

## LIBS 6137: Materials for Young Adults

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**Office Hours:** Tuesdays 7:00-8:00 pm or by appointment.

**Course description:** LIBS 6137 Materials for Young Adults (3) Evaluation, selection, and use of contemporary fiction, informational books and other media for high school age young adults, grades 9-12.

This asynchronous online course is taught in Canvas. <https://canvas.ecu.edu/>

### Required Text

Cart, Michael (2016). Young adult literature from romance to realism. Chicago: ALA. ISBN 978-0838914625

eBook can be accessed at

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.shib&db=nlebk&AN=1616289&site=ehost-live&custid=s5822723>

### Recommended Text

The course combines articles and textbook readings within the library field experience.

Many young adult materials are accessible by mail from the ECU Teacher Resource Center. <https://library.ecu.edu/trc/> In addition, students may need to purchase young adult reading materials. Plan your reading carefully so you are able to obtain the books necessary for this class. Articles and videos uploaded to Canvas are also required reading and viewing.

### MLS Objective 4

Select, acquire, develop and manage collections to meet the lifelong learning needs of diverse groups in various formats and library settings.

Course Objectives:

1. Apply materials selection criteria by identifying and using retrospective and current selection aids to locate and evaluate materials for teens.
2. Identify sources for keeping current in Young Adult (YA) literature, such as continuing education opportunities, professional associations, podcasts, and web sites.
3. Identify different genres (fantasy, realistic, etc.) and formats of YA literature (graphic novels, e-books, magazines, and audiobooks, etc.) via recommended lists and awards.
4. Create and present a booktalking session to a middle or high school (age 13-19) audience.
5. Evaluate a YA collection to address its strengths and challenges.

ALA/AASL Standards for Initial Preparation of School Librarians (2019):

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA\\_AASL\\_CAEP\\_School\\_Librarian\\_Preparation\\_Standard\\_%202019\\_Final.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAEP_School_Librarian_Preparation_Standard_%202019_Final.pdf)

Standard 1: The Learner and Learning

1.1 Learner Development

1.2 Learner Diversity

1.3 Learning Differences

Standard 2: Planning for Instruction

2.1 Planning for Instruction

2.2 Instructional Strategies

Standard 3: Knowledge and Application of Content

3.1 Reading Engagement

3.2 Information Literacy

Standard 4: Organization and Access

4.1 Access.

4.2 Information Resources

Standard 5: Leadership, Advocacy, and Professional Responsibility

5.2 Leadership and Collaboration

5.3 Advocacy

**NCDPI School Library Media Coordinators Standards (2017)**

<https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/support-staff/school-library-media-coordinators?authuser=0>

Standard 2. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

2a. School Library Media Coordinators establish a learning environment that facilitates access to resources and addresses the learning needs of all members of the schoolcommunity.

2b. School Library Media Coordinators provide appropriate resources, services, and instruction for learners at all stages of development

Standard 3. School library media coordinators implement a comprehensive 21st Century library media program.

3 a. School library media coordinators develop a library collection that supports 21<sup>st</sup> Century teaching and learning.

Standard 4. School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.

4a. School library media coordinators use effective pedagogy to infuse curricula with 21<sup>st</sup> century skills

4b. School library media coordinators know the content appropriate to their teaching specialty.

4c. School library media coordinators promote reading as a foundational skill for learning

### **ALA Core Competences of Librarianship**

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

Competency 2. Information Resources

2C. Concepts, issues, and methods related to the management of various collections.

Competency 7. Continuing Education and Lifelong Learning

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7D. The principles related to the teaching and learning of concepts, processes and skills used seeking, evaluating, and using recorded knowledge and information

### **Teen Services Competencies for Library Staff**

[http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/YALSA\\_TeenCompetencies\\_web\\_Final.pdf](http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/YALSA_TeenCompetencies_web_Final.pdf)

Content Area 1: Teen Growth and Development

Knows the typical benchmarks for growth and development and uses this knowledge to provide library resources, programs, and services that meet the multiple needs of teens.

Content Area 3: Learning Environments (formal & informal)

Cultivates high-quality, developmentally appropriate, flexible learning environments that support teens individually and in group experiences as they engage in formal and informal learning activities.

Content Area 7: Cultural Competency and Responsiveness

Actively promotes appreciation for cultural diversity and creates an inclusive, welcoming, and respectful library atmosphere that embraces diversity.

### **ADA Compliance**

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Support Services, located in 138 Slay Building, to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

### **Student Support:**

- Master of Library Science Website <https://education.ecu.edu/idp/idp-library-science/>
- Portfolio support <https://education.ecu.edu/taskstream/>
- Contact Information Technology and Computing Services (ITCS) at <http://www.ecu.edu/cs-itcs/students.cfm> if Canvas or other technology does not work properly. ITCS phone support is available 8 am to midnight by calling 252-328-9866 or 1-800-340-7081.
- Please contact your student advisor for general questions

- To learn more about the Joyner Library, access the Online tutorials at <http://media.lib.ecu.edu/DE/Tutorials.cfm>
- To learn more about library services for distance education (DE) students, access <https://library.ecu.edu/help/distance-education/>
- DE students are entitled to free document delivery (i.e., books at Joyner are sent to your home at no cost to you) as well as a library card to access any of the libraries in the UNC university system.

## How to Complete and Submit Assignments

Written submissions are due by 8:00 pm of the date due. Anything received after that is considered late.

