EMPORIA STATE UNIVERSITY
School of Library & Information Management

Course Syllabus
LI 832XI
Information Resources/Services Young Adults
Internet, Begins 5/20

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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Important Dates for Summer 2013

5/20: First day of class	*5/24: Last day to add/drop*	*5/27: Memorial Day (ESU closed)*
7/3: Last day to withdraw	*8/2: Last day of classes*	*8/13: Final Grades Due*

Catalog Description

Surveys information resources and programs for young adults aged 11-18. Students apply their knowledge of developmental theory and the informational, recreational, social, educational, and research needs of upper elementary, middle school, and high school students in selecting resources and designing services in public and school library settings.

General Goal

This course seeks to make you familiar with the world of young adult services and literature. Well look at characteristics of the young adult population, the types and extent of materials available, challenges to working with young adults, and strategies for making the library or media center an inviting place to encourage teen readers.

Learning Resources

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC:American Psychological Association.

Anderson, S. B. (2005). *Extreme teens*: *Library services to nontraditional young adults*. Westport, CT: Libraries Unlimited.

Bucher, K. & Hinton, K. (2010). *Young adult literature*: *Exploration, evaluation, and appreciation* (2nd ed.). Boston, MA: Allyn & Bacon.

Mahood, K. (2006). *A passion for print*: *Promoting reading and books to teens*. Westport, CT: Libraries Unlimited.

Any additional readings posted in Blackboard during the course.

Course Learning Objectives

By the end of the course, students will be able to:		Program Outcomes	Professional Values	YALSA Competencies
1	Identify developmental changes occurring in young adults and the effects this has on collections and services.	2, 5	1	1.1, 2.1
2	Describe and discuss the history and development of literature and materials for young adults.	2, 7	1	5.3
3	Read widely across all genres to maintain a broad knowledge of literature for young adults, including multicultural materials, and those for special needs patrons.	2, 7	1, 4	2.3, 2.4, 7.3
4	Recommend activities for young adults, parents and teachers to assist in promoting reading.	5, 8	1, 4	1.4
5	Discuss trends in teen culture and in research in young adult literature and services.	1, 2, 5	1	2.2, 4.3, 7.4
6	Describe censorship issues surrounding young adult literature and discuss effective methods of insuring intellectual freedom.	1	1, 3	1.2, 4.7
7	Create and maintain collections that meet informational and recreational needs of young adult populations.	1, 2	1, 2, 4	5.1, 5.3, 5.4
8	Utilize appropriate technology to promote young adult literature and services.	4	1, 2	3.4, 3.8, 6.2, 6.6
9	Design, develop, implement and evaluate programs for young adults.	1, 2, 8	1, 2, 4	3.4, 4.10, 7.1
10	Develop strategies and articulate various approaches to aid teachers in integrating materials, including multicultural materials, into the curriculum.	1, 7	1, 2, 4	5.5

The Teachers College Conceptual Framework

Emporia State Universitys faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community. Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESUs professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:

Candidates exhibit knowledge of:
1. characteristics of diverse learners. 3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners. 10. ever changing educational needs of students living in a global society. 11. appropriate technology and how it may be used to enhance teaching and learning. 12. various instructional strategies that can be used to meet the needs and learning styles of individual students. 13. theories of human physical, cognitive, social, and emotional development. 16. professional ethics and standards for practice. 17. teamwork and practices for creating healthy environments for learning and teaching. 18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment. 2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 3. implement non-biased techniques for meeting needs of diverse learners. 4. integrate knowledge across and within disciplines. 5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate. 8. create learning experiences commensurate with a students level of readiness. 9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills. 10. use and support effective communication techniques in order to develop a positive learning environment. 11. make use of appropriate technology to support student learning. 15. develop a storehouse of learning strategies that help students understand and integrate knowledge. 16. respond respectfully to ideas and views of others. 17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards. 2. respect for cultural and individual differences by providing equitable learning opportunities for all students. 3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 7. a commitment to challenge all students to learn and to help every child to succeed. 8. an awareness of the larger social contexts within which learning occurs. 11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 12. a willingness to learn from other professionals in the field.

Course Assignments

Evaluation	Description	Objectives	Due Date	Points
#1	Participation/ online discussion	1 10	5/26 8/5	20
#2	YA Library Visit	1, 3, 5, 7, 9	6/21	10
#3	Electronic Book talk	4, 8	7/5	15
#4	Program Plan	1, 4, 9	7/19	20
#5	YA Literature Blog	1 - 10	8/5	35

Evaluation #1 Participation (20 points)

Online class discussion and participation are important aspects of the assessment process in the course. Through guided and independent discussion and participation, students will share with colleagues their experiences and ideas. Students should be prepared to articulate agreement and disagreement on a variety of issues. Blackboard discussion topics related to the readings and assignments will be posted; it is the students responsibility to contribute <u>at least twice to each discussion topic</u>. The student is expected to give a comprehensive, thoughtful response to the topic presented and to respond to others posts.

