Long Island University
Palmer School of Library and Information Science
LIS 729: Young Adults Sources and Services
Spring 2018 Online (Brentwood)

Instructor: Professor Donna Rosenblum
Work 516 608-6650 8:30 – 4:00
Email: donna.rosenblum@liu.edu
Office hours/OPTIONAL face to face dates: **3/8, 4/19 and 5/3** on the Brentwood campus If you are not able to attend at these times, please email me and we will discuss alternate arrangements.

Course Description
This course is a survey of adolescents and their reading with special emphasis on books written especially for this age group (12-18). Discussion of the literary quality and characteristics of fictional and biographical materials along with the issues and challenges of developing a non-biased, multicultural, and diverse collection will be emphasized. A detailed look at the services and development of appropriate programs for teens will be discussed including makerspaces, technology and censorship as well as working with professional staff and partnering between school and public library.
Prerequisites: LIS 510, 511 or permission.

Course Objectives:
- *Students will be able to utilize informational sources and services to meet the needs of diverse populations.*
- *Students will be able to select appropriate literature and plan and evaluate programming for young adults.*
- *Students will be able to analysis materials and programing and demonstrate knowledge of selection and collection development for library instruction.*
- *Students will pursue collaboration and effective planning to enhance student performance, promote information literacy skills and the common core learning standards.*
- *Students will examine and apply motivational programing techniques in library and classroom instruction.*

Textbook:
Chance, Rosemary. *Young Adult Literature in Action: A Librarian's Guide*. 2nd ed. Libraries Unlimited, 2014. (ISBN: 978-1-61069-134-5)

Course Format: Online
This is an online course with suggested face to face meetings (that are optional). Technology skills are essential for this course. You will be using Blackboard and need access to the Internet

and email; knowledge of word processing, presentation and publishing software. The latest version of a web browser (Firefox is the recommended browser for Blackboard)

Face to face meeting dates are: **3/8, 4/19, and 5/3** at the Brentwood campus room from 5:30 - 7:00. If you would like to schedule a meeting at another time or ask questions/discuss difficulties/clarify concern, please email me to arrange a mutually convenient day and time.

Participation in class discussion via the blog and functions of Blackboard is vital for the course. Discussion and reflective writing about the reading s and assignment will allow questions and observations and dialogue to develop. Please follow directions and submit assignments by the due dates.

Assignments are an application of text and handouts/online readings to determine the level of your understanding of important concepts. Your active participation in Blackboard is very important. Missing class or lecture notes and messages (announcements) in Blackboard is not advised and could negatively impact your grade. Please contact me either by email or phone in the event of problems/absences.

Meaning of grades:
A   Superior work – demonstrates initiative and original thinking; shows exceptionally fine comprehension of subject; demonstrates ability to integrate and synthesize course material
A-   Excellent work. Displays critical thinking (evaluate and analyses); shows comprehension and ability to integrate and articulate course material
B+   Above average work. Demonstrates above average comprehension and ability to make application principals; displays independent resourcefulness in completing assignments
B   Average work. Acceptable work but does not demonstrate in-depth ability to apply principals or articulate course content.
R   Re-do. Misunderstanding of assignment, basic points missing, incomplete.

Guidelines for Blackboard
- Access Blackboard at https://blackboard.liu.edu
- Be sure to have the latest Flash player (http://get2adobe.com/flashplayer) installed to enable videos and other media to be played.
- Blackboard tutorials are included in the Blackboard site. If you are new to using Blackboard, these guides and video may be helpful to you: Blackboard student orientation, Blackboard Guides, Blackboard Student Videos

Technical Support
Support is available at the Center for Student Information (CSI) at http://csi.liu.edu or by contacting the Office of Information Technology at 516 299-3967. Hours: Monday – Thursday 9:am – 6pm; Friday 9am – 5pm.
Netiquette:

Communication is very important in this course. All students are expected to:
1. Show respect for the instruction and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use good sentence case in messages as well as good grammar and spelling. Avoid using text message shortcuts.

Contacting me:
I am available during the week (Monday – Friday) and regularly check my email – donna.rosenblum@liu.edu   You can also use my gmail account dearosenblum@gmail.com.
My work number is 516 608-6650 and I am there from 8:30 to 4:00. In an emergency, you can call my cell number - 516 643-4956. On weekends, I am less available but will get back to you as quickly as possible.

LIU Post Academic Conduct Policy:
"Students are expected to contribute through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness." Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of these acts is a violation of this policy. Any student found engaging in academic misconduct is subject to disciplinary action. The Academic Conduct Policy Standards can be found on the LIU Post website at:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards

Students with Disabilities:
The Office of Disability Support Services works with students with disabilities. Phone support is 516 299-3057. LIU has a policy for Students with Disabilities which can be found at:
http://www.liu.edu/CWPost/StudentsLife/Services/LSC/DSS.aspx.

