



Independent Study | in Idaho

LibS 431
Adolescent Literature
for Teacher Librarians

Providing independent study opportunities for more than 40 years.



The University of Idaho in statewide cooperation with
Boise State University — Idaho State University — Lewis-Clark State College

Course Guide

Independent
Study | in Idaho

Self-paced study. Anytime. Anywhere!

Library Science 418 Adolescent Literature for Teacher Librarians

University of Idaho
3 Semester-Hour Credits

Prepared by:

Diane Prorak
Associate Professor/Reference and Instruction Librarian
University of Idaho

Table of Contents

Welcome!	1
Policies and Procedures.....	1
Course Description	1
Course Materials	1
University of Idaho Library Access	1
Course Introduction.....	1
Course Objectives	2
Lessons.....	2
Annotations	2
Grading.....	2
Academic Integrity.....	3
About the Course Developer	3
Contacting Your Instructor.....	3
Lesson 1: Understanding, Teaching, and Appreciating Young Adult Literature	4
Lesson 2: Evaluating and Selecting Young Adult Literature and Internet Materials.....	11
Lesson 3: Protecting Intellectual Freedom	14
Lesson 4: Exploring Contemporary Realistic Fiction	16
Lesson 5: Exploring Adventure, Mystery, and Humor	18
Midterm: Project 1 Annotations for Lessons 1–5.....	20
Lesson 6: Exploring Science Fiction, Fantasy, and Horror.....	21
Lesson 7: Exploring Historical Fiction	22
Lesson 8: Exploring Biography and Nonfiction/Informational books	24
Lesson 9: Exploring Poetry, Drama, and Short Stories.....	26
Lesson 10: Exploring Other Formats: Comics, Graphic (Comic-Format) Novels, Picture Books, and Magazines.....	27
Final: Project 2 Annotations for Lessons 6–10	29

Adolescent Literature for Teacher Librarians 3 Semester-Hour Credits: U of I

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

This course will develop students' knowledge of adolescent literature as it pertains to teacher librarians, with a focus on youth grades 6–12. It emphasizes the skills and discernment necessary by the librarian to effectively serve adolescents. Evaluation tools for selecting literature and electronic resources will be covered, and issues relating to materials selection and promotion for the secondary school library will be explored.

Required: Internet access

10 graded lessons, 2 graded projects, no exams

Course Materials

Required Course Materials

- Bucher, Katherine and Hinton, KaaVonnia. *Young Adult Literature: Exploration, Evaluation, and Appreciation*. New York: Pearson, 2013 ISBN(s): 978-0133066791
- Electronically accessible articles listed and linked in the individual lessons from the "Readings" document.
- UI Library online article databases to search for reviews and other supplementary information requested in the written assignments: <http://www.lib.uidaho.edu/find/articles.html>

University of Idaho Library Access

- To access the University of Idaho Library online databases for this course, you will need to use your U of Idaho Net ID (email login).

Course Introduction

This course will introduce you to concepts, categories, and example books of young adult (YA) literature. There are readings from the textbook and from the current library literature. In each lesson, you will answer questions and provide responses based on the readings. All questions should be answered in a short answer/essay format. In addition, you will be required to read sixteen young adult books, representing the various categories discussed in the lessons, and write annotations of these books. The compiled annotations will take the place of midterm and final exams.

Course Objectives

This course will develop students' basic knowledge and understanding of the field of young adult (YA) literature, particularly as it pertains to librarians, with a focus on children ages 12–18. The course will further emphasize skills, tools, and insights necessary for effective professional librarianship in the area of services to young adults, including but not limited to:

- knowledge of the bibliographic tools and review media in the discipline;
- development of critical skills in evaluation of young adult literature; and
- knowledge of the basic genres of young adult literature, including authors, works, and illustrators.

Lessons

Each lesson includes the following components:

- lesson objectives
- reading assignment
- brief lecture or introduction
- written assignment
- annotation(s)

Study Hints

- Keep a copy of every lesson submitted.
- Complete all assigned readings.
- Use the UI Library online article databases at <https://www.lib.uidaho.edu/>, select *Databases A-Z*, to search for reviews and other supplementary information requested in the written assignments. You will need to get a library access barcode to do this. (For information about barcode access to the University of Idaho Library online readings and databases, see *University of Idaho Library Access* and Lesson 1 in this course guide.)
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Web pages and URL links in the World Wide Web are subject to change. If you cannot access a link that has been listed in this course guide, use your favorite search engine (such as Google) to locate the site. To seek assistance or provide any updated information, contact your instructor.

