LITE 527: Thematic Approaches to Literature for Young Adults
Summer 2022

Instructor: Dr. Angela Gunter

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Office Hours: By appointment: Can schedule virtual meetings upon request

Course Description: Selection and evaluation of multimedia resources, reading guidance and programming for young adults. Emphasis is on selection, evaluation, collection management and use of these materials to meet the educational, cultural, and recreational needs of young people living in the information age.

Course Rationale: LITE 527 will provide students with an overview of managing YA library collections and instructional strategies for teaching and integrating Young Adult Literature into the curriculum. Students will develop a conceptual understanding of the genres and themes prevalent in Young Adult Literature and how various strategies can be utilized to involve young adults in the understanding and appreciation of the literature. Policies, procedures, and issues related to collection management will also be explored.

Prerequisite: Graduate standing

Texts: **Required**

Bond, E. (2010). *Literature & the young adult reader*, New York: Pearson. ISBN 9780131116955/ 0131116959

Mardis, M. et. al. (2016) *The collection program in the schools*. New York: Pearson. ISBN 9781610698238/ 1610698231

YA Books: Required

Krosoczka, J. (2018). *Hey, Kiddo*, New York: Scholastic. ISBN 978-0545902489 / 0545902487

Ireland, J. (2018). *Dread Nation*, New York: Balzer + Bray. ISBN 978-0062570611 / 0062570617

Sandler, M. (2017). *The Whydah: A Pirate Ship Feared, Wrecked, and Found*, New York: Candlewick Press. ISBN 9780763680336 / 0763680338

Course Objectives & Outcomes
Course Disposition(s) Statement
—The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
—The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

—The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
—The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
—The teacher is a thoughtful and responsive listener.
—The teacher values planning as a collegial activity.
—The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.
—The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

Learner Outcomes

- Read, discuss, and write about a broad range of literature for young adults.
- Develop and apply specific criteria for selecting and evaluating various types of literature written for young people for a YA library collection.
- Identify and evaluate the contributions of award winning books, authors and illustrators of young people's literature.
- Help young adults develop effective strategies for selection and appreciation of quality literature.
- Plan for using books with YA readers, recognizing various developmental stages of young adults, and how to match books with those stages.
- Describe how to integrate literacy skills and reading strategies in the classroom and school library media curriculum.
- Identify methods for collaboration between educators, administrators, and community members within a school library media program to improve young adult literacy.
- Develop a collection management policy based on the school curriculum and community needs

Instructional Methods and Activities: The course will include but is not limited to the following instructional methods and activities: Reading, online presentations, outside work, and online discussions.

Special Instructional Materials: Access to the Internet and Blackboard, Google Slides, Adobe Acrobat, webcam and microphone, and access to various online apps

Course Schedule and Policies

Course Schedule: A course calendar is provided in Blackboard

Attendance Policy: Participation is mandatory in an online class! Make sure you do not go "missing" as this will severely affect your grade. At the earliest moment when you detect you are having trouble, contact me to talk about it. It is especially important that you keep in touch with me during this web-based course. You are expected to check Blackboard at least twice a week for announcements and discussion board posts

Learning Center Peer Tutoring Services:
The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit *www.wku.edu/tlc.*

Student Disability Services:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing
Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment:
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity:
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. For more information about the Process for Academic Dishonesty

Grading/ Evaluation Assignment Points
Assignments:

6 Discussion Boards @ 25 points each	150 pts.
Integration of Literacy Strategies PD	100 pts.
Encouraging Reading in a Digital World	50 pts
Collection Analysis and Recommendations	100 pts
YA Web 2.0 Collection and Rationale	100 pts
Collection Management Policies & Proced.	300 pts

Total   800 pts

Discussion Board (DB) Expectations

Students will be expected to:
• Post thoughtful or provocative statements based on your readings from this class and other classes.
• Respond to others statements with thoughtful and respectful posts.
• Challenge each other to examine their understanding of the world.
• Post multiple times to each discussion board on multiple days
• Be open to changing your mind.

Students will be expected to NOT:
• Post "I agree" without adding to the discussion.
• Be disrespectful of anyone.
• Share any confidences that might come out during discussions.
• Always agree with the instructor

A discussion is not a monologue. Webster defines discussion as "consideration of a question in open and usually informal debate" http://mw1.meriamwebster.com/dictionary/discussion

Our goal is to meet the expectations in the following statement. "A successful online discussion has the same synergistic effect of group or in-class discussion, in which students build on one another's perspectives to gain a deeper understanding of the materials." http://www.dartmouth.edu/~webteach/articles/discussion.html

Grading of these discussions will be based on the QUALITY of your posts. This includes:
• a demonstration of understanding of the topic being discussed;
• critical thinking skills (you have thought about the issue and make some decisions);
• expansion of the discussion;
• depth not length;
• timely and multiple posts to each discussion on multiple days.
Also, reference to textbook/course materials when applicable is required.

Grading Scale

90 -100%	A
80-89%	B
70-79%	C
60-69%	D
59%	F