>
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<tr>
<td>C+</td>
<td>77-79.99</td>
<td>Below 60</td>
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### POLICIES:

#### UWM Academic Policies
Many university policies affect all SOIS students. These policies may be accessed through a PDF file 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.

#### SOIS Academic Policies: [http://www4.uwm.edu/sois/programs/graduate/mlis/policies/](http://www4.uwm.edu/sois/programs/graduate/mlis/policies/)

#### Workload Statement:
Statement of time investment by the average student: On average, students should spend 48 hours per credit per semester on class activities (i.e., approx. 144 hours for a 3-credit course). Total Hours: 3 credits x 48 hours = 144. The workload is an estimate; students are assessed on performance, not on the time put into the course.

#### Student expectations, conduct, and responsibilities:

#### Participation by Students with Disabilities:
If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

#### Canvas and Student Privacy:
This course utilizes the learning management system Canvas to facilitate online learning. Canvas provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept
confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) but may be used for student evaluation.

**FURTHER RESOURCES:**
As a UW-Milwaukee student you have access to information resources across the UW system.

**UWM Library:**
Online & Distance Education Services: [http://guides.library.uwm.edu/distance](http://guides.library.uwm.edu/distance)
Library homepage: [https://uwm.edu/libraries/](https://uwm.edu/libraries/)
Library online information literacy video series: [http://guides.library.uwm.edu/infolit](http://guides.library.uwm.edu/infolit)

**UWM Writing Center:**
If you would like assistance with your writing, don’t hesitate to make use of the UWM Writing Center. Their services are free and fully available to online students. [http://www4.uwm.edu/writingcenter/](http://www4.uwm.edu/writingcenter/)