Annotations

In lieu of proctored exams, you will be completing extensive annotations of young adult (YA) books. Detailed instructions for the annotations are included in Lesson 1. The first set of annotations is due after Lesson 5 and the second set at the end of the course. The annotations should be submitted after completing the required set of lessons, **NOT** with each lesson. However, it is recommended that you submit a draft of your first annotation with Lesson 1 to get feedback on it from your instructor.

Grading

The course grade will be based upon the following considerations:

10 Lessons: 60 points each for written assignments = 600 points

2 Projects (sets of annotations): 200 points each = 400 points

Grand total points: 1000

Grading:

- A = 90% to 100%
- B = 80% to 89%

LibS 431

- C = 70% to 79%

- D = 60% to 69%
- F = 59% and lower

The final course grade is issued after **all** lessons and projects have been graded.

Academic Integrity

Independent Study in Idaho proctors and students are responsible for maintaining high academic standards and integrity. These standards are defined in the University of Idaho's *Student Code of Conduct* policy. To read this policy in its entirety, access the *Faulty-Staff Handbook*, Chapter 2: Student Affairs Policies, Student Code of Conduct: 2300, Article II, Academic Honesty at <https://www.webpages.uidaho.edu/fsh/2300.html>. A portion is printed below:

ARTICLE II—ACADEMIC HONESTY

1. Cheating on classroom or outside assignments, examinations, or tests is a violation of this code.
2. Plagiarism, falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty and, as such, are violations of this code.
3. Because academic honesty and integrity are core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion.

About the Course Developer

Diane Prorak is a reference and instruction librarian and associate professor at the University of Idaho (UI). She coordinates the University of Idaho Library instruction program.

Contacting Your Instructor

Instructor contact information is posted on your Canvas site under *Course Rules*.

Lesson 1

Understanding, Teaching, and Appreciating Young Adult Literature

Lesson Objectives

After this lesson, you should be able to do the following:

- Describe some of the history, characteristics, purposes, and qualities of young adult literature.
- Describe some characteristics of young adults.
- Describe ways to successfully use young adult literature in schools and public libraries.
- Describe ways to connect young adults to books they will enjoy.
- Describe how you can plan thematic units or programs that can connect young adults to appropriate books.

Readings: Bucher, Chapter 1

Articles on Electronic Reserve

Diaz, Shelley M. "YA'S Long Reach. (Cover Story)." *School Library Journal* 61.11 (2015): 22. *MasterFILE Premier*. Web. 7 Dec. 2015.

<http://ida.lib.uidaho.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=110642705&site=ehost-live&scope=site>

Lecture:

What is young adult (YA) literature and when did it become a separate classification? What are its characteristics and the characteristics of its readers? What are some of the criticisms and accolades of this literature? These introductory chapters open our journey into the world of young adult literature. Not only will you learn about the genres and authors in this area, but also about how you can help connect young adults to books and help them find relevant and enjoyable reading. As you read, consider your own library situation, or the library in which you hope to work. If you are (or will be) in a school library, much of the reading relates directly to your situation. If you are in a public or other type of library, you may need to adapt some of the school-directed content to your situation.

Throughout the course, I will use the terms young adult, adolescent, and teen interchangeably.

Written Assignment: Please complete Lesson 1 below and submit it for feedback. Please don't send more lessons until you've received the comments and grade from the first lesson back from your instructor.

(60 points)

1. Introduce yourself, describing your current career, your career aspirations, your experience

with adolescents, and your goals or reasons for enrolling in this class. If you have any personal memories of YA literature from when you were an adolescent, describe them or any impact YA books may have had on you. **(10 points)**

2. Describe some of the media that generally are a part of the life of today's teenagers. How do the Internet, other media, and youth culture affect reading? Describe ways you can connect teenagers to reading and the library. **(10 points)**

3. Describe the purposes, qualities, and characteristics of YA literature and some of the arguments for and against it and how YA literature has changed over its history and how it continues to evolve today. **(10 points)**

4. Read the article by Diaz, then summarize and react to it. **(10 points)**

5. *Using the UI Library databases available to you, find a recent professional article (written within the last 6 years) about young adult literature or libraries serving adolescents that interests you. It can be an article on the history, definition, selection, teaching, or any other topic. Cite the article and then summarize and react to it in 1-2 paragraphs. (10 points)*

- a. *Here are the recommended steps for choosing professional databases for articles in this course:*
 - i. *From the UI Library web page (www.lib.uidaho.edu), click on **Academic Search Premier***
 - ii. *On the Ebsco search screen, click on "Choose databases" (near the search box).*
 - iii. *In the list of databases, check **ERIC and Library, Information Science and Technology Abstracts.***
 - iv. **UNCHECK** Masterfile Premier (too many popular articles)
 - v. *When looking for book reviews, also check "Book Review Digest Plus."*
 - vi. *Click OK and then search.*

6. Investigate one of the important authors listed in Chapter 1. Do some research to find biographical information about the author. Write a two-paragraph biography about the author, listing some of the books written, the themes s/he writes about, the common time periods/settings/characters s/he brings to life, and what some critics say about this author. A good source for author information is Literature Resource Center, found in the UI Library databases. This source could also be useful to you for reviews and other criticism of books in this course. **(10 points)**

BOOK ANNOTATION for Lesson 1

To earn full credit, 25 points.

