

Information Sciences 572
Sections 1 and 2
Young Adult Materials
Summer 2021
School of Information Sciences
University of Tennessee
Class Meetings: Wednesdays, 6:30 until 9:10 Eastern
Zoom ID: TBD



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Welcome Statement:

Greetings! I am Scot Smith, your instructor for this section of IS 572. I have been teaching this class for more than twenty years. Young Adult Materials is a reading-intensive course during which students will read, watch, and listen to a diverse collection of books and multimedia for and about teenagers. This class offers a combination of theory and practice which will prepare students for careers in school, public, and academic libraries. The ability to think and analyze critically is deeply valued in this class. Students are expected to discuss course materials and concepts in meaningful ways through forums on Canvas and in weekly breakout sessions in Zoom.

Course Description:

Critical survey of diverse young adult materials, for ages 13-18, in all formats and genres, including print, digital, and multimodal. Emphasis on evaluation, selection, and recreational or curricular use of these formats in school and public libraries.

Student Outcomes:

During this course, the student will:

1. Develop an understanding of the characteristics, needs and interests of young adults at varying levels of cognitive, emotional and psychosocial development;
2. Show an understanding of the cultural, societal, academic, and economic influences on contemporary young adults, the media, 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 reading lists 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, information and media literacy, and the defense of challenged materials.

Course Design

The course uses an interactive active approach to teaching and learning. The instructor will deliver content through synchronous lectures on Zoom and via content posted on Canvas. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, view / listen to digital content, and participate in all class activities, including discussion board assignments in Canvas and breakout groups in Zoom. Of particular importance to this class are the discussions in Zoom's breakout groups and the online forums on the Discussion Board in Canvas. All required novels are listed in this syllabus. Students will also be assigned readings and video and audio clips as course requirements; those requirements will be linked from Canvas.

Required Readings

(The books are listed in the order they will be read.)

Caletti, Deb. *A Heart in a Body in the World*. Simon Pulse, 2018.

Craft, Jerry. *New Kid*. Quill Tree Books, 2019.

Tamaki, Mariko and Rosemary Valero-O'Connell. *Laura Dean Keeps Breaking Up with Me*. First Second, 2019.

Shusterman, Neal. *Scythe*. Simon and Schuster, 2016.

Reynolds, Jason. *Long Way Down*. Atheneum, 2017.

The instructor will post on Canvas a weekly list of assigned and optional articles, videos, and/or audio files. These required readings and multimedia clips should be read/listened to/viewed before class on Wednesday. He will also post multimedia clips that must be listened to or watched to make up for class time lost because of the shortened summer semester.

Additional Readings

In addition to the five required readings, students will read one challenged/banned book, one title selected from YALSA's Best Fiction for Young Adults (BFYA) or YALSA Non-Fiction 2020 or 2021 lists, two reader's choices from the lists posted on Canvas, and one book from the Mystery or Historical Fiction lists. The instructor will provide extensive booklists from which students will make their selections. This represents a total of ten 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 have been marketed toward teens or that are about teens.

Communications

The instructor is required to communicate with students through students via their UTK email addresses. If a student prefers to use another address, that student should consult the [OIT Helpdesk](#) to obtain directions for forwarding UTK mail to the preferred email address. The instructor will return assignments through his UT email account.

Instructor Availability

Unless otherwise noted, the instructor will answer student emails in a timely fashion, always within a 12-hour window unless otherwise noted. If a student wishes to schedule an individual meeting via Zoom, please email the instructor for an appointment. He is generally available for Zoom appointments after 4:00 pm on weekdays and anytime on the weekends.

Computing Requirements

Students must have adequate computing skills, including but not limited to the use of Microsoft Word, web browsing, e-mail, listservs, Canvas, and Zoom software. Students must learn how to submit their assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for

students at no charge (advance registration is required). Students must have a working microphone in order to participate in the required breakout groups in Zoom. The camera feature is optional.

Students must obtain a UT email account and subscribe to the SIS student listserv. In addition, students must have the PowerPoint Reader or the regular PowerPoint software installed on their computers in order to download the slides from Canvas.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#),

There will be no TA specifically assigned to this class as DE support. If the student needs assistance with Zoom before or during a lesson, the student should contact the help desk.

