



iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 526 – Literature and Other Materials for Young Adults – Course Syllabus (3)

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

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|----------------------------------|---|
| Program: | MLIS, Dual, MACL |
| Year: | 2019-2020 |
| Course Schedule: | Wednesdays, 9:00 a.m. to 11:50 a.m. |
| Location: | IKBLC 461 |
| Instructor: | Eric Meyers |
| Office location: | IKBLC 485 |
| Office phone: | 604-827-3945 |
| Office hours: | Tuesdays, 10 a.m. to noon |
| E-mail address: | eric.meyers@ubc.ca |
| Learning Management Site: | http://lthub.ubc.ca/guides/canvas/ |

Course Goal:

The goal of this course is to provide students with the knowledge and appreciation of young adult literature and materials in print, audiovisual, and electronic format and criteria for the selection and evaluation of young adult materials required for the development of a young adult collection and young adult readers advisory services.

Course Objectives:

Upon completion of this course students will be able to:

1. Discuss the historical development of young adult literature and significant authors [1.1]
2. Relate the genres, formats, and content of young adult literature to the different stages of young adult recreational interests, information needs, and development [1.1]
3. Apply professional techniques for sharing resources with young adults [2.1]
4. Define the various genres in young adult literature and their place in adolescent reading [1.1]
5. Identify and discuss the significance of major developments, trends, and issues in young adult literature and publishing [1.1, 1.4]
6. Develop and apply criteria for the selection and evaluation of print, audiovisual, and electronic materials for young adults for library and school media collections and circulation [1.1, 1.2]
7. Use professional selection resources to develop guides and resource lists of YA materials [1.2]
8. Apply research and critical theory to young adult literature [4.1, 4.2]
9. Analyze and respond effectively to intellectual freedom challenges to all types of young adult materials [4.1, 5.1, 5.2]



Course Topics:

- History of young adult literature
- Development and characteristics of young adults
- Reading, viewing, and listening interests of young adults
- Notable YA authors and titles
- YA “best books” lists and YA literature awards and award winners
- Material selection criteria and YA collection development
- Genres of young adult literature
- Trends and issues in young adult literature and resources
- Intellectual freedom and censorship
- Electronic and audiovisual resources for young adults

Prerequisites:

MLIS and Dual MAS/MLIS: completion of LIS core; pre or co-requisite: 502

MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

MACL: open to all students with no prerequisite.

Format of the course:

Class sessions will be a combination of lectures, discussions and in-class exercises.

Required and Recommended Reading:

There is no required textbook or custom course materials for this course. Readings will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing.

Course Assignments:

| Assignment Name | Due Date | Weight | Graduate Competencies |
|--|--|----------|-----------------------|
| Professionalism and Participation | Throughout the course | 10% | 1.1, 1.2, 5.1, 5.2 |
| Genre/Topic Guide | Weeks 4-12 | 20% | 1.1, 1.2, 1.4 |
| Book Circle Report | Weeks 7 and 12 | 15 + 15% | 1.1, 1.4, 2.1 |
| Final Project Option 1: Resource Log Option 2: Critical Analysis Paper | Draft - Week 6 (1-2 entries or project proposal) Final - Week 13 | 40% | 2.1, 4.1, 4.2 |

Assignment Details:

Detailed assignment descriptions will be made available on Canvas. These descriptions are useful as a basic guide, but **the full description is the final word** on assignment parameters, including length and due date.

Book Circles (2) – students will participate in two reading circles with two other classmates (ideally groups of three). Each reading circle will be comprised of different students reading different books. Books read in the circle can count toward the log. The first circle will run weeks 4-5-6, and the second will run weeks 8-9-10. Each circle must complete a final report one week after completing the reading and discussion; format is in the assignment description.

Genre/Topic Guide and Bibliography – working alone or in pairs, students will develop a resource guide for a specific YA genre, theme or topic aligned to the course schedule. This will include research



on the genre and its attributes, trends in publishing, seminal titles, and a briefly annotated bibliography of 20-30 titles. Students will present their guides to the class in Weeks 4-12.