Incomplete Policy: No incomplete grade will be given in this class unless there is an extenuating circumstance which will need documentation and be approved by the Dean of CEIT.

Class Assignment Due Dates:
Assignments are due on these dates:

You must post a reflection blog for any 7 sessions of your choosing by the date it is due. Please be detailed with your explanation of the readings for that session. Each post will be graded out of 5 points for a possible total of 35 points.
You will also respond to a fellow classmates post seven times during the semester and each response will be out of 2 points for a possible total of 14 points.

Introduction Blog – Due 2/1 (3pts)

Reflection Blog # 1 – due 2/1
Reflection Blog # 2 – due 2/8
Reflection Blog # 3 – due 2/15
Reflection Blog # 4 – due 2/22
Reflection Blog # 5 – due 3/1
Assignment #1: Book Reviews (12pts) DUE 3/1
Reflection Blog # 6 – due 3/8
Reflection Blog # 7 –due 3/22
Reflection Blog # 8 – due 3/29
Reflection Blog # 9 – due 4/5
Assignment #2: Targeted Bibliography (12 pts) DUE April 5th
Reflection Blog # 10 – due 4/12
Reflection Blog # 11 – due 4/19
Reflection Blog # 12 – due 4/26
Assignment #3 Library Programming Grant and Library Interview (22 pts) due May 3rd
Reflection Blog # 13 – due 5/3
Reflection blog # 14 – due 5/

Course Outline – Assignments

Each session on Blackboard will be broken down into notes, readings and a reflection blog that is due the following week.

January 25th, 2018
Session 1 -Introduction to Young Adult literature
Readings: Chance - Chapter 1

Assignments:
Complete Introduction Blog due 2/1

Read and review the entire syllabus – any questions please contact me immediately.
Read the readings, notes and articles for session 1 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

Articles:
Benies, Candace. (2017) The Hats We Wear: Examining the many roles of the new instruction librarian. *American Libraries* 43 11/12 p46-49.

Maughan, Shannon. Jacqueline Woodson named National Ambassador for Young People's Literature. (2018) Publishers Weekly Online, 4 Jan. 2018. *Academic OneFile*, http://link.galegroup.com/apps/doc/A522338550/AONE?u=nysl_li_fpmh&sid=AONE&xid=5b9c0a4a. Accessed 12 Jan. 2018.

Sturge, Jennifer. What's Your Why? Defining Your Mission/Take the Lead School Library Journal
http://www.slj.com/2017/12/opinion/whats-defining-mission-take-lead/

Wilson, Jan. (2017) 8 Ways to make your Library More Visible Now. *School Library Journal*. 63 10 p 16-17.

February 1st, 2018
Session 2 – Pop Culture/Comics/Graphic Novels
Readings: Chance - Chapter 2

Articles:
Alverson, Brigid. (2017) The People's Comics: Using the Graphic Format to Teach About Current Events. *School Library Journal* (63) 8 p26-29.

Dar, Mahnar. (2017) From Webcomic to Graphic Novel: Melanie Gillman On Queer Representation
http://www.slj.com/2017/12/interviews/webcomic-graphic-novel-melanie-gillman-queer-representation/

Dillon, Stacy & Amy Laughlin. (2017) Fandons & Cons. School Library Journal. 63(2).

Wienthal,Paul. (2017) Digital Comics boosting skills of students with special needs. School Library Journal 63(3)

Assignments:
Read the readings, notes and articles for session 2 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well. Begin working on the assignments for the course

February 8th 2018
Session 3 – Poetry/Short Stories
Readings: Chance, Chapter 2

Articles:
Goerner, Phil. (2017) Tech Tidbits for National Poetry Month. *School Library Journal*
 http://www.slj.com/2017/03/teens-ya/tech-tidbits-for-national-poetry-month/

Klebanoff, Abbe. (2016) How to Plan a Teen Poetry Slam at the Library *SLJTeen*
http://www.slj.com/2016/04/teens-ya/how-to-plan-a-teen-poetry-slam-at-the-library/

Macgregor, Amanda. (2017) For National Poetry Month: A Social Justice Poetry Project for Teens. *School Library Journal* 63 4.

Read the readings, notes and articles for session 3 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well. Read the readings, notes and articles for session 3 and post the reflective piece to the blog.

