

**LS 585 – LITERATURE FOR YOUNG ADULTS**  
**SPRING 2008**

*LS 585 is a required course for a Master of Library Science and for School Librarian Certification.*

**College of Education**  
**Department of Library Science**

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**Text/Readings:**

Required Textbook:

Harlan, Mary Ann, David V. Loertscher, and Sharron L. McElmeel. *Young Adult Literature and Multimedia: A Quick Guide*. Hi Willow Research and Publishing, 2005. Available from LMC Source at [www.lmcsource.com](http://www.lmcsource.com). It's not available from other online book stores. You will need the textbook right away!

Required Young Adult Books (in order of reading assignments):

Lyga, Barry. *The Astonishing Adventures of Fanboy and Goth Girl*.  
Crutcher, Chris. *Athletic Shorts*.  
Speigelman, Art. *Maus: A Survivor's Tale (Part I only)*.  
Stone, Tanya Lee. *A Bad Boy Can Be Good for a Girl*.  
*Things I Have to Tell You: Poems and Writings by Teenage Girls*. Betsy Franco, ed.  
Trueman, Terry. *Stuck in Neutral*.  
Johnson, Angela. *The First Part Last*.  
Anderson, Laurie Halse. *Speak*.  
Meyers, Walter Dean. *Fallen Angels*.  
Anderson, M. T. *Feed*.  
Meyer, Stephenie. *Twilight*.  
Harris, Robie. *It's Perfectly Normal*. Michael Emberley, ill.  
Gantos, Jack. *A Hole in My Life*.  
Schlosser, Eric and Charles Wilson. *Chew on This: Everything You Don't Want to Know about Fast Food*.  
Crutcher, Chris. *Running Loose*.  
Chevalier, Tracy. *Girl with the Pearl Earring*.  
Garden, Nancy. *Annie on My Mind*.  
Peck, Richard. *A Long Way from Chicago*.  
Rennison, Louise. *Angus, Thongs, and Full-Frontal Snogging*.  
Cormier, Robert. *The Chocolate War*.  
Hobbs, Will. *Far North*.  
Sanchez, Alex. *Rainbow Boys*.  
Crutcher, Chris. *The Sledding Hill*.  
Jimenez, Francisco. *Breaking Through*.  
Booth, Coe. *Tyrell*.

**Course Description:**

Acquaints students with the selection, critical analysis, and historical developments for young adults. Emphasis will be placed on selecting recreational and informational materials for young adults reflecting our multicultural society; identifying techniques, activities, and strategies which motivate young adults to read and respond to literature; and developing critical abilities for evaluating literature for young adults.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>  Candidates will be able to:	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <i>TEXES Standards</i></li> <li>• <i>American Association of School Librarians (AASL)</i></li> <li>• <i>Conceptual Framework #</i></li> </ul>
1. Develop an understanding of young adults.	Units Two and Eleven	Weekly Class Blogs Teen Experience Journal, Part I Homepage/Reading Autobiography Young Adult Literature Essay	<i>Texas:</i> <i>AASL: 1.1 Efficient and ethical information-seeking behavior</i> <i>CF:</i>
2. Evaluate and select books and nonprint materials appropriate for young adults.	Units One through Ten	Weekly Class Blogs Teen Experience Journal, Part II	<i>Texas:</i> <i>AASL: 1.2 Literacy and reading</i> <i>CF:</i>
3. Identify significant authors of books appropriate for young adults.	Units One through Twelve	Weekly Class Blogs Teen Experience Journal, Part II	<i>Texas:</i> <i>AASL: 1.2 Literacy and reading</i> <i>CF:</i>
4. Critique major issues in young adult literature, including intellectual freedom.	Unit Twelve	Weekly Class Blogs Teen Experience Journal, Part II	<i>Texas:</i> <i>AASL: 1.2 Literacy and reading</i> <i>CF:</i>
5. Promote reading and books as part of the school curriculum.	Booktalking* Unit Thirteen	Booktalk Project Weekly Class Blogs	<i>Texas:</i> <i>AASL: 1.2 Literacy and reading</i> <i>CF:</i>

Web address for *TEXES* standards:

Web address for *AASL* standards :[www.ala.org/ala/aasleducation/schoollibrarymed/ala-aasl\\_slms2003.pdf](http://www.ala.org/ala/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf)

Web link for *Conceptual Framework*: [www.shsu.edu/~ncate/concept.html](http://www.shsu.edu/~ncate/concept.html)

**Course Format:**

Interaction will take place through the Blackboard course site. Communication will include blogging and e-mail messaging. Course materials will be available through Blackboard documents.

