



Independent Study | in Idaho

LibS 431
Adolescent Literature
for Teacher Librarians

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Course Guide

Independent
Study | in Idaho

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Library Science 431 Adolescent Literature for Teacher Librarians

University of Idaho
3 Semester-Hour Credits

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Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

This course will develop students' knowledge of adolescent literature as it pertains to teacher librarians, with a focus on youth grades 6–12. It emphasizes the skills and discernment necessary by the librarian to effectively serve adolescents. Evaluation tools for selecting literature and electronic resources will be covered, and issues relating to materials selection and promotion for the secondary school library will be explored. Prerequisite: LibS 413, LibS 414, LibS 418/518; or Permission; Co-requisite: LibS 433.

Required: Internet access

10 graded lessons, 2 graded projects, no exams

Course Materials

Required Course Materials

- Bucher, Katherine and Hinton, KaaVonia. *Young Adult Literature: Exploration, Evaluation, and Appreciation*. New York: Pearson, 2013 ISBN(s): 978-0133066791
- Electronically accessible articles listed and linked in the individual lessons from the "Readings" document.
- UI Library online article databases to search for reviews and other supplementary information requested in the written assignments: <http://www.lib.uidaho.edu/find/articles.html>

University of Idaho Library Access

- To access the University of Idaho Library online databases, you will need to use your U of Idaho Net ID (email login).

Course Introduction

This course will introduce you to concepts, categories, and example books of young adult (YA) literature. There are readings from the textbook and from the current library literature. In each lesson, you will answer questions and provide responses based on the readings. All questions should be answered in a short answer/essay format. In addition, you will be required to read sixteen young adult books, representing the various categories discussed in the lessons, and write annotations of these books. The compiled annotations will take the place of midterm and final exams.

Course Objectives

This course will develop students' basic knowledge and understanding of the field of young adult (YA) literature, particularly as it pertains to librarians, with a focus on children ages 12–18. The course will further emphasize skills, tools, and insights necessary for effective professional librarianship in the area of

services to young adults, including but not limited to:

- knowledge of the bibliographic tools and review media in the discipline;
- development of critical skills in evaluation of young adult literature; and
- knowledge of the basic genres of young adult literature, including authors, works, and illustrators.

Lessons

Each lesson includes the following components:

- lesson objectives
- reading assignment
- brief lecture or introduction
- written assignment
- annotation(s)

Study Hints

- Keep a copy of every lesson submitted.
- Complete all assigned readings.
- Use the UI Library online article databases at <http://db.lib.uidaho.edu/databases/> to search for reviews and other supplementary information requested in the written assignments. You will need to get a library access barcode to do this. (For information about barcode access to the University of Idaho Library online readings and databases, see *University of Idaho Library Access* and Lesson 1 in this course guide.)
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Web pages and URL links in the World Wide Web are subject to change. If you cannot access a link that has been listed in this course guide, use your favorite search engine (such as Google) to locate the site. To seek assistance or provide any updated information, contact your instructor.

Annotations

In lieu of proctored exams, you will be completing extensive annotations of young adult (YA) books. Detailed instructions for the annotations are included in Lesson 1. The first set of annotations is due after Lesson 5 and the second set at the end of the course. The annotations should be submitted after completing the required set of lessons, **NOT** with each lesson. However, it is recommended that you submit a draft of your first annotation with Lesson 1 to get feedback on it from your instructor.

Grading

The course grade will be based upon the following considerations:

10 Lessons: 60 points each for written assignments = 600 points

2 Projects (sets of annotations): 200 points each = 400 points

Grand total points: 1000

Grading:

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60% to 69%
- F = 59% and lower

The final course grade is issued after **all** lessons and projects have been graded.

Academic Integrity

Independent Study in Idaho proctors and students are responsible for maintaining high academic standards and integrity. These standards are defined in the University of Idaho's *Student Code of Conduct* policy. To read this policy in its entirety, access www.webpages.uidaho.edu/fsh/, the *Faulty-Staff Handbook*, Chapter 2: Student Affairs Policies, Student Code of Conduct: 2300, Article II, Academic Honesty. A portion is printed below:

ARTICLE II—ACADEMIC HONESTY

1. Cheating on classroom or outside assignments, examinations, or tests is a violation of this code.
2. Plagiarism, falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty and, as such, are violations of this code.
3. Because academic honesty and integrity are core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion.

About the Course Developer

Diane Prorak is a reference and instruction librarian and associate professor at the University of Idaho (UI). She coordinates the University of Idaho Library instruction program.

Contacting Your Instructor

Instructor contact information is posted on your BbLearn site under *Course Rules*.

Lesson 1

Understanding, Teaching, and Appreciating Young Adult Literature

Lesson Objectives

After this lesson, you should be able to do the following:

- Describe some of the history, characteristics, purposes, and qualities of young adult literature.
- Describe some characteristics of young adults.
- Describe ways to successfully use young adult literature in schools and public libraries.
- Describe ways to connect young adults to books they will enjoy.
- Describe how you can plan thematic units or programs that can connect young adults to appropriate books.

