



## School of Library & Information Studies

### LS 522: Materials & Services for Young Adults Fall 2021 – Online – Weekend College

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#### I. Descriptive Information of Course:

- A. Course Number and Title: LS 522 – Materials & Services for Young Adults
- B. Catalog Description: Explores materials (print and digital) and programs appropriate for adolescents ages 12 to 18.
- C. Course Description: This course introduces a wide variety of print and digital resources suitable for adolescents ages 12 to 18 and suggests appropriate techniques for effective evaluation and collection development. Literature-based activities and library programs for young adults are explored with emphasis on meeting the diverse informational, educational, and recreational needs of today's adolescents. Among the topics the course addresses are: the social, moral, and cognitive needs of adolescents; emerging technologies/social media and teen usage; origins and development of young adult literature; notable young adult authors; distinctive genres and their characteristics; social and political issues/trends addressed in current young adult materials (print and digital); problematic aspects of contemporary young adult literature; critical approaches to choosing developmentally appropriate, quality young adult literature and other materials; successful strategies for designing and implementing young adult library programs in both public libraries and school library media centers; and recommended competencies for librarians serving contemporary teens and tweens.
- D. Course Credit: 3 credit hours
- E. Prerequisites: None

#### II. Overview of Course Goals:

Students will be involved in activities and projects throughout the course that will:

- ❖ Explore the social, moral, and cognitive development of adolescents ages 12 to 18;
- ❖ Examine the place of young adults in society, their interests and informational and recreational needs, and general attitudes of librarians/educators/adults towards young adults;
- ❖ Identify the current issues facing young adults today, including the depiction of teens in news and media sources;
- ❖ Explore how young adults use social-networking, gaming, digital media, and technology to stay-connected with other teens;
- ❖ Provide an overview of the emerging development of young adult literature;

- ❖ Examine the history and characteristics of popular genres of young adult literature;
- ❖ Analyze the works of notable authors for young adults;
- ❖ Examine some of the social, political, and cultural issues and trends in contemporary works for young adults;
- ❖ Cultivate the ability to effectively evaluate print and digital materials for young adults using a variety of techniques including age appeal, merit, quality of graphics, treatment of social issues, and developmental appropriateness for target audience;
- ❖ Provide an opportunity to develop proper techniques for sharing materials with young adults from all types of cultural backgrounds, through activities such as booktalks, book trailers, book discussions, etc.;
- ❖ Promote the use of professional resources (print and digital) and youth review media to guide in the selection and use of materials for young adults;
- ❖ Examine the role of developmentally appropriate, quality literature in enhancing library programming and the life-long learning of young adults from all cultural backgrounds;
- ❖ Examine how the young adult librarian can partner with community-based organizations to better meet the informational needs of all young adults from diverse cultural backgrounds;
- ❖ Explore the role of print and digital young adult materials in school and public libraries;
- ❖ Identify the core competencies for librarians serving all young adults;
- ❖ Highlight the various ways to assess and develop material collections for young adults that reflect our culturally pluralistic society.

### III. **Course Objectives and Student Outcomes:**

During the course, students will:

1. Read a variety of young adult books as well as other required readings and participate in class discussions regarding historical context, genre, social issues, cultural authenticity, intellectual freedom, etc.
2. Evaluate the effectiveness and usefulness of a variety of materials produced for young adults based on the following criteria: merit (quality of content), quality of graphics, uses in meeting the informational and developmental needs of young adults, and the treatment of social issues. Materials will include film, digital media (apps, online games, e-books), websites, audiobooks, graphic novels, and other fiction and non-fiction literature.
3. Participate in literature-focused class activities, sharing techniques for using materials with young adults through the use of booktalks, book trailers, book discussions, etc.
4. Write professional-quality reviews of new young adult books to be posted on SLIS's blog The Crimson Review of Children's and Young Adult Literature (<http://sliscrimsonreview.blogspot.com/>).
5. Participate in informal class discussions, sharing thoughts and reactions to various readings, topics, and current issues influencing contemporary teens.

6. Complete a project where they either: (A) Identify current issues relevant to today's young adults, explore how the library can serve the needs of young adults dealing with these issues/problems, and share this information via an Adobe Spark Page; or (B) Use web 2.0 tools to develop a book trailer to attract contemporary teens to classic young adult literature.
7. Engage with young adults to learn of their interests, reading habits, informational needs, problems, etc.
8. Observe and analyze a young adult library program to determine its effectiveness (including how the program aligns with YALSA's competencies) and suggest changes to improve target-audience participation and appeal.
9. Complete a project where they: (A) complete a library programming assignment which connects with community resources and demonstrates effective use of young adult literature to enhance and promote reading and life long learning; (B) demonstrate an understanding of the principles of young adult librarianship related to de-selection and collection building through successful completion of a YA collection development project; or (C) explore literacy elements in a YA book as they develop a music playlist and character reading list that explores the plot, theme, and characterization, and provide succinct rationalization to support their selections.
10. Participate in discussions of management issues and challenges facing contemporary young adult librarians, engaging with guest speakers.
11. Use professional journals such as Voice of Youth Advocates (VOYA) and Young Adult Library Services (YALS) as well as current professional blogs to examine the current issues facing contemporary public and school librarians serving the diverse needs of young adults from all cultural backgrounds.