- I will not accept assignments submitted more than one week late and late submission must be approved due to a serious sickness or death in the family.
- I will accept no assignments after the last day of the course.

There are no exceptions to submitting late work based on technical problems (such as computer failures, loss of Internet or email, etc.), so please plan alternatives ahead of due dates, e.g., back up all your work, identify another computer you might use to submit assignments if your primary workstation crashes, and delete unnecessary items from your Pirate Mail box regularly so that you can send and receive mail, etc. It is important that you do not let your Pirate Mail exceed the storage limit. Please make sure that you backup your work. Once you submit your assignments to Canvas, check to be sure that you can see and access your work and that it is the correct document. When using technology tools be sure that you change the settings from private to public.

If you need an extended deadline, due to an emergency, contact me in advance or as soon as an issue arises; I will be as flexible as I can be. Do NOT wait until the end of the semester to contact me regarding late work excuses. Completely skipping an assignment is not acceptable in graduate school. To receive an A in this course requires completing every assignment by the due date.

If your artifact is not submitted in Canvas under Assignments and your artifact and reflection are not posted in TaskStream by the due date your course grade will be reduced by one letter.

Submit all assignments using Microsoft Office Word Document in a 12-point font in Times New Roman for readability, double-space format unless otherwise noted. References, charts, tables, etc. within an assignment or that accompany assignment can be single-spaced, but still need to use a 12 point font. All resources consulted for an assignment should be cited in text and provided at the end of the written assignment as “References” actually used (quoted, noted, or used as an example, etc.) using APA style. Consult the specific assignment instructions, to post the assignment to a discussion board.

All assignments should be submitted electronically to Canvas via the assignment link. I do not accept work submitted via email. Power outages, technology glitches, and computer crashes are not acceptable excuses for late submissions. Under no circumstances will you be excused from

submitting work on time because you did not have access to a computer and/or the web for an extended period of time. Once you submit your work to Canvas, be sure to check to see if your document/posting did attach or is visible and that the document is the correct one.

When you submit an assignment please begin with a title page including your last name, first name, course number, assignment number and name.

Like most of the MLS program, this is a writing-intensive course. For students who recognize that writing may be a barrier to their success, I highly recommend the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit is available at: <https://writing.ecu.edu/uwc/>

### **Taskstream**

The URL for Taskstream is <https://www1.taskstream.com/> Your Taskstream account is now provided for you free of charge with the proper access code. The code for the 2021-22 academic year is **ECULGN-SPS6BT**. The program code for Library Science is **libsgep**.

### **Student Evaluation and Assignments**

Assignment 1 Public Library and Bookstore Evaluation (12 points)

An alternative assignment is available due to COVID-19 restrictions. Contact your instructor for more information.

Assignment 2 Award-Winning Books Presentations (Collaborative) (24 pts)

Assignment 3 Booktalking (Portfolio Artifact) (36 points)

Submitted as Part 1 (24 points), Part 2 (6 points), and Part 3 (6 points)

Final Exam (12 points)

Discussion Boards (16 points) (4 DB @4 points ea = 16 pts)

**Final grades** will be based on the following 7-point scale:

A 93.00-100.00 points. Student meets and exceeds course requirements.

B 85.00-92.99 points. Student adequately meets course requirements.

C 77.00-84.99 points. Minimally meets course requirements.

F Below 79 points.

I (Incomplete).

W Withdrawal from the course within the time period specified by the university. If you find it necessary to drop this course please follow the procedures at <https://registrar.ecu.edu/course-drops-withdrawal-policy/> In addition, inform your advisor, the instructor and the MLS office.

## ASSIGNMENT DESCRIPTIONS

Complete instructions for each assignment can be found in Canvas Modules

### Discussion Board Posts

The MLS Candidate will read or watch, analyze, synthesize, and to engage with peers when responding to prompts about young adult literature and adolescent development. Students access the discussion board from Canvas and respond to prompts per the discussion board instructions.

### Assignment 1: Public Library and Bookstore Evaluation

The MLS Candidate will survey a public library and a bookstore, record observations, analyze, and summarize conclusions.

Due to the current circumstances surrounding COVID-19, an alternate assignment will be provided for any students who do not have access to a public library and/or bookstore, or who are not comfortable entering into buildings when there is a possibility of close contact with others.

### Assignment 2: Award-Winning Books Presentation

This is a collaborative assignment.

The MLS Candidate will select and read books from the most recent young adult awards lists and “best books lists” (YALSA and NCSLMA lists, and the National Book Awards for Young People’s Literature). Students will work in assigned small groups to select books you will read from the awards assigned to your group, divvy up the reading, and create a presentation of your books to share with the class.

### Assignment 3- Artifact for LIBS 6135 Materials for Young Adults: Booktalking

This booktalking assignment is the major course project (artifact).

The MLS Candidate will prepare and present an issue-based, 6-resources booktalking session to a group of at least 10 young adults in a classroom, school library media center, teen book club, after school program, public library, or other environment approved by the instructor. The presentation will include a transcript, student and host evaluations, handout for attendees, and a self evaluation narrative. MLS degree seeking candidates will post the assignment to Taskstream as well as Canvas to be included in the portfolio. Non-degree seeking students will post to Canvas only.

### Module 4- Final Exam

The final exam provides the opportunity for students to synthesize the major discussion points of this course.