Evaluation #2 Young Adult Library Visit (10 points)

Visit a library that serves a young adult population and evaluate the physical space, the collection, and available programs. Write a short report (4 6 pages see Blackboard for report example) on your findings and reactions to what you discovered. A list of items to watch out for and the topics that should be covered in the report will be provided.

Evaluation #3 Electronic Book Talk/ Author Promotion (15 points)

Create a book talk or an author promotion aimed at teen readers in any electronic format that lends itself to web distribution. Your finished piece should be no more than three minutes long, and may be created in any suitable electronic medium. A list of suggested electronic tools and links to examples will be provided.

Evaluation #4 Program Plan (20 points)

Create a plan for a program that promotes reading and information literacy to young adults. Your plan should be aimed at a specific target group, should include descriptions of the specific activities and how these activities will meet the program goals. You should also include details of required resources, a program budget, and an evaluation plan for the program.

Evaluation #5 Young Adult Literature Blog (35 points)

Contribute to the class YA Literature blog based on your reading of a variety of YA materials.
At least half of your entries should be on books published in the last three years. Each blog entry should include publication details of the book, age or reading level, genre, a brief plot summary (your own), themes (keywords), any awards won, and a comment (your opinion). School Media Specialist students should also add extensions, where appropriate (ideas for using the book in a classroom and connections to appropriate curriculum standards.) The blog will start in week two, and students should <u>make a minimum of one entry per week</u>. Each class members will be able to see all the entries, so you can all experience a wider range of young adult material. More detailed instructions will be provided.

Tentative Course Outline

Session	Topic	Readings	Due
Week 1: 5/20	*Introduction*		
Week 2: 5/27	*Young Adults who are they?*	Anderson Intro & 1, Bucher 1	5/26 Mini biography discussion post
Week 3: 6/3	*Teen Reading & Culture*	Mahood 1, 2, 4 & 8	
Week 4: 6/10	*Collection Building for Young Adults*	Bucher 2, Mahood 3, Anderson 3	
Week 5:	*Contemporary Realistic Fiction*		

Week 5: 6/17	Contemporary Realistic Fiction Adventure, Mystery & Humor	Bucher 5 & 6	6/21 Library Visit
Week 6: 6/24	Promotion	Anderson 4, Mahood 5, 6, 7, 9, 10	
Week 7: 7/1	Science Fiction, Fantasy & Horror Other Formats: Graphic Novels, Manga etc.	Bucher 7& 12	7/5 Electronic Book Talk
Week 8: 7/8	Intellectual Freedom Historical Fiction	Bucher 4 & 8	
Week 9: 7/15	YA Services	Bucher 3, Anderson 2,	7/19 Program Plan
Week 10: 7/22	Non-Fiction & information Biography	Bucher 10 & 9	
Week 11: 7/29	Poetry, Drama & Short Stories	Bucher 11	
Week 12: 8/5	Bringing it all together	8/5 YA Literature Blog to be completed	

Grading Rubrics

The rubrics for grading each of the evaluation elements of the course are available in the in our section of Blackboard. These rubrics identify all the elements required and the degree of achievement necessary to secure particular scores. It is well worth consulting the rubrics to understand exactly what is expected of you in each evaluation.

Class Grading Policy

All work must be submitted as required on or before the due date. No late work will be accepted. All submitted work must reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content should reflect original thinking, logic, and careful analysis. The works of others must be properly credited, and all submitted work should be written in a scholarly style and formatted in APA style (sixth edition) where appropriate.

Class Attendance Policy

Students are expected to attend all online class sessions (if scheduled) and participate each week in online discussions, as appropriate. Students who are unable to attend online class meetings may, with the instructor's prior permission, review the session on Blackboard and submit a short summary of the class content to the instructor. Any unexcused absence will lower a student's overall grade by half a letter grade for every one hour of class missed. Students who have more than 4 unexcused hours will fail the class. Excused absences must be arranged in advance with the instructor. In the case of an emergency, please contact the instructor as soon as possible.

SLIM Grading Scale*

96 –100 A	77 – 79 C+
90 – 95 A–	74 – 76 C

87 – 89 B+	70 – 73 D
84 – 86 B	0 – 69 F
80 – 83 B–	

*The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's

program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/grad/docs/policyhandbook2.pdf).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be**

placed on the student's record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]*

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:
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