See guidelines below.

Annotation #1

Reread one book you remember reading as an adolescent. In your annotation, include comments on your reaction to this book reading it as an adult, and contrast it to the reaction you may have had as an adolescent (if you can remember!).

It is **highly recommended** that you submit a draft of Annotation #1 (for comments, not grading), along with your Lesson 1 written assignment. Your instructor will respond to let you know if you are on the right track, and if your annotation is satisfactory. It helps to get some feedback before you write many annotations. You will need to submit the final version of this annotation with your midterm project after Lesson 5.

Guidelines for Annotations

Beginning with this lesson you will need to write **annotations for YA books** that you read for this class. (Annotation writing will be assigned after the *Written Assignment* portion of the lessons; the compilations of your annotations will serve in place of exams.) The purpose of writing these annotations is for you to develop a working tool for yourself, and to sharpen critical thinking and expression skills. Keep in mind that this is an ongoing project for the class. You will need to send me the first compilation of your annotations **as one document** *after* you have completed Lesson 5 and the second compilation *after* you have completed Lesson 10. However, it is highly recommended that you choose the book(s) and at least begin the reading in connection with each lesson, rather than doing all the reading and annotating at once after the five lessons.

Annotations should be approximately three-quarters of a page to one-and-a-half pages in length. They should be written in complete sentences. These are not just reviews, but more of an analysis of each book.

You may find reviews from article sources (such as NoveList, Ebsco, and *Book Review Digest*—linked from the UI Library Web site) to inform your annotation, but you must cite the reviews (at the end of the annotation) if you use ideas from them or, especially, if you quote from them. You should not rely on or copy from the book jacket information.

Write your annotations using the following format:

Annotation number, lesson number, and general description of the category of book you are annotating

I. Bibliographic Information

- Include author, title, illustrator, edition, publisher, number of pages in the book, and copyright date.
- Take this information from the book's title page and title page verso (reverse side of the title page).

II. Category (more detailed than in heading above)

- Category or definition (e.g., the description of what kind of book you are reviewing)

III. Selection Source

- How/why did you select this book? Did you use a selection aid, such as *School Library Journal* or *The Horn Book Magazine*, for example, or did you ask a librarian?

IV. Summary/description

Include the following pieces of information in your description of the book:

- Genre and/or subject
- Summary: statement of plot or contents (at least one paragraph)
- Format and illustrations if applicable (e.g., graphic novel, text only, illustrated novel).

V. Evaluation and Commentary (at least half a page)

- Evaluation of style, structure, literary quality, likely appeal to teens, reading level (if available)
- Usefulness in collection or within instructional units; activities, extensions that could be done with this book
- Comparison with others of same genre, subject, reading level
- Reasons it is included in the category (e.g., Why is this banned book controversial? Why did this book win an award? Why is this categorized as a multicultural book?)
- Subcategory within the genre that it fits in and why, if applicable. For example, if this is an adventure novel tell what subcategory it falls in. See pages 153–155 for this particular genre's subcategories.

Some pointers:

1. Be precise and concise.
2. Avoid over-use of adjectives, clichés such as “will appeal to everyone from eight to eighty”; hackneyed and basically meaningless words such as “charming, cute, beguiling, whimsical, fascinating.”

Very important: Use your own words and ideas about these books. Don’t copy from publishers’ blurbs or review sources. *This is plagiarism and can result in a failing grade for the course.*

SAMPLE BOOK ANNOTATION (To earn full credit, 25 points)

