Books, Media, and Literacy for Young People and Adults

LIBS 4160 AND LIBS 5160

There are undergraduate students (in Libs 4160) and Graduate students (in Libs 5160)
3 credit hours
Class Web site in D2L

Use http://elearn.mtsu.edu and log in with Pipeline username/password GRADES and EMAIL are available through D2L only. No other grade access will be given.

Instructor Information:
Kathryn Boudreau-Henry, Professor
Certified Faculty Developer, Certified Online Instructor Middle Tennessee State University
Murfreesboro, TN
Office Hours by email: kpatten@mtsu.edu 898.5378
Rm 356 COE

This is an online class and the D2L email is checked 3-4 times a day. If you include the Course number LIBS x160 in the subject line, I will answer the email promptly.

Course Description:
Materials for young adults and adults including recreational and academic materials. Criteria for selection and evaluation of materials and their use in a school setting.

Course Goals:

<table>
<thead>
<tr>
<th>1.1 Knowledge of learners and learning</th>
<th>Data Analysis -- Knowledge 1 aware of developmental progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.</td>
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<tr>
<td>1.4 Integration of twenty-first century skills and learning standards</td>
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<tr>
<td>1.4b Candidates employ strategies to integrate multiple literacies with content curriculum.</td>
<td>Data Analysis -- Performances 2 evaluates how to meet needs of all learners 1 implements and analyzes variety of assessment techniques. Problem Identification -- Knowledge 4 understands communication theory etc.</td>
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<td>---</td>
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<tr>
<td><strong>2.1 Literature</strong></td>
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<tr>
<td>2.1a Candidates are familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</td>
<td>Planning and Implementation -- Dispositions 4 appreciates and values diversity. Data Analysis -- Knowledge 1 aware of developmental progressions. Planning and Implementation -- Knowledge 5 knows how to use wide variety of materials.</td>
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<tr>
<td><strong>2.2 Reading promotion</strong></td>
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<tr>
<td>2.2a Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.</td>
<td>Planning and Implementation -- Performances 2 identifies and designs appropriate instruction 4 creates lessons for diverse learners 5 brings multiple perspectives to discussion of subject matter. Problem Identification -- Knowledge 4 understands communication theory etc.</td>
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<tr>
<td><strong>2.3 Respect for diversity</strong></td>
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<tr>
<td>2.3a Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.</td>
<td>Data Analysis -- Performances 2 evaluates how to meet needs of all learners. Planning and Implementation -- Knowledge 2 understands learning theory, subject matter, curriculum development, student development to meet curriculum goals 4 understands diversity. Planning and Implementation -- Dispositions 4 appreciates and values diversity. Problem Identification -- Dispositions 3 values students as people.</td>
</tr>
<tr>
<td><strong>5.1 Collections</strong></td>
<td></td>
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<tr>
<td>5.1a Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators</td>
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</table>
### COLLEGE OF EDUCATION DISPOSITIONS

<table>
<thead>
<tr>
<th>Professionalism</th>
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<tbody>
<tr>
<td>Maintains a satisfactory record of punctuality and attendance</td>
</tr>
<tr>
<td>Is adequately prepared for class</td>
</tr>
<tr>
<td>Maintains accurate and up-to-date records</td>
</tr>
<tr>
<td>Completes assigned tasks on schedule</td>
</tr>
<tr>
<td>Follows applicable policies and procedures</td>
</tr>
<tr>
<td>Maintains confidentiality and fulfills legal responsibilities</td>
</tr>
<tr>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Hard working</td>
</tr>
<tr>
<td>Effective communicator</td>
</tr>
<tr>
<td>Is aware of and participates in professional organizations</td>
</tr>
<tr>
<td>Is aware of and uses professional literature</td>
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<tr>
<td>Participates in professional development opportunities</td>
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<tr>
<td>Maintains professional appearance appropriate to the situation responsive to feedback</td>
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</tbody>
</table>

### Reflective

<table>
<thead>
<tr>
<th>Reflective</th>
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<tbody>
<tr>
<td>Evidences curiosity about topics/issues studied</td>
</tr>
<tr>
<td>Patient</td>
</tr>
<tr>
<td>Disciplined</td>
</tr>
<tr>
<td>Evaluates the effects of instruction</td>
</tr>
<tr>
<td>Frequently demonstrates flexibility and adapts processes to incorporate new information</td>
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</tbody>
</table>

### Self directed

<table>
<thead>
<tr>
<th>Self directed</th>
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<tbody>
<tr>
<td>Accepts responsibility for actions</td>
</tr>
<tr>
<td>Seeks answers to problems independently</td>
</tr>
<tr>
<td>Outlines plan of action</td>
</tr>
<tr>
<td>Takes initiative in resolving problems</td>
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</tbody>
</table>

**College of Education dispositions** are evaluated in this course. Your grade will be affected by assessment of these dispositions. The evaluation rubric is on the D2L course website.