In this course our focus will be on three Essential objectives (as assessed by the IDEA course evaluation system):

- Gaining a broader understanding and appreciation of intellectual/cultural activity (literature).
- Gaining factual knowledge (terminology, classifications, methods, trends).
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Course Content:**

Unit One: Knowing Teen Literature

Unit Two: Understanding Young Adults

Unit Three: Pop Culture

Unit Four: Poetry  
 Unit Five: Modern Realistic Fiction  
 Unit Six: Historical Fiction  
 Unit Seven: Fantasy and Science Fiction  
 Unit Eight: Supernatural, Horror, and Mystery  
 Unit Nine: Informational Books and Biography  
 Unit Ten: Special Topics  
 Unit Eleven: Special Readers  
 Unit Twelve: Issues in Young Adult Literature  
 Unit Thirteen: Programming and Services

### Course Requirements:

1) **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

2) **Assignments:**

#### Refer to detailed guidelines in Blackboard documents.

- a. Weekly Class Blogs. Discussions of 25 required young adult books. See individual Units for discussion questions.
- b. Teen Experience Journal. Part I – Interview a teen and observe a group of teens. Part II – Read one of each of the following books of your choice: manga, literary graphic novel, series book (paperback, numbered); Printz Award, Best Books for Young Adults (YALSA), Alex Award, Top Ten Teens, Quick Picks for Reluctant Readers, Young Adults’ Choices (IRA); read 5 “guy” books and 5 “100 Best Books;” view a movie based on a young adult book; listen to an audio book for young adults.
- c. Booktalk. Plan and deliver a booktalk of 3-5 books to a class of middle school or high school students in a school of your choice. Refer to documents and forms in Assignments.
- d. Young Adult Literature Essay. Write an essay based on YA NOVELS ONLY read for the class.

### Evaluation (\* indicates field-based activity):

Because your active participation is so important it is imperative that all assignments be submitted on due dates.

All blogs and other assignments are due by midnight of the due date.

- Late Work: Blog entries made after midnight of the due date will NOT be accepted. Assignments submitted after midnight of the due date will receive late penalties. No late work will be accepted after May 9<sup>th</sup>. Emergency situations affecting due dates will be considered on an individual basis. If you are ill and have a doctor’s note, fax a copy to me to avoid late penalties.
- Rewrites: Rewritten assignments are accepted only if the content of the first one is unacceptable. Then points from the original assignment and the rewritten assignment will be averaged.
- All assignments must be completed in order to pass this course.

#### Assignment Points:

Blogs	39 points
Homepage	3 points
Teen Experience Journal, Part I	6 points
Teen Experience Journal, Part II	22 points
Booktalk*	15 points
Young Adult Literature Essay	<u>15 points</u>
Total	100 points

#### Grading Scale:

90-100 – A  
 80-89 – B  
 70-79 – C  
 60-69 – D  
 Below 60 – F

### Expectations:

Technology Requirements. It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving e-mail messages, attaching documents to e-mail messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This is NOT a place to begin learning technology skills.

**Student Syllabus Guidelines:**

For detailed information about academic dishonesty, classroom rules of conduct, student absences on religious holy days, students with disabilities policy, and visitors in the classroom, go to the following university link:

[www.shsu.edu/syllabus/](http://www.shsu.edu/syllabus/)

**Academic Dishonesty:**

Plagiarism is serious. In this class copying another student's work (past or present) and allowing another student to copy your work will result in a failing grade on the assignment.

**A Selected Bibliography:**

Goldsmith, F. (2005). *Graphic Novels Now: Building, Managing, and Marketing a Dynamic Collection*.

Chicago: American Library Association.

Herald, D. H. (2003). *Teen Genreflecting: A Guide to Reading Interests*. 2<sup>nd</sup> ed. Westport, CT: Libraries Unlimited.

Honnold, R. (2006). *The Teen Reader's Advisor*. New York: Neal-Schuman Publishers, Inc.

Johnson, D. (2007). "Don't Defend That Book." *Library Media Connection* 26 (August/September) 98.

Jones, P.; Hartman, M. L.; & Taylor, P. (2006). *Connecting with Reluctant Teen Readers: Tips, Titles, and Tools*. New York: Neal-Schuman Publishers, Inc.

Jones, P. et al. (2003). *A Core Collection for Young Adults*. Neal-Schuman Publishers.

Krashen, S. D. (2004). *The Power of Reading: Insights from the Research*. 2<sup>nd</sup> ed. Westport, CT: Libraries Unlimited.

Kravitz, N. (2002). *Censorship and the School Library Media Center*. Westport, CT: Libraries Unlimited.

*Middle and Junior High School Core Collection*. 9<sup>th</sup> ed. (2005). New York: The H. W. Wilson Company.

Office for Intellectual Freedom. (2006). *Intellectual Freedom Manual*. 7<sup>th</sup> ed. Chicago: American Library Association.

Rochman, H. (1993). *Against Borders: Promoting Books for a Multicultural World*. Chicago: American Library Association.

*Senior High Core Collection*. 17<sup>th</sup> ed. (2007). New York: The H. W. Wilson Company.

*Your Reading: An Annotated Booklist for Middle School and Junior High*. 11<sup>th</sup> ed. (2003). Urbana, IL: National Council of Teachers of English.