#### **IV. MLIS Program Learning Outcomes:**

During this course, students will be engaged in course activities that address the following MLIS program learning outcomes (PLO):

PLO 4 - Students will have the skills and knowledge to understand the role of library and information services in a rapidly changing technological society.

PLO 3 - Students will be able to evaluate the essential character of the field and apply the philosophy, principles, and ethics of LIS to professional practice.

PLO 4 - Students will evaluate the role of library and information services and the needs of constituencies in a diverse global society, including issues of social and cultural justice.

#### **V. Required Readings & Discussion Books**

##### **Required Texts:**

- ❖ Velásquez, Jennifer. (2015). *Real-World Teen Services*. Chicago: American Library Association.
- ❖ Brock, Rose. (2019). *Young Adult Literature in Action*. Santa Barbara, CA: Libraries Unlimited.
- ❖ Various "Required Readings" available on Blackboard.

**Books to Obtain for Book Discussions (You don't have to purchase these. Rather, borrow them from a library – if you can distract your teens long enough to grab and run):**

- ❖ Acevedo, Elizabeth. (2018). *Poet X*.
- ❖ Deonn, Tracy. (2020). *Legendborn*.
- ❖ Slater, Dashka. (2019). *It's Trevor Noah: Born a Crime: Stories from a South African Childhood*. Adapted for Young Readers.
- ❖ Wang, Jen. (2018). *The Prince and the Dressmaker*.

**Required Technology Equipment & Online Classroom:**

- ❖ Webcam and computer microphone. Headphones optional.
- ❖ High speed internet connection to access the online Zoom classroom. **Please use the following link to access the space:**  
<https://uasystem.zoom.us/j/83964162640?pwd=MlBqc3NoTDI1SkZyKzU0ZFpoVTRNdz09> (If prompted for a password, that is available on the Blackboard site for this course)
- ❖ Access to online readings, the discussion boards, and assignments is available via Blackboard. Note: You'll submit all your assignments there.

**Helpful Websites:**

- ❖ Teen Librarian Toolbox: <http://www.teenlibrariantoolbox.com/>
- ❖ Young Adults Library Services Association (YALSA): <http://www.ala.org/yalsa/> and <https://www.ala.org/yalsa/professionaltools>
- ❖ Adolescent Literacy: <https://www.adlit.org/>
- ❖ Using Young Adult Graphic Novels in Your Classroom: <https://images.macmillan.com/folio-assets/teachers-guides/9781250159854TG.pdf>
- ❖ IFLA Guidelines for Library Services for Young Adults: <https://www.ifla.org/node/1003>

\*\*\*Students are *STRONGLY* encouraged to use any extra time reading assigned books. While the reading for this course is extensive, it is necessary in order to immerse students into the literature, media, and culture of young adults.

**VI. Administrative Details:**

**Americans with Disabilities Act - Student Assistance**

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 or visit their website <http://ods.ua.edu/>.

**Academic Responsibility**

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs. You agreed by enrollment in UA to strictly adhere to the academic responsibility code of the University as described by the Capstone Creed

**"As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."**

(available at: <https://sa.ua.edu/about/the-capstone-creed/> ), and the Academic Misconduct Disciplinary Policy (available at: <https://provost.ua.edu/academic-misconduct-disciplinary-policy/>)

### **Statement of Diversity & Inclusion**

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement.

### **UA ACT Ethical Community Statement**

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud. For more information, refer to <https://uact.ua.edu/>

### **Syllabus Contract & Changes Statement**

This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the "announcements" section of Blackboard.

### **MLIS Programmatic Portfolio**

A portfolio comprised of course assignments reflecting mastery of program learning outcomes is required of all students in the MLIS program. Students are encouraged to consider how assignments from this course might fit into the portfolio as examples.

### **Attendance Policy**

Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students' regular class attendance. You are expected to be on time and prepared for each class. You are also expected to actively participate by taking part in class discussions and interacting with guest speakers, promptly completing readings **before** class, and submitting assignments by the due date listed on the class schedule. Class participation points are determined by your attendance and involvement in all activities.

**Students, who miss two or more class periods for any reason, should make an appointment with the instructor to make up work immediately. Considering the nature of weekend courses, no student missing a full weekend of class will receive a passing grade for the course except in extremely unusual circumstances.**

### **Statement on COVID**

All University faculty, staff, and students are expected to maintain a commitment to the health and safety of our campus community. Due to the current COVID-19 pandemic, specific health and safety standards are in place to minimize exposure and community spread on campus. In the interest of your health and safety and that of all UA students, faculty and staff, the University reserves the right to change the mode or schedule of instruction at any time, based upon prevailing public health and other guidance. While

the method of delivery may change, educational instruction and opportunities will continue. As such, the University will not provide a refund of tuition, in whole or in-part, based on any such changes. Detailed information on changes in format or schedule can be found at [studentaccounts.ua.edu](http://studentaccounts.ua.edu) and [financialaid.ua.edu](http://financialaid.ua.edu). UA students, faculty and staff are required to comply with [UA System Comprehensive Health and Safety Task Force](#) guidance regarding social distancing, face coverings and other measures. Getting vaccinated is the best way to [Protect Our Herd](#). COVID-19 vaccines are being administered by the [University Medical Center, the Student Health Center](#) and various businesses and healthcare providers. Students who [report proof of their vaccination status](#) will receive Bama Cash as a thank you gift for doing their part.