**Prerequisites:**
No prerequisites.

**Topics: Complete calendar of due dates is linked on the course website**

1. Genres, illustrators, and authors of young adult and adult books and media.
2. Basic selection tools and indexes, covering books and media
3. Reading interests of young adults and adults at various developmental levels
4. Using and promoting books
5. Materials for the slow and reluctant reader
6. Magazines and pamphlet materials for recreational and supplementary reading
7. Issues and concerns regarding materials for young adults and adults.
8. Research based reading methods that will improve literacy skills for all young adults and adults
i. Culturally diverse literature and the skills needed to produce successful reading ability in young adults and adults from diverse backgrounds
j. Uses of young adult and adult books and media across the curriculum subjects according to current curriculum standards
k. Evaluation criteria for materials in all genres
l. Use of Common Core standards for Language Arts
m. Criteria for selecting materials in the various subject fields with emphasis on those which will supplement the curriculum

**Activities required of students:**

- a. Examination of the characteristics of young adults and their reading habits and literacy levels through research, readings, and interviews with young adults
- b. Discussion with peers of materials and issues for young adults
- c. Reading and viewing in each of the subject fields and in fiction
- d. Practice reviewing books and media
- e. Critical study of outstanding authors of young adult literature
- f. Analysis of the selection aids, basic aids, current reviewing agencies, and indexes to materials
- g. Reading in periodical literature about trends in books and media for young people and adults and on their reading and viewing interests
- h. Other assignments as needed to attain mastery of course goals.

**Specific Course Requirements:**

You are required to read numerous young adult books. This is an essential activity in the course. The required books are listed on the D2L website.

**Textbooks and Supplementary Materials**

*Required Textbooks:* (may be ordered online at Phillips Bookstore) Some of these can be rented for the semester.


There is a list of young adult books that must be read. If you cannot borrow, you must buy. See the course website.

*Supplementary Materials:*

**LIBRARY SCIENCE STUDENTS ONLY:**


- *The Fair Garden and the Swarm of Beasts: The Library and the Young Adult (Paperback)* by Margaret A. Edwards ISBN 0838935338 Available at Phillips and on Amazon

**Assessment and Grading**

Instructor feedback on assignments is usually completed within 72 hours of the due date. The instructor will send an email when grading is completed.

**Testing Procedures:**

- Tests are online delivery and are time limited. The test dates are on the calendar in D2L.
• **When taking online exams:** access D2L through [http://elearn.mtsu.edu](http://elearn.mtsu.edu) instead of through PipelineMT. Pipeline eventually times out causing students to lose valuable time while dealing with a popup window. If PipelineMT is used to access an exam, the Pipeline window may be closed (not the D2L window) preventing the timeout situation.

• Save each answer to online test questions as they answer each question in case a computer crashes or loses internet connectivity. Students may reboot their computers or wait for internet connectivity to access the test again, and D2L will allow students to continue taking the test using the time left and the question answers they have saved.

**Grading Procedure:**

• Grading in this course is based on **quality** of the work.
  
  o Simple completion of an assignment does not guarantee 100% of the points available for an assignment.
  
  o Student work that indicates extra effort and time needs to be recognized; if 100% is given just for completing an assignment, recognition for excellence cannot be provided!
  
  o Based on the philosophy that extra effort should be recognized and rewarded, the assignments that are completed per the requirements obtain 88% of the points (a solid B).
  
  o Work that shows evidence of time, deep thinking, research, intellectual exploration, and learning will gain points to raise the grade above the 88% level.
  
  o Citation showing that you read the required young adult books for the section is expected when appropriate. Use the books as examples for ideas that you present or as models for standards.
  
  o Do not expect to receive a 10/10 grade unless you have really delved into the assignment and shown it.
  
  o Do not expect to receive 88% of the points if you have APA, spelling, or grammar errors.
  
  o All assignments must be submitted by the due date. Late work is not accepted. If you miss a due date, move on to the next assignment.
  
  o Do not ask for an extension.
  
  o This rule is fair to the other students who worked to submit on time assignments. I do not think that they would think it fair to allow late submission.