February 15ᵗʰ 2018
Session 4 – Realistic Fiction and Historical Fiction
Readings: Chance Chapter 3

Articles:
Barton, Keith. A Balanced Approach to Historical Fiction
http://teachinghistory.org/issues-and-research/roundtable-response/25287

Flowers, Mark. (2016) Hook Then with Historical Fiction/Adult Books 4 Teens
http://www.slj.com/2016/09/teens-ya/hook-them-with-historical-fiction-adult-books-4-teens/

Salge, Erinn. Riffs on Classic Tales/New Fiction for Young Adults.
http://www.slj.com/2014/12/reviews/riffs-on-classic-tales-new-fiction-for-young-adults/

Assignments:
Read the readings, notes and articles for session 4 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

February 22ⁿᵈ 2018
Session 5 – Fantasy/Science Fiction
Readings: Chance Chapter 4

Articles:
Flanagan, Victoria. Children's Fantasy Literature: why escaping reality is good for kids.
https://theconversation.com/childrens-fantasy-literature-why-escaping-reality-is-good-for-kids-22307

Smith Derrick. Bringing Fantasy and Science Fiction into the Classroom.
file:///E:/729YA1/Session%205/grad%20-%20literacy.pdf

Read the readings, notes and articles for session 5 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

March 1ˢᵗ 2018
Assignment # 1 due
Session 6 - Non-Fiction and Informational Books
Readings: Chance Chapter 5

Articles:

Hakim, Joy (2016) Narrative Nonfiction: a writer reflects on writing real stories. *American Educator* 40(1), 33 - 37.

Matthiessen, Connie. (2017) The Nonfiction Revolution
https://www.greatschools.org/gk/articles/non-fiction-why-its-important/

Nordquist, Richard. (2017) An Introduction to Literary Nonfiction
https://www.thoughtco.com/what-is-literary-nonfiction-1691133

Read the readings, notes and articles for session 1 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well. Read the readings, notes and articles for session 6 and post the reflective piece to the blog.

March 8th 2018
Face to Face Optional Class
Session 7 – Book Discussion of *Turtles All the Down* by John Green or *Talon* by Julie Kagawa

Read the readings, notes and articles for session 7 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

No CLASS March 15th 2018 – Spring Break

March 22nd 2018
Session 8 – Digital/ebooks/technology/apps

Articles:
Allan, Cherie (2017) Digital fiction: 'Unruly object' or literary artefact? *English in Australia*, *52*(2), pp. 21-27.

Meyer, Leila. Virtually There: Kids are using VR to Explore Worlds and create new Ones. http://www.slj.com/2017/09/technology/virtually-kids-using-vr-explore-worlds-create-new-ones/

Robbins, Brandon. (2017) The Next Level: Student-Designed Games. *School Library Journal* 63 11 p30 -34.

Check out the School Library Journal Column: Touch & Go - App review by Daryl Grabarek
From menu at top select Technology and then Apps
www.slj.com

Read the readings, notes and articles for session 8 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.
March 29th 2018
Session 9 – Diversity in Literature
Readings: Chance Chapter 6

Articles:
Dillon, Stacy. Teaching Empathy and Mindfulness *School Library Journal*.
http://www.slj.com/2017/10/industry-news/teaching-empathy-mindfulness-mix/

Iyer, Deepa. Standing Up to Islamophobia. *School Library Journal*
http://www.slj.com/2017/10/industry-news/standing-up-to-islamophobia/

Jacobsen, Linda. (2017) Teach Students Resilience, Empathy, and More with Social Emotional Learning Strategies. *School Library Journal* 63 (2)

Kowalsky, michelle. (2017) Creating Inclusive Library Environments plans for serving patrons with disabilities. *American Libraries Magazine* 48(3/4) p60-63.

Read the readings, notes and articles for session 9 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

April 5th 2018
Session 10 – Freedom to Read
Reading: Chance Chapter 7

Articles:
Dar, Mahnar. Experts Focus on Censorship at Bank Street Conference. School Library Journal
http://www.slj.com/2016/04/censorship/experts-focus-on-censorship-at-bank-street-conference/

Diaz Eleanor & James LaRue. (2017) 50 Years of Intellectual Freedom. *American Libraries* 48 11/12 p 38-44.

Jacobson, Linda. (2016) Unnatural Selection: More Librarians are Self-Censoring. *School Library Journal*
http://www.slj.com/2016/09/censorship/unnatural-selection-more-librarians-self-censoring/

Scales, Pat. Offended at Open Mic/Scales on Censorship
http://www.slj.com/2017/08/opinion/scales-on-censorship/offended-at-open-mic-scales-on-censorship/

Check out the column by Pat Scales every month in School Library Journal on Censorship

http://www.slj.com/opinion/scales-on-censorship/

Read the readings, notes and articles for session 10 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

April 12th 2018
Session 11 – Makerspaces in the library

Articles:
Jacobson, Linda. (2017) Maker Movement Grows in K-12, with Librarians Leading the Way, *School Library Journal* 63 (9) p. 38 – 44.