## VII. Academic Course Requirements and Assignments:

During this course, student progress and understanding will be assessed using the assignments listed below. Each bullet represents an assignment for which student performance will be assessed and are tied to the course learning outcomes.

- ❖ **Class Participation:** A focal point of this course is reading of the assigned articles and textbook chapters, and consistent, engaging, and informed participation in class discussions of the readings. A percentage of the course grade is based upon participation in the class discussions evidenced by (1) your comments on what you have read, (2) your responses to the comments of other students, (3) your questions and suggestions of further classroom extensions, and (4) your engagement with the ideas raised for consideration by yourself and others. **Readings are due on the dates described in the course schedule. The total value of your class participation grade is 20 points.**
- ❖ **News Bytes:** Collect current news bytes related to teens, library services to teens, and/or young adult literature in the media: newspapers, news magazines, TV news, radio, online, etc. During our class meetings, we will share these news bytes informally. Each student is expected to share AT LEAST two such news bytes during the semester. You should post your news bytes in the appropriate discussion thread on Blackboard in addition to sharing them in class. **New bytes are considered part of your class participation grade.**
- ❖ **Book Discussions:** Book discussions are a great way for teens librarians to promote reading and enjoyment of quality literature and to spark interest in new genres. For this assignment, students will read the assigned discussion books mentioned above, and participate in the class discussions outlined in the course schedule. Discussion-starter questions will be provided (in class) for each book to spark class discussion. Participation in book discussions is considered part of your class participation grade. To get full points for this assignment, students must make substantive comments related to each book.
- ❖ **Informal Booktalks:** Youth Librarians give informal booktalks almost every day on the job to get their patrons interested in reading a particular title. Students will be assigned specific genres of young adult books (see last page of syllabus), will select one book for each of their assigned genres and read it, and will informally booktalk the title in class. Students should read their assigned book prior to the class discussion of their book's genre and should come prepared to talk about the book in the following two ways: **(1)** Give a *30-60 second description* that would convey to young adults enough information to let them know whether they would

like a particular book. Do not tell the entire plot of the book nor the ending in your book talk. Teens need to decide if they would want to read the book; and if you give them the entire plot, why would they bother reading a particular title?! This is in preparation for doing effective floor work and reader's advisory service with young adults; **(2)** Give a 1-2 minute evaluation of the book, considering its theme, tone, style, readability, length, appeal, weaknesses, etc. At this time you can give information about the ending if it is pertinent to the selection process of other librarians. This is a preparation for reviewing, collection assessment, and for sitting on committees that evaluate young adult titles and produce recommended lists. When conducting actual booktalks on the job, librarians would only give information about part 1 to the teen. THERE IS NOTHING WRITTEN TO SUBMIT FOR THIS ASSIGNMENT. Assigned genres of books for this assignment are listed at the end of the syllabus. Please note that it is each student's responsibility to locate a book representing each of their assigned genres and claim the title on the LS 522 Book Claim Center Google Document (available: <https://tinyurl.com/LS522bookclaim>). Unless otherwise specified, selected books should have been published between 2015 and 2021. **Informal booktalks are worth 35 points and are due on the various dates outlined in the course schedule. All genre books must be claimed by midnight on September 6<sup>th</sup>.**

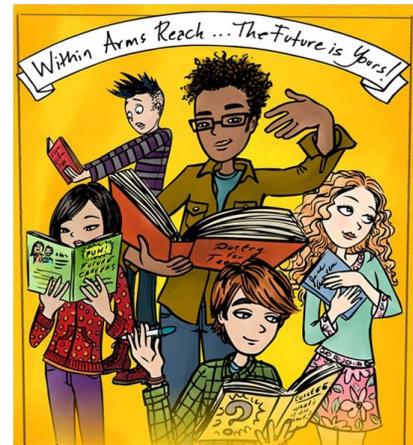
- ❖ Amazing Audiobooks for Young Adults: Audiobooks have an important place in the teen department of a library. Particularly, audiobooks are well suited for reluctant and struggling readers. However, all audiobooks are not created equal. The reader or narrator of an audiobook can "make" or "break" the book's appeal to teen listeners. Librarians serving teens need to have exposure to high-quality audiobooks and one of the best resources is YALSA's Amazing Audiobooks for Young Adults. For this assignment, students will choose an audiobook from the 2018, 2019, 2020, or 2021 Amazing Audiobooks lists (can be top ten list or regular list available: <http://www.ala.org/yalsa/amazing-audiobooks>) and claim the title in the discussion board of Blackboard. Next, students will listen to the audiobook and evaluate it according the award criteria (middle of page at the following URL: <http://www.ala.org/yalsa/booklistsawards/booklists/amazingaudiobooks/policies>). On the due date, students will give a BRIEF description of the book, discuss their personal reaction to the audiobook, and detail how the book meets the criteria for evaluating teen audiobooks (this should last no more than 4 minutes). Students should not duplicate one of their genre books in their audiobook selection. THERE IS NOTHING WRITTEN TO SUBMIT FOR THIS ASSIGNMENT. **This pass/fail assignment is due on October 23<sup>rd</sup> and worth 10 points.**
- ❖ Book Reviews: Evaluating young adult literature for collection development is one of the key roles of librarians serving teens. Teen librarians must know how to effectively evaluate young adult books for use in library collections and programs. For this assignment, you will complete book reviews on new or recent young adult titles. Additional instructions will be provided detailing the criteria for book reviews. Specific instructions for the book reviews must be followed exactly. Review books will be assigned by the instructor by August 30th. Please check the following URL for a list of your assigned review books: <https://tinyurl.com/522reviewbooks>. These review books **cannot** be used in your informal genre booktalks. After the end of the course, select high-quality book reviews will be edited and posted on SLIS's Crimson Review of Children's and Young Adult Literature blog

