LIS 515: Materials for Young Adults

Course Outline

Fall 2016

3 credits

Tuesdays 6:00-9:00pm Room 3-22 Rutherford South

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Office hours: Tuesdays 5:00-6:00 pm or by appointment

Calendar Description:

Materials for young adults of junior and senior high school age, young adults’ reading interests, and current trends and issues in young adult literature.

Course Objectives:

■ To explore a variety of young adult texts produced in different media.
■ To investigate changing forms of reception and production of contemporary media.
■ To expand understanding of the implications of widely accessible multiple media for literate habits, behaviours and strategies.
■ To develop insight into the implications of transmedia productions, multiple adaptations and transformations.
■ To consider implications of current developments for individuals and institutions.
■ To develop criteria for selection and use of multimedia materials.

Measurable Student Learning Outcomes (SLOs):

1. Being exposed to a broad set of titles and support materials, and made aware of the importance for teens to have access to a wide variety of texts, students will develop a capacity to evaluate books and other materials produced for teens, taking account of aesthetic qualities of language, images, any extra effects and interactions among them all.
■ Face to face discussion of class readings of YA materials
Online group entries on readings of YA materials

2. Expanding their understanding and knowledge base of what falls under the broad heading of Young Adult Materials, students will explore and articulate the potential of new forms of literature expressed in many different media and formats.
   - Class readings and discussion of books and media texts
   - Essay/creative response assignment

3. Drawing on the potential of new media to support traditional public and school library practices, students will learn about and get experience with ways to promote reading and literacy in new and meaningful ways that are of interest to teens.
   - Book trailer/book talk assignment
   - Reference and Readers’ Advisory to teens

Content:

- Study of a range of texts in a variety of media.
- Close exploration of a small number of texts that have been adapted into a large number of different media.
- Investigation of interpreter’s text processing behaviours in the context of domestic media consumption and production.
- Analysis of changing commercial frameworks of recreational and utilitarian texts.
- Exploration of the broad cultural landscape of converging multimodal texts.
- Application of young adult materials in school and public libraries.
- Reading needs and interests of teens.

Methods:

Readings, seminar discussions, lectures, work with extracts and full texts in different media, small group work, student presentations.

Course Relationships:

LIS 501 is a pre-requisite. Students outside of the MLIS program are encouraged to inquire about special permission to take this course.

Required Texts:

*Little Brother* by Cory Doctorow

*Chopsticks* by Jessica Anthony and Rodrigo Corral

*The Arrival* by Shaun Tan
The Outside Circle by Patti LaBoucane-Benson
Nothing Can Possibly Go Wrong by Prudence Shen
Ask the Passengers by A.S. King
When Everything Feels Like the Movies by Raziel Reid
The Impossible Knife of Memory by Laurie Halse Anderson
Beasts of No Nation by Uzodinma Iweala
Twilight by Stephenie Meyer
The Hunger Games by Suzanne Collins
Me and Earl and the Dying Girl by Jesse Andrews
A Monster Calls by Patrick Ness
Eleanor and Park by Rainbow Rowell
The Perks of Being a Wallflower by Stephen Chbosky
Liar by Justine Larbalestier
Inexcusable by Chris Lynch
Challenger Deep by Neal Shusterman
Absolutely True Diary of a Part-Time Indian by Sherman Alexie
Illyria by Elizabeth Hand
The Ocean at the End of the Lane by Neil Gaiman

Every week there will also be one or two academic/professional articles, as listed on the course schedule.

Assignments and Weighting:

Face to face class contributions - 15%
Online community contributions - 15%
Reference and reader’s advisory to teens - 15%
Book trailer or book talk and and class presentation - 25%
Final essay/creative response - 30%
School of Library and Information Studies Grading Statement:

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade.

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Students should also be mindful of the SLIS Copyright Policy (http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPoliciesandDocuments/SLIS_Copyright_Policy.pdf).

Inclusive Language and Equity:

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students’ experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services.

Recording of Lectures:

Recording of lectures is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.