Course Resources

The instructor makes extensive use of Canvas for this class. Please check the Resources module on Canvas for additional information.

Please visit links to [Getting Started with Zoom](#), [Online@UT Canvas](#), the [UT Library](#), the UT Library's [Information for Distance Education](#), and UT [Research Guides](#) and [Subject Librarians](#) for additional resources.

Instructor Expectations

- Be prepared for all classes
- Evaluate all assignments fairly and equitably
- Be respectful of all students and their diverse opinions
- Create and facilitate meaningful learning activities
- Return all assignments in a timely fashion with critical commentary
- Foster a learning environment which values critical analysis and diverse points of view
- Behave according to University codes of conduct

Student Expectations

- Attend and be prepared for all classes
- Be respectful of the diverse opinions of others
- Actively contribute to the learning environment in class by participating in Breakout Groups and in Canvas
- Read, view, and/or listen to all course material thoughtfully and critically
- Submit assignments in a timely manner
- Produce and compose work on the graduate level
- Communicate to the instructor in a timely fashion as needed
- Abide by the UT Honor Code

Attendance

Class attendance is required. A portion of the final grade will be based on in-class participation during break out groups. Multiple absences will affect the participation grade. A student should contact the instructor as soon as possible if he/she cannot attend class. If a student will be absent from class, he/she must:

- Inform the instructor in advance or as soon as possible after class
- Submit any work due from the missed class period

- Listen to the archived class recording
- Check Canvas announcements, class notes, and discussions.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies
- Special curricular or job requirements (judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on the student's course participation grade.

Inclement Weather

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55) (<http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

Disabilities that Constrain Learning

Students who may need course adaptations because of a disability are welcome to make an appointment to speak with the instructor. Students with disabilities must register with the [STUDENT DISABILITY SERVICES](#), 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted Student Disability Services, please call (865) 974-6087 or email SDS@UTK.EDU to inquire about the registration procedure.

Civility

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI 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.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>, p. 15 as: “*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*”

Students should abide by the **Honor Statement** described in the same Hilltopics, p. 73:

“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source (including book reviews);
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include failure of the course**.

Assignments and Grading

Student work is assigned a grade based on the quality of critical thinking, writing style, meaningful use of assigned resources, appropriateness of length, fulfillment of the assignment's expectations, and creativity. Only **exceptional** work will receive an "A" grade. Papers submitted after the due date will be assigned a lower grade than would otherwise be received. All assignments will be graded according to specific rubrics. The instructor will post the grading rubrics on Canvas alongside the assignments. The instructor will return all assignments via UTK email and will post grades onto Canvas.

Preparation of Written Work

In those assignments that require citations and bibliographies, students may use whatever style manual with which they are most comfortable. The instructor requests that the student remains consistent throughout the assignment (do not switch from one citation style to another within the same assignment).

All sources must be cited, quotations must be in quotation marks and attributed correctly unless otherwise noted. Not doing so constitutes plagiarism.

Late Work

The instructor does accept late work with **prior** approval. However, he will assess a penalty if a student misses the submission deadline by more than several hours. Typically, the penalty is three points per day, not to exceed 10% of that assignment's grade. If a student knows he/she will miss a deadline, that student should email the instructor with an explanation. In most cases, the instructor will work with the student to minimize the effect of the late penalty.

EVALUATION

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90- 92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88- 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83- 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80- 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78- 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70- 77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60- 69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the

		cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

ASSIGNMENTS: DESCRIPTION

This table provides a brief summary of assignment names, due dates, and grade distribution. More detailed descriptions of each assignment follow the table. Please check the assignment module in Canvas for more specifics about each assignment.

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment	MSIS Program Outcome
Collection Development Exercise	Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently.
Challenged Book Essay	Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.