Wilson, Alisha. (2017) I've Got Cardboard and a Sphero. Now What?
http://www.slj.com/2017/12/teens-ya/ive-got-cardboard-sphero-now/

Read the readings, notes and articles for session 11 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

April 19th 2018
Session 12 –
Face to Face Optional meeting
Book Discussion of *Girl Rising* by Tanya Lee Stone or *American Born Chinese* by Gene Luen Yang

April 26th 2018
Session 13 - Library Programming - Author visits, Book Clubs, reading clubs

Articles:
Maxwell, Lucas. 5 Tips for Twitter Author Chats
http://www.slj.com/2017/12/technology/5-tips-twitter-author-chats/

Ruhlmann, Ellyn. (2017) Mindful Librarianship. *American Libraries* 48 (6)

https://americanlibrariesmagazine.org/2017/06/01/mindful-librarianship/

Scholastic Booktalks - YouTube
www.youtube.com/playlist?list=PL44311BD269EF6FD5

Smith, Carrie. (2017) Pedal Power. *American Libraries* 48 (9/10) p. 60-61

Teen Book Club – Creating a Place to Read and Belong! (a guest post by Sheri Schubbe)
http://www.teenlibrariantoolbox.com/2017/03/teen-book-club-creating-a-place-to-read-and-belong-a-guest-post-by-sheri-schubbe/

Read the readings, notes and articles for session 13 and post to reflection blog (remember you must do these for seven of the 14 sessions and reply to a classmate's post seven times as well.

May 3rd 2018
Session 14 Face to Face Meeting
Book Discussion of *The Hate U Give* by Angie Thomas

Assignment Descriptions

Assignment #1: Book reviews (12pts) - Due 3/1 2018
Select two Young Adults fiction books and write a book review.
A book review is a form of literary criticism in which a book is analyzed based on content, style, and merit. Book reviews appear in many professional works: magazines, newspapers, and academic journals. They typically range from 300-500 words, and gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and a rating of some kind. As librarians, book reviews are such a valuable part of the selection process. Librarians look for books with starred reviews, items that have been selected based on their literary quality and interest level. They rely on reviews to help determine the subject of a book, reading level, possible popularity, quality, etc. Reviews are also a necessary part of dealing with a book challenge.
Use the template attached to this assignment to help guide you in formulating your reviews.

Assignment #2: Targeted Bibliography (12 pts) - Due 4/ 12/2018
Annotated bibliographies are a valuable resource for librarians to highlight parts of a collection, to train coworkers/patrons about the materials available or use in planning curriculum assignments. You will select a "topic" along with an age/grade level. Then select 4 different resource areas (fiction, nonfiction, graphic novels, apps, games, reference, websites, music, online databases) and for each resource select 4 titles. The bibliography will include 16 titles total and be arranged by type of resource and then alphabetically by titles. Your bibliography will have an introduction that discusses the topic and age group and your then annotations. Your annotations should be about 4 to 5 sentences, and include information that helps the reader understand its value/purpose to topic area. Also include a Please include a work cited page with full citations of each source for the course. This would not be something given to a patron.

Assignment #3: Library Programing Grant and Library Interview (22 pts) – Due 5/3/2018
Library programming and applying for grants is a very important part of the profession. Using the template provided select a topic that you would like to implement as a library program. Then answer all the questions about the program, budget, timeline, evaluation etc.. Include a thought piece (one page) where you discuss the topic/technique/program, its effectiveness and your rationale for implementation. Your thought piece you should include some research on the selected topic/technique/program and the merits of using this technique. Include the type of population you would work with (age/grade), fully answer the template questions in as much detailed as possible.

Possible Topics: (if you want to do something else email me to discuss)
Makerspace programs (you choose what you want to focus on)
Coding
Breakout EDU
Poetry slams/café

Creative Writing
Cons/Pop Culture
Readers Theater
Book Discussion/Book Clubs
Author visits
Summer Reading Programs
Reading Month Programs like Banned Book Month, Black History or Women's History Month, Children's Book Week, Poetry Month

The second part of this research paper is to interview a librarian (public or school) about their library programming or programming they are planning on implementing. Again explain in details who, what and why of the program and how they assessed them. How often does programming occur? You can also include if applicable what worked and what did not and any changes they would make or have made in their programming implementation. Try to understand why certain programs are used and not others.   Also include a brief description of the library, its students, collection, size and space.