Annotation #3

Lesson #2 –Multicultural YA book

- I. Lee, Marie G. *Necessary Roughness*. New York: Harper Trophy, 1996. Paperback edition, 228 pages.
- II. Category: YA realistic fiction book published in the 1990’s.
- III. Why chosen: This is from my library and was in the collection prior to my becoming librarian. I had not read *Necessary Roughness*, but given that it had been named to the Best Books for the Teen Age (NY Public Library) in 1997 and again by ALA for Young Adults in 1998, I wanted to examine its content. There had to be more to the story than football.
- IV. Summary
 - a. This is a book of realistic fiction, emphasizing cultural differences. These cultural differences are brought into focus with parent-child relationships and a restructuring of family dynamics influenced by a change in geographic relocation.
 - b. The Kim family is Korean-American, living in Los Angeles. Chan and his twin sister Young fit right in, being obedient, and continually aware they must make their parents proud and boastful in the Korean community. Life for everyone changes, though, when Bong, Abogee’s (father’s) brother brings disgrace to their family. The family moves to Minnesota to take over the store Bong opened and abandoned, and discover they are now outsiders. In LA, Chan played soccer and Young played in the orchestra. Neither have the same opportunities in this small town and Young now plays in the band, and trying to be accepted, Chan accepts an invitation to play football. The tension mounts on several fronts, as the family faces the challenges of being the only Korean-American family in the area. Chan and Young try to fit in, yet are stressed by the demands of their domineering father. Chan experiences brutality and humiliation from his football teammates. The family dynamics shift as each member tries to find a good fit in their new surroundings.
 - c. The book is all text with only the cover picture.
- V. Evaluation and Commentary
 - a. *Necessary Roughness* is written in the first person, from Chan’s point of view and flows chronologically, beginning with the news that they are leaving LA and moving to Minnesota and continues through the football season of that first Minnesota year. The chronological development is good, and beginning with the Buddha plays well, because later in the story the Buddha is significant, reestablishing the family’s Korean beliefs and traditions. This book is multicultural fiction because it examines the prejudices that can occur when a

family relocates to an area where their cultural beliefs and traditions are not the norm and not openly accepted. Prejudice is evident in the racial slurs (Chink, Jap, nigger, Gook), the Kung-Fu movies, and the locker room incident when Chan is stripped and tied up.

- b. Another cultural aspect is the family structure and the role each should play. The progression of events that illustrate Abogee's losing control of his family is evident in many instances. O-Ma gets them a place to live after Abogee fails to acquire the apartment Bong left. She's also quietly supportive of Chan's playing football instead of working in the family store. Abogee's quote "Anyone can build muscle, but building brain, that's much tougher." (Lee 34) is used several times and an indication of what is expected of Korean children. Away from the LA Korean community influences, O-Ma doesn't have to bend to the pressures of her husband nor constantly be in his shadow. Additionally, Chan and Young demonstrate more independence, taking risks by standing up to their father's authority or secretly disobeying him. This is natural for many teens, but less so within the Korean culture. Abogee often refers to what their respectful behavior would be if they were in Korea. These instances illustrate the mother's growth and self-awareness in this new environment, the children's desire for change, and the father's fear of losing his authority.
- c. In addition to seeing the growth of the characters, *Necessary Roughness* is a good choice for examining how others view and treat someone who is culturally different. The most important component of multicultural literature is its authenticity. Marie G. Lee, author of *Necessary Roughness*, is Korean. She began the Asian American Writers Workshop and was a recipient of a Fulbright Scholarship to Korea (Scholastic). Additionally, multicultural literature allows the reader to view others or self-reflect, gaining insight into the ways the cultures are perceived. Good multicultural literature must be free of stereotypes (Feldman-Piltch). *Necessary Roughness* is authentic, and shows the prejudices towards a culture due to lack of understanding and knowledge. The book also shows the respect one has been taught, as illustrated when Chan sees a fellow teammate talk disrespectfully to his father. Chan holds the door for Abogee like a respectful son.
- Additional titles illustrating real-life, current situations to share with students might include *My Name is Parvana* and *Kids of Kabul: Living Bravely through a Never-Ending War*, both by Deborah Ellis. *Lost Boy, Lost Girl: Escaping Civil War in Sudan* by John Bul Dau and Martha Arual Akech. Students may be shaken by some of the content, but perhaps they'll be shaken awake by the messages. These selections aid young adults in seeing changes that need to come about and encourage acceptance of diversity.
- d. *Necessary Roughness* can be used to begin a discussion: Where do you stand? What do you stand up for? How can you make a difference? It is realistic fiction within the subcategory - Living in a Global Society: Prejudice, Politics, Conflicts, and War. The reading level and writing style are appropriate for middle school students. In today's market, high school students may find this author's writing a little too tame.

Works Cited

Lee, Marie G. *Necessary Roughness*. New York: Harper Trophy, 1996. Print.

LibS 431

[http://www.alsc.ala.org/blog/2014/10/multiculturalism-diversity-what-is-the-difference-and why-it's](http://www.alsc.ala.org/blog/2014/10/multiculturalism-diversity-what-is-the-difference-and-why-it's)

important/. Web. 4 Feb. 2015 web

<http://www.scholastic.com/teacher/book/necessary-roughness/>Web. 8 Feb. 2015.