



James L. & Dorothy H. Dewar  
COLLEGE of EDUCATION  
& HUMAN SERVICES  
VALDOSTA STATE UNIVERSITY

**Department of Library and Information Studies MLIS 7423  
Literature for Young Adults | Section IA | Spring 2024  
Three Credit Hours**

**INSTRUCTOR INFORMATION**

Colette Drouillard, Ph.D.  
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Office Hours: By Appointment (phone or online)

**COURSE DESCRIPTION**

A study of the literature created for young adults. Emphasis will be on analysis of literature from various perspectives, including literary and artistic merit, popularity with teens, social and personal usefulness, and the issues they raise. The roles of teen librarians will also be explored

**TEXTBOOKS / RESOURCE MATERIALS**

**REQUIRED TEXT(S)**

- Bernier, Anthony. (2020) *Transforming Young Adult Services, 2nd ed.*, American Library Association.
- Cart, Michael. (2022) *Young Adult Literature: From Romance to Realism, 4<sup>th</sup> ed.* American Library Association.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association [APA Style Manual], 7<sup>th</sup> ed.*

**YA TRADE BOOKS, ARTICLES AND OTHER READINGS**

- YA Trade Books - These will be included in each module and added to the course calendar as the book list is finalized. Titles will be provided at least two weeks before you need to read them (you are expected to complete reading each book prior to beginning of module where they will be discussed).
- **Articles and other readings** will be available via the Odum Library's e-journals collection or on Odum Library course reserve; or direct links will be provided in the course BlazeView website

Please familiarize yourself with the VSU policy that prohibits the use of the Interlibrary Loan service for obtaining textbooks at <https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>.

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to meet these Student Learning Outcomes (SLOs). The SLOs are aligned with MLS program objectives (<https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/our-program/>)

SLO 1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the **promotion of democratic principles and intellectual freedom** (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

- Describe the importance of the need to combat censorship and promote intellectual freedom in meeting young adult information needs.

(Course readings and discussions)

SLO 2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; **the acquisition and disposition of resources; and the management and maintenance of various collections.**

(Collection Development project)

SLO 4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

-Locate literature for young adults from a variety of sources.

(Course readings and discussions; Identity group assignment; Collection Development project)

SLO 5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

- Identify developmental needs of young adults

- Identify developmentally appropriate resources for a wide range of young adult information needs

- Demonstrate a knowledge and appreciation of literature for and by young adults in traditional and emerging formats

- Identify trends and pop-culture interests of young people

(Course readings and discussions; Identity group assignment)

SLO 7. **Professionalism:** The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; **the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures** in libraries and other information agencies.

-Evaluate literature for young adults from a variety of points of view

-Write annotations and reviews

(Course readings and discussions; Identity group assignment; Collection Development project)

**SLO 8. Administration and Management:** The librarian understands the in libraries and other information agencies; the principles of effective personnel practices and human resource development; the **assessment and evaluation of library services and their outcomes**; and the issues relating to, and methods for, principled, transformational leadership.

-Develop a collection of materials from a broad range of selection sources and for a variety of reading skill levels

-Apply current research findings relating to information needs of young adults to young adult library services

(Course readings and discussions; Identity group assignment; Collection Development project)

This course covers the following American Library Association Core Competences of Librarianship (<http://www.ala.org/educationcareers/careers/corecomp/corecompetences>):

4. Technological Knowledge and Skills
7. Professionalism

### TEACHING PHILOSOPHY

As an instructor, I believe that inquiry-focused learning is more effectively achieved in a dynamic environment where there are opportunities for interactive study and application of theory to real practice. I use some of the following strategies to foster this type of learning:

- Asynchronous discussions providing liberal time for synthesis and reflection
- Continuing discourse between students and instructor and students with peers
- Peers serving as collaborators as well as critical friends
- Assignments that require application of concepts to real world problems
- Instruction that moves from the What? and How? to the “Why” and “So What”

### CRITICAL LITERACY STANCE FOR THIS COURSE

In this class we will take a critical literacy stance. Taking a critical stance is the role the reader takes in opposition to the text that is being read and discussed. It involves the application of critical literacy skills. Questions to consider when thinking about literature and other resources for young adults through a critical lens include:

- How is this text trying to make me feel?
- Who is represented and how?
- Who holds power and who does not?
- Whose voices are included? Whose voices are left out?
- Why do you think the author or illustrator makes those choices?
- What biases do I bring to the text?

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Assignments as mapped to Program Objectives and Student Learning Outcomes (above).  
Assignment due dates can be found in the course calendar.

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the COEHS Policy on Plagiarism link below.