Final Project – Students must select from one of two final project options, and must commit to one of these options by the midway point in the course (approximately Week 6).

Option 1: Resource Log – students who wish to read for breadth will develop an annotated log of their reading over the course of the term. The log must include no fewer than 12 YA novels and other media, including 2 classics, 1 non-fiction, 1 graphic novel, 1 digital format, and 1 film. At least one third of selections should be award-winning titles (interpreted broadly). The log entries should be new reading, not titles read prior to this course.

Option 2: Critical Analysis Paper – students who wish to ready for depth will develop an extended analysis of 1-2 YA novels or other media. Students will select a theoretical frame for analyzing these texts with the approval of the instructor. The paper should be based in new reading, as opposed to literature read and analyzed for previous courses. Expected length is 5-7,000 words.

Course Schedule (Some dates/topics may be subject to change):

| Topic | Date | Assignments Due |
|-----------------------|--|---|
| Week 1 January 8 | Introduction to class, policies, assignments and readings; History of YA literature | |
| Week 2 January 15 | Youth development; Origins of youth reading interests; Quality vs popularity | |
| Week 3 January 22 | Reading and reviewing; How to run a book circle; Using and creating review resources | |
| Week 4 January 29 | Genres: Historical Fiction, Memoir, Biography | Book Circle 1 |
| Week 5 February 5 | Genres: Realistic Fiction, Multicultural, Urban | Book Circle 2 |
| Week 6 February 12 | Genres: Science Fiction, Fantasy, Speculative | Book Circle 3 Project check-in (draft or proposal) |
| February 19 | NO CLASS MEETING – READING WEEK | |
| Week 7 February 26 | FTR Week: Intellectual Freedom, Censorship, Controversy | First Reading Circle Report |
| Week 8 March 4 | Formats: Cinema, television | Book Circle 4 |
| Week 9 March 11 | Formats: Non-Fiction, Information Books, Reference | Book Circle 5 |
| Week 10 March 18 | Formats: Poetry, Verse Novels | Book Circle 6 |
| Week 11 March 25 | Formats: Graphic novels, Manga, Anime | |
| Week 12 April 1 | Formats: E-Reading, Book Apps, Podcasts | Second Reading Circle Report |
| Week 13 April 8 | Course wrap up | |
| Week 14 April 15 | Exam week | Final Projects Due |



Expectations:

All students in LIBR 526 are expected to:

- Read the course readings critically in advance of the class session for which they are assigned
- Generate questions and comments, contribute these to class discussions, and apply them to written assignments/class exercises
- Respond to and engage with the contributions of the other students with consideration and respect
- Bring personal ideas and discoveries to class
- Relate the class material to students' professional needs and growth
- Provide periodic feedback on the content and conduct of the course

FNCC Students: LIBR 526 welcomes students in the First Nations Curriculum Concentration to orient their work and reading to the needs of this concentration. Students should contact the instructor for guidance on how they can develop assignments to privilege or explore First Nations, Inuit, Metis, Indigenous and Aboriginal literature and media.

Attendance: The calendar states: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes."

To this I would add that regular student attendance is expected and participation in class-based exercises is an important aspect of student evaluation. Students who miss three or more class sessions, regardless of reason, will be significantly penalized in their professionalism grade and may see deductions on their Book Circle portfolios.

Late Work Policy: All assignments are due at the beginning of a class period (9:00 a.m.) unless otherwise noted in the assignment description. Course time should not be used to complete and upload your assignments. Late work is assessed at 5% of final mark per day, up to 7 days, after which work will not be accepted. Grace periods (i.e., no late deduction) may be offered under special circumstances when you contact the instructor 24 hours in advance of the due date.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Students who receive a score of 75 or lower on an assignment may petition to resubmit the work with corrections, negotiated on a case-by-case basis.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with



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disabilities who have registered with the Centre for Accessibility unit: [<https://students.ubc.ca/about-student-services/centre-for-accessibility>]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.