(<http://sliscrimsonreview.blogspot.com/>). **Book Reviews are worth a total of 25 points and are due by midnight on December 3<sup>rd</sup>.**

- ❖ YA Interview & Observation: It is important for young adult librarians to have an understanding of the clientele that they serve. One way to do this is to interact with teens to discern their interests. For this assignment, students will interview (in person or virtually) and observe young adults to learn of their interests, reading habits, informational needs, problems, etc. Further instructions will be given in class and posted on Blackboard under "Class Lecture Notes/Handouts". **You will not have anything to formally submit for this assignment but will orally present your findings in class on September 24<sup>th</sup>. This pass/fail assignment is worth 10 points.**
- ❖ YA Library Department and Program Review: It is important for librarians serving teens to consistently evaluate the programs and services that they offer young adults to ensure the relevancy of their offerings to teens in their local community. For this assignment, students will analyze a public library young adult library department and its program offerings to determine effectiveness. Students should interview the teen or youth services librarian serving young adults (in person or virtually) and conduct an informal assessment of the programs and services offered (Note: If the library is closed due to COVID, students can use past experiences and online materials – such as the library website, social media, and posting of online teen programs – to assist them in completing the assignment). A good source to assist with this evaluation is the YALSA Teen Services Evaluation Tool available:  
<http://www.ala.org/yalsa/files/guidelines/yacompetencies/evaluationtool.pdf>. Students are to suggest changes to improve the YA department and its offerings. **There is nothing formal to submit for this assignment. Students will orally present findings in class on October 22<sup>nd</sup>. This pass/fail assignment is worth 10 points.**
- ❖ Contemporary Trends in Library Services to Teens: It is extremely pertinent for school and public librarians serving young adults to keep abreast of contemporary trends in services, collections, and programs for teens. One way to do this is reading professional literature: books, blogs, and journals. For this assignment, students will select one issue of a professional journal for teen librarians, and one blog related to teen librarianship, YA materials, YA literature, etc. and claim them in the appropriate discussion board online in Blackboard (students can not duplicate blogs or specific journal issues chosen by classmates). Next, students will read their journal issue and chosen blog, taking note of trends and topics of concern to school and/or public librarians serving teens. In class on **Sept. 25<sup>th</sup>**, students will orally present an informal 3-4 min overview of the topics covered in their journal and blog, highlighting what they found to be most useful and relevant for new teen librarians. Suggested journals include: Voice of Youth Advocates (VOYA), Young Adult Library Services (YALS), Journal of Research on Libraries and Young Adults, and The ALAN Review. There are journals specific for school libraries such as Knowledge Quest and School Library Journal but they do not focus solely on teen topics. If you choose a journal that is not entirely teen focused, you'll need to read 2 issues. There are a few suggested blogs on Blackboard and many more can be found searching the web and on the YALSA website and blog. **There is nothing written to submit for this pass/fail assignment which is worth 10 points.**

Each student has different levels of expertise working with young adults and different educational objectives for learning about library materials and services for teens. To put YOU in charge of your learning, you will have the opportunity to select two of your assignments to complete for your Materials & Services Projects A and B.