Assignment	Points	Due Date	MSIS Program Outcome
Reading Responses	350	June 19, June 26, and July ??	
Booktalks	240	June 16, June 30, July 7, and July 14	
Movie Response	60	July 10	
Collection Development Exercise	100	July 17	8
Challenged Book Essay	150	July 24	3, 5
Attendance / Class Participation	100	Semester long	

TOTAL	1000		
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Students will submit their assignments via Canvas. All papers will be graded electronically and will be returned to students through the instructor's email account. Students are required to write their papers with Microsoft Word. 11:30 p.m. is the deadline for submissions unless otherwise noted; work submitted after that time is considered late and could be penalized. Students will post their written booktalks onto the Discussion Board **before the class** during which they are due.

Assignment Descriptions

- 1) Complete one **collection development exercise** (assessment will be based on criteria offered by the instructor). Worth 10%
- 2) Students will write and present **booktalks**--a newly published book—2020 or 2021 Best Fiction for Young Adults or 2020-2021 YALSA Non-fiction finalists, two reader's choices from any of the class lists during the course of the term, and one book from the Historical Fiction or Mystery booklists. The written booktalks combined with the presentation and evaluation are worth 24% of the final grade.
- 3) Students will write **reading responses** for all five required novels. Worth 35%
- 4) Students will watch and respond to one movie marketed to teens. The response will be submitted on Canvas. There will also be a discussion board post for these assignment. The students will discuss the film during breakout groups. The movie will be realistic and will be selected from list posted on Canvas. Worth 60%
- 5) Students will read a **challenged/banned book** (A list will be provided by the instructor) and then write an **essay**--(5-6 pages)--stating whether or not the book is appropriate for the library it is in. Worth 15%
- 6) **Participation and attendance**--The instructor will give ample opportunity for students to interact with one another both during class through Breakout Groups in Zoom and the Discussion Board feature. Meaningful participation in the discussion forums is expected. Worth 10%

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and **without completing the required form**, an "F" is submitted.

Course Evaluation

Students will be invited to evaluate the course at the end of the term. Please participate in this valuable process. The instructor also invites comments throughout the course and will read all comments, suggestions, and recommendations.

Disclaimer

The instructor reserves the right to make minor changes to the syllabus throughout the semester. The instructor will notify students when/if there is a change.

Course Outline

June 2

Introduction to and Characteristics of Young Adult Literature
Definitions and Common Vocabulary
Landmarks of YA Literature
Major Awards
Best Books of 2019, 2020, and 2021 (so far)

June 9

Adolescent Psychology
Adolescent Literacy
Literature in the Lives of Teens
Booktalking
Literary Elements and Definitions of Quality
Reader Response Theory

June 16

Modern Realism in Books and Films
New Adult Literature
Coming of Age in YA Literature
Read Deb Caletti's *A Heart in a Body in the World*
Due: BFYA/YALSA Non-fiction Booktalk
Due: Saturday, June 19, Reading Response for *A Heart in a Body in the World*

June 23

Graphic Novels
Manga and Anime
Humor in YA Literature
Introduction to Media Literacy & Digital Citizenship
Read Jerry Craft's *New Kid* & Mariko Tamaki and Rosemary Valero-O'Connell's *Laura Dean Keeps Breaking Up with Me*
Due: Saturday, June 26 Reading Responses for *New Kid* and *Laura Dean Keeps Breaking Up with Me*

June 30

Non-Fiction
Biographies/Memoirs/Autobiographies
Informational Series (Trade Non-fiction)
Young Adults and Information Literacy
Book Review Sources
Due: Reader's Choice booktalk #1

July 7

Books in a Series

Mysteries for teens

Historical Fiction

Due: Reader's Choice Booktalk #2

Due: Saturday, July 10: Viewing Response for Realistic Film

July 14

Fantasy for teens

Challenged Books

Audiobooks for teens

Due: Historical Fiction/Mystery Booktalk

Due Saturday, July 17: Collection Development Exercise

July 21

Digital Collections

Science Fiction for teens

Science Fiction and Fantasy films for teens

Read Neal Shusterman's *Scythe*

Due: Saturday, July 24: Challenged Book Essay

July 28

Introduction to Programming for Young Adults

Poetry/Novels in verse

Literature of Diversity

Read Jason Reynolds' *Long Way Down*

Due on ???: Reading responses for *Long Way Down* and *Scythe*