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 hәṅ̓q̓әmiṅәm̓ speaking Musqueam people.

Version 2.0, distributed 04 January 2022.

Program:	MLIS, Dual, MACL
Year:	2021-2022
Course Schedule:	Mondays, 2:00 to 4:50 p.m.
Location:	UCEN 101
Instructor:	Eric Meyers
Office location:	IKBLC 485
Office phone:	604-827-3945
Office hours:	Wednesdays, 11:00 a.m. to 12:00 p.m. PT on Zoom or by appointment; for a face-to-face meeting, please contact the instructor directly.
E-mail address:	eric.meyers@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Omicron Update:
Due to the rapid spread of the Omicron variant of COVID-19, we will experience the first two weeks of this course online. This does not affect the overall goal or course assignment structure. Students will be expected to attend the first two weeks of the course via Zoom. On Monday, January 24, in-person delivery will resume. The course Zoom details are below:

https://ubc.zoom.us/j/68097439306?pwd=bUw4ekNWMDFJTVlKM05Yb21EWDV6UT09

Meeting ID: 680 9743 9306
Passcode: 346862

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.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

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, 3.1]
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 and formats of young adult literature and materials
- 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
MACL: open to all students with no prerequisite.

Class will be delivered synchronously, in-person, during one three-hour session per week. Half the session will be lecture-based and the other half will take the form of an interactive lab. The goal of the interactive lab is hands-on application of the conceptual course content; we will develop skills through watching, playing, using, critiquing, (re)designing and making media. The course will consist of lectures, in-class activities, reflection essays, group discussion, class presentations, a midterm design project and final essay.

COVID-19 and the Course:
We are in the midst of a pandemic, and that necessarily affects the instructor's capacity to teach, students' ability to learn, and everyone's disposition toward class. Rather than pretending that everything is back to normal, I hope that we can work together as a community of learners to make the most of a non-optimal situation. I am confident that we can balance expectations of teaching and learning excellence with respect, consideration, and kindness.

In the event that you experience the symptoms of COVID-19, please do **NOT** attend class. Contact the instructor as soon as possible to seek accommodation for any missed interactive sessions or coursework. See the section below on course attendance.

COVID-19 Safety:

Students and instructors are *required* to wear a non-medical mask during our class meetings, for the protection, safety and comfort of everyone in the class. For in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. Please become familiar with the UBC Respectful Environment Statement.

If the instructor is feeling ill: Following the advice above, if the instructor is unwell, or isolating for the safety of others, he will not come to class. Every reasonable attempt will be made to communicate plans for class as soon as possible (by email and on Canvas). Our classroom will still be available for you if the instructor can accommodate by asking a substitute faculty member to run the class. The more likely course of action will be that the lecture will be recorded, and a substitute activity will be provided to complete online.

Required and Recommended Reading:

There is no required textbook or custom course materials for this course. Background readings for each topic will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing. A selection of multimedia materials (movies and television episodes) will be available through the UBC Library, although students may choose to source these materials on their own through rental or subscription services. As the focus of this course is Young Adult Literature and Materials, significant time must be spent reading and viewing. Students are encouraged to use the public and UBC libraries to acquire interest-driven selections. The amount of time you spend on reading will vary based on your speed and familiarity with these materials. Students can expect to spend approximately 10 hours per week on coursework, including class time.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Discussions & Quizzes	Throughout the course	20%	1.1, 1.2, 5.1, 5.2
Topic Guide Option 1: Video book talk Option 2: Topic blog/brochure	Scheduled by Week 4	20%	1.1, 1.2, 1.4
Book Circle Report (2)	Weeks 7 and 11	15 + 15%	1.1, 1.4, 2.1, 3.1
Final Project Option 1: Resource Log Option 2: Critical Analysis Paper	Draft - Week 5 (1-2 entries or project proposal) Final - Week 13	30%	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.

Discussions & Quizzes (20%) **–** students will be organized into small discussion groups (4-5 students) to engage with a prompt that extends the assigned readings/viewings. Discussion roles and guidelines will be provided. Discussion responses should acknowledge the ideas and contributions of students and other scholars; be thoughtful and generative; connect personally with the topic, but go beyond providing your personal opinion. Short quizzes will ask students to engage with young adult literature and gauge their familiarity with different appeal factors.

Reading Circles (2x15% = 30%) – students will participate in two reading circles with two-three other classmates. Each reading circle will be comprised of different students reading different books. Books read in the circle can count toward the Final Project. The first circle will run in the first half of the term, and the second will run in the second half of the term. Each circle group must complete a final report approximately one week after completing the reading and discussion; format is in the assignment description. Students will have class time to complete their discussions.