**Grading Scale:**

At course’s end, the points will be totaled and a percentage will be calculated. Grades are rounded up or down to a whole percent.

- **A** 96-100%
- **A-** 93-95%
- **B+** 89-92%
- **B** 86-88%
- **C+** 79-82%
- **C** 76-78%
- **C-** 73-75%
- **D+** 70-72%
- **D** 67-69%
- **D-** 65-66%
- **F** <64%

**Modeled after the SLIS at Univ. of Indiana:**

**A: Outstanding achievement.** Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. Independent research on the topic, insightful statements that other students did not make, perfection in
writing style, adherence to English grammar rules, evocative questions and fully explored answers must be present. The grade of A+ is not granted in Library Science, except in very exceptional cases. 

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. Independent research on the topic, insightful statements that other students did not make, adherence to English grammar rules must be present.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

Assignments and Projects:

<table>
<thead>
<tr>
<th>Unit / # Assgt</th>
<th>Summary of assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING #1</td>
<td>INTRO—post opinion piece</td>
<td>25</td>
</tr>
<tr>
<td>UNIT 1 #2</td>
<td>GETTING TO KNOW YA: GROUP PAPER—work together to answer questions on YA literacy</td>
<td>100</td>
</tr>
<tr>
<td>UNIT 1 #3</td>
<td>PAST V. PRESENT—answer questions on the classics and award books</td>
<td>50</td>
</tr>
<tr>
<td>UNIT 2 #4</td>
<td>PAST V. PRESENT: HISTORY QUIZ—take a quiz on the course materials</td>
<td>50</td>
</tr>
<tr>
<td>UNIT 2 #5</td>
<td>REALISTIC FICTION: NOVEL STUDIES</td>
<td>150</td>
</tr>
<tr>
<td>UNIT 3 #6</td>
<td>MODERN FANTASY: KLAATU BARADA NIKTO—answer questions on use of sci fi</td>
<td>50</td>
</tr>
<tr>
<td>UNIT 3 #7</td>
<td>NON FICTION: INFORMATIONAL TEXT AND BIOGRAPHY—explore nonfiction media and answer questions</td>
<td>50</td>
</tr>
<tr>
<td>UNIT 3 #8</td>
<td>NEW MEDIA</td>
<td>50</td>
</tr>
<tr>
<td>UNIT 3 #9</td>
<td>SELECTING BOOKS: YA BOOKSHELF***—select books for ya</td>
<td>200</td>
</tr>
<tr>
<td>UNIT 4 #10</td>
<td>CENSORSHIP—study a recent censoring case and create a proactive plan for The Fault in Our Stars Reflection paper in DB</td>
<td>150</td>
</tr>
<tr>
<td>GRADS ONLY #11</td>
<td>FAIR GARDEN PAPER</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>925</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td></td>
<td>75</td>
</tr>
</tbody>
</table>

There are several projects for this class. Quizzes on chapters in the text and the required young adult books are used. Assignments based on use of the young adult books are required.

Due dates are set to keep the workload evenly distributed. Getting behind is not acceptable, thus a zero is awarded for late work! No exceptions! Don’t even ask!
About the final:

- This is an exam that will be drawn from items on the required reading list.
- Authors and titles, plots, main characters, appropriate use with students, and general era of publication will be included.
- It will be open book/open note and timed. You will not have time to look all answers up, so you must be prepared before the exam.

Activities required of students in general:

Field experiences
- Reading in books and periodical literature
  - on young adult reading interests and motivations
  - on current research-based literacy practices

Use and understanding of the basic selection tools and indexes to young adult materials.

Describing ways in which books and media can be used in classroom teaching to provide reading motivation provide growth in reading, writing, language skills

Design learning experiences to guide young adults in the selection and use of materials based on standards are current literacy practices

Discussions requiring extensive background reading through text reading, outside research, and reading of young adult materials.

ALL DUE DATES ARE ON THE GOOGLE CALENDAR CHANGES TO DATES ARE ANNOUNCED VIA D2L EMAIL

Writing Style—weak writing on assignments will hurt the grade that you receive. If the reader cannot interpret your meaning or sees grammar/spelling errors, the entire piece is weak. You are seeking to join a profession that demands strong writing, reading, and communication skills. The Writing Center has online help appointments. The course does not teach writing.