Readings: Bucher, Chapter 1

Articles on Electronic Reserve

Diaz, Shelley M. "YA'S Long Reach. (Cover Story)." *School Library Journal* 61.11 (2015): 22. *MasterFILE Premier*. Web. 7 Dec. 2015.

<http://ida.lib.uidaho.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=110642705&site=ehost-live&scope=site>

Lecture:

What is young adult (YA) literature and when did it become a separate classification? What are its characteristics and the characteristics of its readers? What are some of the criticisms and accolades of this literature? These introductory chapters open our journey into the world of young adult literature. Not only will you learn about the genres and authors in this area, but also about how you can help connect young adults to books and help them find relevant and enjoyable reading. As you read, consider your own library situation, or the library in which you hope to work. If you are (or will be) in a school library, much of the reading relates directly to your situation. If you are in a public or other type of library, you may need to adapt some of the school-directed content to your situation.

Throughout the course, I will use the terms young adult, adolescent, and teen interchangeably.

Written Assignment: Please complete Lesson 1 below and submit it for feedback. Please don't send more lessons until you've received the comments and grade from the first lesson back from your instructor.

(60 points)

1. Introduce yourself, describing your current career, your career aspirations, your experience

with adolescents, and your goals or reasons for enrolling in this class. If you have any personal memories of YA literature from when you were an adolescent, describe them or any impact YA books may have had on you. **(10 points)**

2. Describe some of the media that generally are a part of the life of today's teenagers. How do the Internet, other media, and youth culture affect reading? Describe ways you can connect teenagers to reading and the library. **(10 points)**

3. Describe the purposes, qualities, and characteristics of YA literature and some of the arguments for and against it and how YA literature has changed over its history and how it continues to evolve today. **(10 points)**

4. Read the article by Diaz, then summarize and react to it. **(10 points)**

5. *Using the UI Library databases available to you, find a recent professional article (written within the last 6 years) about young adult literature or libraries serving adolescents that interests you. It can be an article on the history, definition, selection, teaching, or any other topic. Cite the article and then summarize and react to it in 1-2 paragraphs. (10 points)*

- a. *Here are the recommended steps for choosing professional databases for articles in this course:*
 - i. *From the UI Library web page (www.lib.uidaho.edu), click on **Academic Search Premier***
 - ii. *On the Ebsco search screen, click on "Choose databases" (near the search box).*
 - iii. *In the list of databases, check **ERIC and Library, Information Science and Technology Abstracts.***
 - iv. **UNCHECK** Masterfile Premier (too many popular articles)
 - v. *When looking for book reviews, also check "Book Review Digest Plus."*
 - vi. *Click OK and then search.*

6. Investigate one of the important authors listed in Chapter 1. Do some research to find biographical information about the author. Write a two-paragraph biography about the author, listing some of the books written, the themes s/he writes about, the common time periods/settings/characters s/he brings to life, and what some critics say about this author. A good source for author information is Literature Resource Center, found in the UI Library databases. This source could also be useful to you for reviews and other criticism of books in this course. **(10 points)**

BOOK ANNOTATION for Lesson 1

To earn full credit, 25 points. See guidelines below.

Annotation #1

Reread one book you remember reading as an adolescent. In your annotation, include comments on your reaction to this book reading it as an adult, and contrast it to the reaction you may have had as an adolescent (if you can remember!).

It is **highly recommended** that you submit a draft of Annotation #1 (for comments, not grading), along with your Lesson 1 written assignment. Your instructor will respond to let you know if you are on the right track, and if your annotation is satisfactory. It helps to get some feedback before you write many annotations. You will need to submit the final version of this annotation with your midterm project after Lesson 5.

MIDTERM: Project 1

Annotations for Lessons 1–5

(200 points)

Instead of taking an exam, it is now time for you to complete and turn in the eight annotations for lessons 1–5. These should be compiled into one document (with each annotation clearly numbered and labeled) and sent like a regular lesson. The specific instructions and guidelines for writing the annotations appear in Lesson 1.

Each annotation itself will be worth up to 25 points. Thus, your midterm Project 1 annotations can earn up to a total of 200 points.

Regarding the choice of books, I encourage you to use a variety of resources in choosing your books (not just the textbook) and to choose high-quality books that are good representatives of the categories required. You must use a different book for each annotation; no one book can be used for two annotations.

The descriptions of what types of books to annotate are found after the written assignments in the lessons. Below is a list repeating the requirements from each lesson.

Lesson #	Annotation #	Description of type of book to annotate (Annotate one of each type listed below.)
1	1	Reread a book you read as an adolescent.
2	2	Award winning book
2	3	YA book focusing on diversity (multicultural or socioeconomic), sexual
3	4	Banned or frequently challenged YA book
4	5	YA realistic fiction book published before 1990
4	6	YA realistic fiction book published after 1990
5	7	YA adventure, mystery/suspense, or humorous book (recommend choosing a genre with which you are less familiar)
5	8	YA adventure, mystery/suspense, or humorous book (but not the same category as Annotation #5)