**Please choose one of the following for your Materials & Services Project A:**



- ❖ YA Library Programming Assignment: It is very crucial that librarians serving teens be knowledgeable of how to plan, develop, implement, and evaluate programs for tweens and teens. For this assignment, students will create a series of library programs for Teen Read Week, Teen Tech Week (Note: Both Teen Read Week and Teen Tech Week became TeenTober in 2019), or Summer Reading. These programs will demonstrate the appropriate use of young adult materials to enhance and promote reading, life-long learning, and the informational and recreational needs of contemporary teens/tweens. Programs can be developed for school or public libraries and will need to include a budget, assessment tool for measuring outcomes, an annotated bibliography of at least 4 fiction and 2 nonfiction young adult books, and ideas for community collaborations with at least one non-library related program/organization/ agency that works with young adults. Additional information will be provided in class including evaluation criteria. **This assignment, if chosen, is worth 40 points and due November 20<sup>th</sup>.**
- ❖ Teen Book Music Playlist & Character Reading List Assignment: Inspiring teens to create a music playlist for specific characters or for an entire book is a spectacular opportunity to explore literary elements such as theme, plot, and characterization. Plus, playlists allow librarians to connect reluctant teen readers and books in a fun, exciting, and relevant way. At the same time, asking teens to develop a "reading list" for one of the book's characters offers an additional opportunity for exploring characterization. For this assignment, students will identify and claim a YA book (fiction or nonfiction), and develop a music playlist for one of the main characters or for the entire book (your choice). Playlists should include at least 15 songs along with a brief annotation describing why the song "fits" the character or the book. Playlists can be created using tools such as Spotify where you build your list and then be accompanied by a supporting document detailing your selection rationale. Alternatively, you could create a Wordpress page, Sparkpage, or some other page where you include visuals and selection rationale and link to the songs online. Examples of playlists are available here: <https://bookriot.com/ya-book-playlists/>, <https://open.spotify.com/playlist/3BtxwtupkmaqWe4Kbl75TT> (The Poet X), <http://celiacperez.com/playlist> (First Rule of Punk) and <https://www.amazon.com/dp/B00DA9PX0A/ref=dp-kindle-redirect?creativeASIN=B00DA9PX0A&linkCode=w61&imprToken=KD9S4By.0y5GUa43Nezp2Q&slotNum=8&encoding=UTF8&btkr=1> (scroll down to the review section to see the playlist here). As part of this assignment, students will also create a list of at least 5 books and/or websites that one of the main characters would potentially

enjoy (providing a rationale for each entry). Additional information will be provided in class. Note: You cannot use book such as *If I Ever Get Out of Here* by Eric Gansworth where the author includes their own playlist or discography in the book. **This assignment, if chosen, is worth 40 points and is due on November 20<sup>th</sup>.**

- ❖ YA Collection Development Project: Collection assessment and development are integral parts of any librarian's job serving teens (either in the public or school library). Librarians select materials for their collections based upon a variety of criteria such as developmental appropriateness, appeal, etc. For this assignment, students will select a local public library in their area to complete a collection development project that examines the young adult collection to identify specific materials which should be added and deselected. Students will be assessing the collection, the local needs of the community, and consulting professional collection development tools. Students will also identify a specific grant that could be used to fund the purchase of new materials for the collection. Additional information will be provided in class. **This assignment, if chosen, is worth 40 points and is due on November 20<sup>th</sup>.**

**Please choose one of the following for your  
Materials & Services Project B:**

- ❖ Current Teen Issues Spark Page/Post: Adobe Spark is a great way to capture and share information in an easy to read format. For this assignment students will identify a current issue relevant to today's young adults, conduct a brief review of the professional literature covering this issue (i.e. journal articles), identify at least 6 positively reviewed young adult books (4 fiction and 2 nonfiction) and 1 digital resource (digital app, Tedtalk, professional webstream, website, etc.) that relate to the issue, and identify at least one non-library related program/organization/agency that works with young adults to address this identified problem. Students will then combine all of this information, along with visuals, into a Spark Page or Spark Post (using Adobe Spark). The Spark Page/Post should contain annotations of the materials selected, a paragraph explaining why the issue is important and detail how the library can work with the selected program/organization/agency to better serve the needs of young adults dealing with the issue/problem. More information on Adobe Spark is available here: <https://spark.adobe.com>. To see an example of this project from a former student, check out the following url: <https://spark.adobe.com/page/53mM15uRXeMkC/>. Additional assignment information will be provided in class. **Students will share their Spark Page/Post on the Blackboard discussion board and post the assignment under the assignment tab by midnight on November 6<sup>th</sup>. This assignment is worth 40 points.**
- ❖ Book Trailer: It is important for youth librarians to know how to effectively use technology to reach reluctant readers and encourage the love of reading. Book trailers are becoming increasingly popular as a way to generate interest in a book and many youth services librarians post book trailers online or help youth create book trailers to post online. In some instances librarians may find themselves in a situation where they have no funds to acquire new materials and booktrailers can be used to make older books more appealing to teens. For this assignment, students will use PhotoStory (free), iMovie, Adobe Spark Video (free), or similar

software to create a book trailer of a selected “Oldie But Goodie” young adult book (fiction or non-fiction published prior to 2010). Book trailers should be 2-5 minutes in length, providing just enough information about the book to whet the reading appetite of a potential teen reader. More information will be provided in class including evaluation criteria. The article “Book Trailers for All” will be useful for locating examples of trailers. Students can also search YouTube for YA book trailers. **This assignment is worth 40 points and should be submitted by midnight in Blackboard by November 6<sup>th</sup>.**

### VIII. Evaluation and Grading:

Assessment of student performance will be based on both written and oral contributions. Students are expected to demonstrate knowledge of course content and to practice effective communication skills. In addition, students will participate in many class activities and discussions, some planned, some spontaneous.

Grades will be determined by using the activities and points listed above in the “Academic Course Requirements and Assignments” section. Assignments not given a points value are considered evidences of class participation. Failure to participate in or to complete any of the course activities and assignments will result in an “F” for the assignment and an overall final course grade reduction by one letter. Consistent attendance and class participation will significantly influence the determination of final grades. Students absent on days that pass/fail assignments are to be presented will receive a “fail” for that assignment unless prior arrangements with the professor have been made.