### ASSIGNMENTS AND ACTIVITIES

There will be a total of 100 points for the class as follows:

<u>Participation:</u>	<u>Points</u>
Module discussion boards (15 modules @ 15 points each)	45
Community Resources Project	15
Identity Group Project: Video Presentation & Digital Resource on assigned area of YA Identity (LibGuide style)	20
Collection Development Project– completed in multiple parts	20
<b>TOTAL</b>	<b>100</b>

Successful completion of all assignments is necessary to fulfill requirements for this course.

### SUBMITTING ASSIGNMENTS

All assignments will be submitted as instructed via the BlazeVIEW course website or Anthology using Word documents (.doc or .docx only) or other formats specifically designated by the instructor.

The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://www.valdosta.edu/administration/it/helpdesk/>. Their telephone hotline is 229-245-4357.

BlazeVIEW is powered by the Desire2Learn (D2L) Brightspace course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to <https://D2LHelp.view.usg.edu> or call the hotline at 855-772-0423.

### LATE SUBMISSIONS, MISSED ASSIGNMENTS, & MAKE UP ASSIGNMENTS

Completely skipping an assignment is not acceptable in graduate school. To be eligible to receive an A in this course requires completing every assignment and submitting within the specified deadlines. All course work is due inside BlazeVIEW or Anthology no later than the date and time indicated on the course calendar (based on the BlazeVIEW clock). Technology problems are not an acceptable excuse for submitting work late unless BlazeVIEW is down at the time the work is due.

## COURSE GRADES

**Course grades will be awarded as follows:**

- A: 90%–100%
- B: 80%–89%
- C: 70%–79%
- D: 60%–69%
- F: Lower than 60%

No grade below a C will be credited toward a VSU graduate degree and **students must receive a grade of B or better to earn credit in core courses and the required collection development elective.**

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

### **ATTENDANCE POLICY**

VSU requires that you attend class in the first week. You must complete the attendance activity in order to not be dropped for this course by the deadline (January 16, 2023). All course activities will be conducted through BlazeVIEW. Course content is delivered asynchronously according to the course calendar. It is your responsibility to participate in all course activities and submit assignments on time. It is in your best interest to log into the course at least several times each week (daily is best) to check announcements, discussion board posts, and emails.

### **COMMUNICATION**

Communication will be conducted through BlazeVIEW email, postings and replies in the discussion board, and BlazeVIEW announcements. Check these areas at least several times per week (daily is recommended) as you are responsible for knowing all information communicated through these channels.

### **Technological Response Time and D2L:**

Although I am known to be active on email throughout each day, I have set up the following response time expectations and boundaries:

- I will respond to emails within 36 hours, not including weekends or holidays.
- I will be active on D2L discussion boards and our course site generally, but I will not respond to every single assignment or discussion you post.
- Grade response time varies, but you can expect major essays to be turned around in 1-2 weeks and smaller assignments to be turned around in a week's time.

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all correspondence related to this course is to be sent using the email client built into the BlazeVIEW course website. For other correspondence with any VSU faculty members or administrative offices, please use your VSU email account.

### **PROFESSIONALISM**

The Department of Library and Information Studies expects you to pursue your academic endeavors and conduct yourself in a professional and ethical manner. All work submitted in

the course must represent your own efforts. Cite sources and include reference information. You should communicate in a professional manner in both speech and writing and maintain a professional attitude, being respectful to others and their viewpoints. Exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

### **ACADEMIC INTEGRITY**

You are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct (<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>) and the COEHS Policy Statement of Plagiarism (<https://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>). All students are expected to do their own work and to uphold a high standard of academic ethics. Consequences for acts of academic dishonesty are detailed in the COEHS Policy Statement of Plagiarism. For more information, visit Academic Honesty at VSU (<https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsu.php>).

### **STUDENT OPINION OF INSTRUCTION SURVEY**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw from a course will be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (<https://www.valdosta.edu/academics/academic-affairs/sois/>).

### **NON-DISCRIMINATION AND TITLE IX STATEMENT**

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Mr. Darius Thomas. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>

### **ACCOMMODATION STATEMENT**

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center

Room 4136, Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu). To request reasonable accommodations for pregnancy and childbirth, contact Christina Kidd, Student Conduct Coordinator at [chkidd@valdosta.edu](mailto:chkidd@valdosta.edu). Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

### Helpful Links

Technical Support (IT helpdesk)	<a href="https://www.valdosta.edu/administration/it/solutions/">https://www.valdosta.edu/administration/it/solutions/</a>
Center for eLearning (support for BlazeVIEW)	<a href="https://www.valdosta.edu/academics/elearning/">https://www.valdosta.edu/academics/elearning/</a>
Academic Support Center	<a href="https://www.valdosta.edu/asc/">https://www.valdosta.edu/asc/</a>
Hope Connect (Mental Health Services)	<a href="https://www.valdosta.edu/administration/student-affairs/student-health/hope-connect-about.php">https://www.valdosta.edu/administration/student-affairs/student-health/hope-connect-about.php</a>