



## **INSC 572 COURSE SYLLABUS**

**INSC 572 – Young Adult Materials**

**Sections 3 and 4**

**School of Information Sciences – Summer 2021**

**Wednesdays, 6:30-9:10 p.m. (EST)**

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### **WELCOME STATEMENT**

Hi everybody! Welcome to INSC 572! I have been teaching various courses for SIS since 2007 including 571, 573, and 551 as well as the undergraduate course in children's literature, 330; however, this is my first time teaching 572 so we will be learning together. 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 in a meaningful way 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 in school and public libraries.

### **LEARNING ENVIRONMENT**

Our class is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important. This can only happen if both students and instructor are willing to participate in the learning.

My teaching approach comes from my twenty plus years of teaching in public schools grades K-12, as well as in both undergraduate and graduate institutions. I believe firmly that the best learning happens when it is student focused and student led and that the most meaningful engagement happens when students are given the space to explore the facets of the material that spark the most curiosity in them. I thrive on learning from my students. I also believe that students should learn as much from their peers as they do from me which means that in this course you will be taking the lead often.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

## **HOW TO BE SUCCESSFUL IN THIS CLASS**

Be present, be intellectually curious, and engage (throughout the whole semester) equally with your peers and with me.

## **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, 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 online discussions in Zoom's breakout groups and the 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. As with all courses, the more you put into the material, the more you will gain from the course.

## REQUIRED READINGS

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

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

Tamaki, Mariko. *Laura Dean Keeps Breaking Up with Me*. First Second, 2019.

Johnson, Kim. *This is My America*. Crown Books, 2016.

Shusterman, Neal. *Scythe*. Random House, 2020.

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

Acevedo, Elizabeth. *The Poet X*. Harper Collins Books, 2018.

The instructor will post on Canvas a weekly list of required and optional articles, videos, and/or audio files. These required readings and multimedia clips should be read/listened to/viewed before class on Wednesday. The required and optional readings and clips should be incorporated into the student's written assignments.

## ADDITIONAL READINGS

In addition to the required readings, students will read one non-fiction title, one challenged/banned book, one title selected from YALSA's Best Fiction for Young Adults (BFYA) or YALSA Non-Fiction 2020 or 2021 lists, one reader's choice 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 eleven 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.

## INSTRUCTOR AVAILABILITY

Unless otherwise noted, the instructor will answer student emails in a timely fashion, always within a 48-hour window. If a student wishes to schedule an individual meeting via Zoom, please email the instructor for an appointment.

## COMPUTING REQUIREMENTS

Students must have adequate computing skills, including but not limited to use of Microsoft Word, web browsing, e-mail, listservs, Canvas, Google Drive, 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.

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. \*\*\*\*\*NOTE! Should more than typical challenges may come into play for students, please reach out to the instructor to discuss how she may be of assistance.\*\*\*\*\*

## 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.*

## **STUDENTS WITH SPECIAL NEEDS**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: [sds@utk.edu](mailto:sds@utk.edu).

**COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT** CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see [www.cci.utk.edu/diversity-statement](http://www.cci.utk.edu/diversity-statement).

**UNIVERSITY OF TENNESSEE TITLE IX STATEMENT, 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](http://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 required resources, appropriateness of length, fulfillment of the assignment’s expectations, and creativity. 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 and 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 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 without prior approval. However, she 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 OF WORK

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/N C		(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 <u><i>Graduate Catalog</i></u> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/N P		(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.

### ASSIGNMENT DESCRIPTIONS

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	40	June 12, June 26, July 21, July 31	
Booktalks	12	June 16, June 30, July 7	
Movie Response	6	June 16	
Collection Development Exercise	16	July 10	8
Challenged Book Essay	16	July 28	3, 5
Attendance / Class Participation/Discussion Posts	10	Semester long	
TOTAL	100		

Students will submit their assignments via Canvas. All papers will be graded electronically and will be returned to students through Canvas. Students **are required** to write their papers with Microsoft Word. 11:59 p.m. is the deadline for submissions unless otherwise noted; work submitted after that time is considered late and will be penalized. Students will post their written booktalks / movie discussions 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).
- 2) Students will write and present **three booktalks**--a newly published book— 2020 or 2021 Best Fiction for Young Adults or 2020 or 2021 YALSA Nonfiction finalists, one reader's choice, from any of the class lists during the course of the term, and one book from the Historical Fiction or Mystery booklists.
- 3) Students will write **reading responses** for all six required novels (*Poet X* and *Long Way Down* are combined into one assignment). They will also write responses for a non fiction/biography/memoir.
- 4) Students will watch and respond to a **feature film** marketed to teens (from lists posted on Canvas) and will complete a written response to the film (completed during the asynchronous meeting week of June 9).

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.

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.

## **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**

*I reserve the right to revise, alter or amend this syllabus. We will discuss any changes ahead of time whenever possible, and you will always be notified by email and on Canvas if/when changes are made.*

## **COURSE OUTLINE**

### **May 26**

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

### **June 2**

Introduction to teen culture  
Adolescent psychology  
Reader Response Theory

Literary elements and definitions of quality

Graphic novels

Introduction to media literacy

**Read** Jerry Craft's *New Kid* and Mariko Tamaki's *Laura Dean Keeps Breaking Up with Me*

**Due: Saturday, June 12, Reading Responses for *New Kid* OR *Laura Dean Keeps Breaking Up with Me* (up to 3 points extra credit added if you choose to do both)**

### **June 9 (asynchronous work posted)**

Modern realistic movie viewing – choose from list

**Due: Wednesday, June 16**

### **June 16**

Modern Realism in Books and Films

New Adult Literature

**Read** Kim Johnson's *This is My America*

**Due: BFYA/YALSA Non-fiction Booktalk**

**Due: Realistic Film Response**

**Due: Saturday, June 26, Reading Response for *This is My America*.**

### **June 23**

Non-Fiction

Biographies/Memoirs/Autobiographies

Informational Series (Trade Non-fiction)

Young Adults and Information Literacy

Book Review Sources

Magazines for Teens

**Due: Modern Realism Movie Assignment**

### **June 30**

Books in a Series

Mysteries for teens

Historical Fiction

**Due: Reader's Choice Booktalk**

### **July 7**

Fantasy for Teens

Science Fiction and Fantasy films for teens

**Due: History/Mystery Booktalk**

**Due Saturday, July 10: Collection Development Exercise**

### **July 14**

Science Fiction for Teens

Challenged Books

Read Neal Shusterman's *Scythe*

**Due: Wednesday, July 21 — Reading Responses for *Scythe* and a non-fiction title.**

**July 21**

Audiobooks for teens

Poetry/novels in verse

Diversity in YA lit

Read Elizabeth Acevedo's *Poet X* and Jason Reynolds' *Long Way Down*

**Due: Reading Responses for *Scythe* and a non-fiction title.**

**Due: Wednesday, July 28, Challenged Book Essay**

**July 28**

Short story collections

Digital collections

Programming for young adults

**Due on Saturday, July 31: Reading response for *Poet X* OR *Long Way Down***