Course Description

Reading, viewing, and writing based on materials suitable for adolescents in leisure time and classroom activities; criteria for selecting books, magazines, movies, videos, and related materials; materials and resources for research projects; booktalks and strategies for encouraging and promoting reading and library use.

Course Objectives

During this course, the student will:

1. Develop an understanding of the characteristics, needs and interests of young adults at varying levels of maturity;

2. Show an understanding of the cultural, societal, curricular and economic influences on contemporary young adults and book publishing;

3. Demonstrate a familiarity with a broad range of materials for young adults and an acquaintance with important authors, awards, digital resources, and booklists for this age level;

4. Apply principles of quality to literary works by critically evaluating books and other materials;

5. Demonstrate knowledge of principles and techniques for promoting and guiding teen reading, browsing, viewing, and listening;

6. Experiment with collection development, reader's advisory services, genre studies, curriculum support and research, and the defense of challenged materials.
Required Readings
(The books are listed in the order they will be read.)

Anderson, Laurie Halse. *Speak*. Puffin, 2009. (This is the 10th anniversary edition.)

Posted on Blackboard will be a weekly list of required articles. These required readings and multimedia clips should be read/listened to/viewed before class.

Additional Readings

In addition to the required readings, students will read one non-fiction title, one modern realistic novel, one fantasy/science fiction, one challenged/banned book, one title selected from ALA's Best Books for Young Adults (BFYA/YALSA Non-Fiction) 2014 or 2015 list, one poetry title (selected from a short list of verse novels, poetry titles, and non-fiction) and one reader's choice. The instructor will provide extensive booklists from which students will make their selections. This represents a total of thirteen books for this semester. There will be no "double-dipping," meaning one book cannot be used for two assignments. Students will also be required to watch two movies that are marketed toward teens.

Assignments:
Students will submit their assignments by Blackboard. All papers will be graded electronically and will be returned as attachments to email messages. Students are encouraged to write their papers with Microsoft Word. 10:00 p.m. is the deadline; work submitted after that time is considered late and will be penalized. Students will post their written booktalks onto the Discussion Board before the class in which they are due.

1) A Magazine/Two Movies paper: Look at one magazine marketed at/published for teens and read it from cover to cover, noting the ads as well as the articles. View two realistic movies from the list called Teen Movies (found at the end of document entitled 2 Movies & a Magazine). Students will think about the lessons on teen culture and modern realism and combine his/her thoughts from the magazine with those he/she had during the movies. The student is expected to make thoughtful use of the required readings/viewings to support his/her opinions. Evidence of critical thinking is imperative with this assignment. The student will then write a 8-10 paged paper describing what he/she has discovered about contemporary teens based on the magazine, the movies, required readings, and classroom discussions. Worth 20%
2) Complete one **collection development exercise** (assessment will be based on criteria offered by the instructor). Worth 13%

3) **Booktalks:** Students will write and present four booktalks (Modern realism, fantasy/science fiction, a newly published book—BBYA 2014 or 2015 or YALSA Non-fiction finalists—from any genre), and reader's choice from any class lists during the course of the term. The written booktalks combined with the presentation are worth 10% of the final grade.

4) Students will write genre-specific **reading responses** for *Speak, Looking for Alaska, American Born Chinese*, a non-fiction title, and *Feed*. They will write general responses for *The Absolutely True Diary of a Part-Time Indian, Code Named Verity*, and a poetry title. Worth 34%

5) Students will read a **challenged/banned book** (A list will be provided by the instructor) and then write an **essay**--(4-5 pages)--stating whether or not the book is appropriate for the library it is in. Worth 18%

6) **Participation and attendance**--5% The instructor will give ample opportunity for students to interact with one another both during class through Breakout Groups and the Discussion Board feature of Blackboard. Meaningful participation in the discussion boards is expected.

### Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>88-92</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>C+</td>
<td>78-82</td>
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<tr>
<td>C</td>
<td>70-77</td>
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<tr>
<td>D</td>
<td>65-69</td>
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<tr>
<td>F</td>
<td>Below 65</td>
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### Assignments
Assignments are due on the date listed on the course outline and in the file called "Due Dates." Students will also find the due dates on Weekly Checklist module of Blackboard. Late assignments will be accepted with prior permission from the instructor. Do not expect the instructor to grant permission for late assignments without “just cause.” Assignments submitted late will receive a penalty.
Incompletes
Since the instructor works part-time for the University, incompletes will not be issued unless a substantial portion of the required course work has already been satisfactorily completed. The decision to grant an incomplete is at the discretion of the instructor.

Policy on Academic Integrity
All work submitted by the student must be the student’s. The University of Tennessee operates with a strict student code of honor regarding academic integrity. An observed act of academic cheating or plagiarism will result in failure for the course. Other penalties may be levied in accordance with university regulations, as stated in Hilltopics.

Diversity Statement
The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community (see http://www.cci.utk.edu/diversity-statement for CCI’s full Diversity Statement).

Disabilities
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services. It is also important to communicate with the instructor to discuss your situation.
June 1
Introduction to and Characteristics of Young Adult Literature
Landmarks of YA Literature
Major Awards
Best Books of 2014 and 2015

June 8
Introduction to Teen Culture
Adolescent Psychology
Reader Response Theory
Magazines for Teens
Movies/Films for/about teens
Read Laurie Halse Anderson's Speak

June 15
Modern Realism
Gender Preferences in YA Literature
New Adult Literature
Read John Green’s Looking for Alaska
Due: Magazine/Movie Paper on Saturday, June 20

June 22
Booktalking
Graphic Novels
Humorous Stories
Read Gene Yang’s American Born Chinese
Due: Saturday, June 27: Reading responses on Looking for Alaska, Speak, and American Born Chinese.

June 29
Non-Fiction
Biographies/Memoir
Informational Series
Due: Booktalk on a Modern Realistic title
July 6
Common Core
Review Sources
Reference, Electronic Resources, Online Databases
Educational Videos/Online Streaming
Literature of Diversity
Read Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian*
Due: Booktalk on a book from the BFYA/YALSA Non-fiction 2013 or 2014 list

July 13
Science Fiction and Fantasy for Teens
Read M.T. Anderson’s *Feed.*
Due: Booktalk on a reader’s choice title
Due: Saturday, July 18, Reading responses for *Feed, The Absolutely True Diary of a Part-Time Indian,* and a non-fiction title.

July 20
Challenged Books
Introduction to Programming for Young Adults
Reading Remediation/Reading Incentive Programs
Reaching the Reluctant Reader
Due: Booktalk for a science fiction or fantasy title
Due: Saturday, July 25, Collection Development Exercise

July 27
Professional Organizations
Books in a Series
Short Story Collections
Poetry/Novels in Verse
Due: Saturday, August 1, Challenged Book exercise

August 3
Mysteries for Young Adults
Historical Fiction
Read Elizabeth Wein’s *Code Name Verity*
Due on Saturday, August 8: Reading responses for *Code Name Verity* and a poetry title.