#### **Student projects and assignments will be evaluated as follows:**

- ★ Class Participation Grade: Book discussions, News Bytes, & Discussions of Assigned Readings and other topics - (20 points total for all class participation)
- ★ Informal Booktalks - (35 points)
- ★ YA Interview and Observation - (10 points)
- ★ Contemporary Trends Assignment – (10 points)
- ★ Audiobook Analysis — (10 points)
- ★ Materials & Services Project B - (40 points)
- ★ YA Library Department & Program Review – (10 points)
- ★ Materials & Services Project A - (40 points)
- ★ Book Reviews - (25 points)

#### **Total 200 possible points**

\*\*All assignments will be reviewed for content, organization, and mechanics. Assignments should be typed and exemplify correct grammar. Points will be deducted from assignments that do not meet these minimum criteria. You are working towards a higher degree; please write accordingly.

It is your responsibility to maintain a copy of all graded and returned materials should there be any future question concerning grades.

#### **Make-up Policy/Due Dates**

Assignments are due on the date listed in the class schedule. Students may elect to turn in late work for evaluation, but 2 points will be deducted from that assignment grade for each calendar day (not each class meeting) beyond the due date that the assignment is

late. Unless the student has received an extension, no assignment which is more than a week late will be accepted for grading and a zero will be recorded for that assignment.

Grades for assignments will be posted on Blackboard. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 200):

A (180-200)

B (160-179)

C (140-159)

D (120 -139)

F (0 -119)

### **Incomplete Grades**

Incomplete grades will not be given for this course unless there are critical circumstances affecting a student's ability to meet course requirements. Students, who believe they need an incomplete, should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the critical situation, which led the student to request an incomplete grade for the course. In cases where an incomplete grade is assigned, it is the student's responsibility to complete all course requirements within the timeframe established by the instructor and/or university.

### **Contacting the professor**

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester. The quickest way to reach me is generally by e-mail ([jcnaidoo@slis.ua.edu](mailto:jcnaidoo@slis.ua.edu)). If you send an email, PLEASE ensure that you include **LS 522** in your subject heading and that you are sending it to the correct person (there is indeed another J. Naidoo on UA's campus). *If your email does not have LS 522 in the subject heading or it is sent to the wrong person, I will not respond.*

## Assignment Due Date Overview

Assignment	Points Value	Due Date
*Claim all Genre Books for Informal Booktalks	N/A	September 6 <sup>th</sup>
1. YA Interview and Observation	10 points Pass/Fail	September 24 <sup>th</sup>
2. Contemporary Trends Assignment	10 points Pass/Fail	September 25 <sup>th</sup>
3. YA Library Department & Program Review	10 points Pass/Fail	October 22 <sup>nd</sup>
4. Audiobook Analysis/Review	10 points Pass/Fail	October 23 <sup>rd</sup>
5. Materials & Services Project B	40 points	November 6 <sup>th</sup>
6. Materials & Services Project A	40 points	November 20 <sup>th</sup>
7. Book Reviews (all due in one file)	25 points	December 3 <sup>rd</sup>
8. Informal Booktalks	35 points	Due on Dates Outlined in Course Schedule
9. <u>Class Participation</u> : Book discussions, News Bytes, & Discussions of Assigned Readings and other topics	20 points	Due on Dates Outlined in Course Schedule

IX. **Tentative** Class Schedule:

**LS 522: Materials & Services for Young Adults**  
**Fall 2021 - Online**

This class meets one weekend a month on Fridays from 6:00 p.m. – 9:00 p.m. and Saturdays from 9:00 – 5:00 p.m. Please double check your weekend dates so you don't miss class!

**Weekend 1: August 27-28**

**Friday Night**

**Prepare for Today's Class:** Read over Syllabus available on Blackboard

**Read for Today's Class:** None

**Topics Covered:**

- ★ Course Introduction and Overview (including logistics of this super-section course)
- ★ Student & Professor Introductions
- ★ Who are young adults
- ★ Definition and Scope of Young Adult Services in Libraries
- ★ YALSA Competencies
- ★ Professional Organizations and Resources for Librarians Serving Young Adults
- ★ Review Resources
- ★ Discuss YA Interview & Observation Assignment **(Due September 24<sup>th</sup>)**

**Saturday - Start at 10:15 a.m.**

**Prepare for Today's Class:** Nothing

**Read for Today's Class:** **Brock Textbook:** Chapter 1; **Velásquez Textbook:** Chapter 1; Blackboard article "What are Teens Doing on Social Media . . ." and "The Importance of a Whole Library Approach to Public Library Young Adult Services" available:

<http://www.ala.org/yalsa/guidelines/whitepapers/wholelibrary>

**Topics Covered:**

- ★ History of Young Adult Literature
- ★ Young Adult Book Awards
- ★ Blogs and Websites for Teens
- ★ YA Author Blogs & Tweets
- ★ Media Literacy
- ★ Teens and Media Usage
- ★ Discuss Contemporary Trends Assignment **(Due September 25<sup>th</sup>)**
- ★ Discuss YA Library Department & Program Review Assignment **(Due October 22<sup>nd</sup>)**
- ★ Discuss Book Reviewing Assignment & Note where assigned review books are listed (<https://tinyurl.com/522reviewbooks>) **(Due December 3<sup>rd</sup>)**
- ★ Discuss Audiobook Review Assignment **(Due October 23<sup>rd</sup>)**

**Do before midnight on September 6<sup>th</sup>:** Claim all Genre Booktalk titles on the LS 522 Book Claim Center Google Document (available: <https://tinyurl.com/LS522bookclaim>).