Genre/Topic Guide (20%) – students will develop one of two types of resource guides for a specific YA genre, theme or topic. Students will share their guides or videos with the class via Canvas.

> ***Option 1: Topic Blog/Brochure:*** Create a website, blog, or print based brochure on a YA topic or genre. This will include research on the genre and its attributes, trends in publishing, seminal titles, and a briefly annotated bibliography of 15-20 titles.

> ***Option 2: Video Book Talk:*** Present a video book talk of 6-8 minutes on several books that are connected by topic, theme, or genre. Your video should be scripted, well-produced, and accessible to a teen or adult audience (your book talk can be oriented to parents, teachers, librarians, etc.).

Final Project (30%) **–** 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 5).

> ***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, 2 modern classics, 1 non-fiction, 1 graphic novel, 1 digital format, and 1 film/tv. 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 read 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 guidance and 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 4-5,000 words (omitting references).

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

Topic	Date	Assignments/Activities
Week 1 January 10	Introduction to class, policies, assignments and readings; Pervasive myths of YA lit	Quiz: How many classics have you read?
Week 2 January 17	History of YA lit; Origins of youth reading interests; Quality vs popularity	Discussion: The parent problem in YA lit
Week 3 January 24	Reading and reviewing; How to run a book circle; Using and creating review resources	Sign-up for Reading Circles

Week 4 January 31	Genres: Historical Fiction, Memoir, Biography	Quiz: 1-sentence synopsis Sign-up for Topic Guide
Week 5 February 7	Genres: Realistic Fiction, Multicultural, Urban	Quiz: book covers
Week 6 February 14	Genres: Science Fiction, Fantasy, Speculative	Project check-in (draft or proposal)
February 21	*READING WEEK*	
Week 7 February 28	FTR Week: Intellectual Freedom, Censorship, Controversy	First Reading Circle Report Discussion: The Case of *WEFLTM*
Week 8 March 7	Formats: Cinema, television	Quiz: Famous first lines
Week 9 March 14	Formats: Non-Fiction, Information Books, Reference, Poetry, Verse Novels	Discussion: YA twitter and cancel culture
Week 10 March 21	Formats: Graphic novels, Manga, Anime	Quiz: graphic novels
Week 11 March 28	Formats: E-Reading, Book Apps, Podcasts	Second Reading Circle Report
Week 12 April 4	Course wrap up	Final quiz: Book question blender
Week 13 April 11	Exam week	Final Projects Due

Expectations:
All students in LIBR 526 are expected to:
- Read the course readings critically and carefully
- 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 discussions and assignments
- Relate the class material to students' professional needs and growth
- Provide periodic feedback on the content and conduct of the course

Attendance: This is a synchronous class with mandatory face-to-face meetings. These meetings will occur once per week and be three hours in length. In-class activities are part of the course assessment; students who miss three or more course meetings can expect a very low mark in the area of Discussions. Course materials will be made available via Canvas and it is students' responsibility to login and access them or to notify the instructor if they are unable to do so. Office hours will be conducted via Zoom, except where otherwise requested. Face-to-face meetings, on request, may occur in-person at the instructor's designated office space.

Illness or Course Absence for Medical Reasons:
If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. Follow these suggestions to ensure that you can successfully navigate the course despite illness:
- Maintain contact with the Instructor so they are aware of your constraints and can discuss appropriate concessions.
- Office hours can be a direct way to get assistance and communicate your needs. Contact information is listed on the syllabus and in Canvas.

- Connect with peers in the class to share notes or receive updates on interactive sessions that you cannot attend.
- Check your email for weekly updates and login to Canvas regularly for course materials.
- Ask for assignment extensions in advance of the due date, rather than after the due date has passed. See late work policy below.

In the event that you experience an extended illness, further concessions may be necessary, such as late withdrawal or a standing deferment. Consult with the Instructor about your options before the end of the term.

Evaluation: All assignments will be marked according to standard UBC grading practices. Written assignments will be accepted in .doc or .docx format via Canvas. All assignments are to be turned in on or before the date listed in Canvas. Early assignments are always welcome. Late assignments will not be accepted unless a prior arrangement with the instructor is made 24 hours in advance of the assignment due date. Late assignment penalties can be as high as 5% per day, up to 7 days, after which an assignment will not be accepted.

Required Materials: This is a course on literature and materials, and most if not all necessary materials should be available for free or no cost through libraries and open access online sites. It is anticipated that students will have a modern desktop, laptop, or tablet computer, Internet access, and the ability to fully utilize UBC's course management system (Canvas) and teleconferencing technologies, such as Zoom. If you are lacking any of these resources, or experience loss of essential devices or connectivity during the term, please contact the instructor as soon as possible.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

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)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student

Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959 (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.