Remember duplications are not allowed. There are PLENTY of young adult books published for you to find a fantastic title.

## Weekend 2: September 24-25

### Friday Night

**Prepare for Today's Class:** Complete Interview & Observation Assignment

**Read for Today's Class: Velásquez Textbook:** Chapters 2-4; "The Future of Library Services for and with Teens: A Call to Action" available:

[http://www.ala.org/yaforum/sites/ala.org/yaforum/files/content/YALSA\\_nationalforum\\_fin al.pdf](http://www.ala.org/yaforum/sites/ala.org/yaforum/files/content/YALSA_nationalforum_fin al.pdf); YALSA Teen Programming Guidelines Available: <http://www.ala.org/yaforum/teen-programming-guidelines>

#### Topics Covered:

- ★ News Bytes and Readings Discussion
- ★ YA Library Services in Public Libraries and Schools
- ★ Developing & Maintaining Library Collections for Young Adults
- ★ Planning YA Library Programs
- ★ Adolescent Developmental Needs Discussion
- ★ Interview & Observation Assignment Due (small groups)
- ★ Discuss Materials & Services Project A (Due November 20<sup>th</sup>)

### Saturday

**Prepare for Today's Class:** Prepare Booktalks for Assigned Genre Books; Complete Contemporary Trends Assignment.

**Read for Today's Class: Brock Textbook:** Chapter 3; Blackboard article "The Critical Piece: Building Relationships with Teens of Color and Native Youth," online short article "Exploring Ethnic-Racial Identity" available: <https://www.gse.harvard.edu/news/uk/18/02/exploring-ethnic-racial-identity>; *Poet X* Discussion Book; Selected Realistic Fiction/Urban Fiction OR Adventure, Mystery, and Sport book.

#### Topics Covered:

- ★ News Bytes and Readings Discussion
- ★ Guest Speaker: Daniel Tackett, Deputy Director & Teen Services Librarian, Vestavia Hills Library in the Forest, Vestavia, AL Topic: Teen Programming & Services and What I Wished I Had Learned in Library School about Teens Librarianship
- ★ Book discussion of *Poet X*
- ★ Reaching Out to Ethnically & Racially Diverse Teens.
- ★ Contemporary Realistic Fiction and Urban Fiction Discussion
- ★ Booktalks of Realistic Fiction/Urban Fiction Books
- ★ Adventure, Mystery, and Sport Fiction Discussion
- ★ Booktalks of Adventure, Mystery, and Sport Novels
- ★ Contemporary Trends Assignment Due (small groups)
- ★ Discuss Materials & Services Project B (Due November 6<sup>th</sup>)

## Weekend 3: October 22-23

### Friday Night

**Prepare for Today's Class:** Prepare Booktalks for Assigned Genre Books; Complete YA Library Department & Program Review.

**Read for Today's Class: Brock Textbook:** Chapter 2; **Velásquez Textbook:** Chapters 5-6; Selected Short Story OR Poetry Collection/Novel in Verse.

#### Topics Covered:

- ★ News Bytes and Readings Discussion

- ★ Discussion of Short Story and Poetry Collections for Teens
- ★ Booktalks of Short Story and Poetry Collections
- ★ YA Librarian Management Dilemmas (In class exercise)
- ★ YA Library Department & Program Review Assignment Due.

## Saturday

**Prepare for Today's Class:** Prepare Booktalks for Assigned Genre Books; Complete Audiobook Review.

**Read for Today's Class: Brock Textbook:** Chapters 4 & 6; Read Blackboard article "Libraries as Refuge for Marginalized Youth," "Serving Teens Full T.I.L.T: Diverse Teens, Diverse Needs" available: <http://www.teenlibrariantoolbox.com/2015/02/serving-teens-full-t-i-l-t-diverse-teens-diverse-needs-ed-en-grey/> ; "Value of Continuous Teen Services" available: <http://www.ala.org/yalsa/value-continuous-teen-services-yalsa-position-paper>; *It's Trevor Noah* discussion book; Selected Historical Fiction/Nonfiction OR Multicultural/International Novel.

### Topics Covered:

- ★ News Bytes and Readings Discussion
- ★ Qualities of a Good Audiobooks & YALSA Best Audio Books
- ★ Audiobook Review Due
- ★ Historical Fiction, Biographies and Nonfiction Literature Discussion
- ★ Booktalks of Historical Fiction and Nonfiction Books
- ★ Serving the Informational Needs of Marginalized Teens
- ★ Book discussion of *It's Trevor Noah*
- ★ International & Multicultural Literature for Young Adults
- ★ Booktalks or Multicultural/International Novels



**Assignment Due Between Classes:** Do before midnight on November 6<sup>th</sup>

Materials & Services Project B Due

## Weekend 4: November 19-20

### Friday Night

**Prepare for Today's Class:** Prepare Booktalks for Assigned Genre Books

**Read for Today's Class: Brock Textbook:** Chapter 5; Selected Speculative Fiction OR Books to Movie Novels; *Legendborn* Discussion Book

### Topics Covered:

- ★ News Bytes and Readings Discussion
- ★ Book Discussion of *Legendborn*
- ★ Speculative Fiction Discussion
- ★ Booktalks of Speculative Fiction Books
- ★ YA Books to Movies and Booktalks/discussions of Books to Movies Novels;

## Saturday

**Prepare for Today's Class:** Prepare Booktalks for Assigned Genre Books; Complete Materials & Services Project A.

**Read & Do for Today's Class:** Brock Hinton Textbook: Chapter 7; *The Prince and the Dressmaker* Discussion Book; Selected Controversial Book OR Printz Award/Honor Book; Watch "Did a Netflix Show Kill Anna Bright?": <https://afa.net/netflix>.

**Topics Covered:**

- ★ Controversial and Banned Books
- ★ #Me Too & Teen Literature: *Absolutely True Diary of a Part-time Indian*
- ★ Teen Suicide & *13 Reasons Why*.
- ★ Library Bill of Rights & Intellectual Freedom
- ★ Booktalks/discussion of Controversial and Banned Books
- ★ Booktalks of Printz Award/Honor Books
- ★ Graphic Novels, Manga, & Picturebooks for Teens Discussion
- ★ Book discussion of *The Prince and the Dressmaker*
- ★ **Materials and Services Project A due by Midnight**
- ★ Course Evaluations

**December 3<sup>rd</sup>**

All Book Reviews submitted in the Assignment Tab on Blackboard by midnight

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**Important Reminder:**

**Please be sure to bring a sense of humor, an open mind, and a youthful spirit to every class. We have considerable work to do but let's have fun at the same time!**



## GENRES FOR ASSIGNED YA BOOKS TO BOOKTALK

**NOTE:** I have assigned students to various genre categories. You will be choosing your specific titles from these categories by midnight on September 3rd and claiming your titles on the [LS 522 Book Claim Center Google Document \(available: https://tinyurl.com/LS522bookclaim\)](https://tinyurl.com/LS522bookclaim). Titles should have an original publication date between 2015 and 2021 (with the exception of the Book to Movie and Banned Book categories). There should be NO duplication of titles within a particular genre section. You can use professional collection development tools (print and digital) listed in your textbooks to help you locate your titles. Note that books should be young adult titles written for this audience and not children's or adult books.

### \*Adventure, Mystery, & Sports Novels

**ASSIGNED STUDENTS:** Bain, Burns (A.), Carroll, Cook, Geary, Hughes, McCabe, McIntyre, Reed, Shipp, Singley, Spencer, Walker

### \*Speculative Fiction Books (Fantasy, Science Fiction, Horror)

**ASSIGNED STUDENTS:** Brooks, Burns (K.), Chandler, Ellis, Holley, King, McCauley, Ramella, Sebring, Simmons, Sockwell, Strube

### \*Historical Fiction, Biographies, & Non-Fiction Books

**ASSIGNED STUDENTS:** Bain, Burns (A.), Carroll, Cook, Geary, Hughes, McCabe, McIntyre, Reed, Shipp, Singley, Spencer, Walker

### \*Realistic Fiction and Urban Fiction Books

**ASSIGNED STUDENTS:** Brooks, Burns (K.), Chandler, Ellis, Holley, King, McCauley, Ramella, Sebring, Simmons, Sockwell, Strube

**\*Controversial/Banned Books** (In lieu of booktalking, you will read the book, provide an overview of the challenges against the book, and detail why the book should be in a YA library collection)

**ASSIGNED STUDENTS:** Brooks, Burns (K.), Chandler, Ellis, Holley, King, McCauley, Ramella, Sebring, Simmons, Sockwell, Strube

### \*Multicultural & International Novels

**ASSIGNED STUDENTS:** Brooks, Burns (K.), Chandler, Ellis, Holley, King, McCauley, Ramella, Sebring, Simmons, Sockwell, Strube

### \*Short Stories

**ASSIGNED STUDENTS:** Brooks, Burns (K.), Chandler, Ellis, Holley, King, McCauley, Ramella, Sebring, Simmons, Sockwell, Strube

### \*Poetry Collections & Novels in Verse for YA

**ASSIGNED STUDENTS:** Bain, Burns (A.), Carroll, Cook, Geary, Hughes, McCabe, McIntyre, Reed, Shipp, Singley, Spencer, Walker

**\*Books-to-Movie** (You will read the book, watch the movie, and orally compare/contrast the two- instead of booktalking)

**ASSIGNED STUDENTS: Bain, Burns (A.), Carroll, Cook, Geary, Hughes, McCabe, McIntyre, Reed, Shipp, Singley, Spencer, Walker**

**\*Printz Winner or Honor Book (Any genre can be chosen but can not duplicate an assigned genre - i.e. You can't choose a Printz book that is historical fiction if you are assigned the historical fiction genre to booktalk.)**

**ASSIGNED STUDENTS: Bain, Burns (A.), Carroll, Cook, Geary, Hughes, McCabe, McIntyre, Reed, Shipp, Singley, Spencer, Walker**