Class Participation:

- Student participation is required in all interactive aspects of the course. For example, students must:
  - communicate with other students in the chat room;
  - communicate with the instructor as a learning resource;
  - check the course bulletin board frequently for announcements;
  - actively participate in threaded discussion events.

- **Web Based Coursework** Your success in an Internet based course depends upon your participation and self-discipline. I am here to help in any way possible. I set deadlines to help with the self-discipline aspect and make sure that the work is done at a steady pace. Your classmates can be consulted and used as resources also.

If you have a question about assignment criteria or requirements, ask!

**Punctuality:**

This short time frame course is a test of your abilities to stay on task. Look ahead at the calendar—you may have to work on 2 or 3 assignments at one time.

**Course Ground Rules**

**STYLE GUIDELINES FOR SUBMISSIONS (DROP BOX AND DISCUSSION BOARD):**

- Files are submitted through the Drop Box. The D2L drop box allows me to download all files in a ‘batch’. 
This means that each file must have a unique name. So here is the rule: name the file you are submitting with your **LAST NAME** as the first part of the file name. 5% deduction for failure.

- **Examples:**
  - Boudreau-Henry Asst 1
  - Smith
  - Martin Chapter 3


- **12 pt** Times New Roman type

- **Double space** all submitted written work (essays and papers submitted thru the dropbox) with **1"** margins except for material in a table or Excel format SEE NOTE ABOUT DISCUSSION BELOW.

- **Include a footer on all work in the Drop box (5% deduction if not correct or if no footer is included)**
  - A footer is at the page bottom, use the footer tool in Word
  - The footer includes YOUR LAST NAME
  - The footer includes the page numbering. Use page x of y numbering
    - \( x \) = the current page; \( y \) = the total number of pages in the document
  - Example of a proper footer
    - Boudreau Page 1 of 4

- **APA** is used to format citations and list of resources for Discussions and Dropbox papers. APA is the professional citation style for the discipline of EDUCATION. This is an EDUCATION course.

  - Citations and list of references are required for any work that you submit.
    - **APA** requires a title page, abstract, running title. **THESE ARE NOT REQUIRED FOR THIS CLASS.**
    - **The D2L content page has APA resources for you. This is not an English course or a research course—this course does not teach you how to use APA.**
    - **APA SKILLS ARE GRADED. SUCCESSFUL USE OF APA IS ASSESSED FOR EACH ASSIGNMENT.**

- Discussions are formatted using the HTML editor that is built in to D2L.
  - Please choose the Advanced tab.
  - Line spacing is not reliable in this editor, **so you do not have to spend time trying to format as double spaced.**
  - Type size #3 is 12 pt type.
  - The list of references must conform to APA punctuation and grammar.

- The **calendar** is used to communicate due dates. The calendar on D2L is the authority for due dates for assignments.

  **THE CLASS CALENDAR IS NOT KEPT IN THE D2L SITE. IT IS A GOOGLE CALENDAR.**

  Please make sure that you use only that Google calendar—the instructor does not update any of the D2L calendars.

  Some assignments or the calendar may be changed by the instructor during the semester as determined by class progress.

  Check the calendar weekly. Do not print the entire course out the first week!

  Calendar changes should appear when you open the calendar

**Rules and course expectations:**

- participation is required,
follow style requirements as outlined on the course website,
complete assignments on time,
communicate with other students in team projects,
learn how to navigate in D2L,
use the Google calendar only,
keep abreast of course announcements,
use the student email address as opposed to a personal email address,
address technical problems immediately,
observe course netiquette at all times, and
No footer, 5% loss of grade (same for filename)

Web based courses have elevated expectations since some face-to-face time is replaced by web communication (saving drive time). You are the responsible party for constructing your learning.

Communication Guidelines

Email:
• Always include a subject line that starts with the course number LIBS 4160 OR LIBS 5160
• Per the Family Educational Rights and Privacy Act (FERPA), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account. After the term, please communicate via your MTSU assigned MTMAIL account.
• Always include a subject line.
• Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your emails. Use of emoticons might be helpful in some cases.
• Use standard fonts.
• Do not send large attachments without permission.
• Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members.

Discussion Groups:
• Review the discussion threads thoroughly before entering the discussion. Be a lurker first, then a discussant.
• Try to maintain threads by using the "Reply" button rather starting a new topic.
• Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
• Be patient and read the comments of other group members thoroughly before entering your remarks.
• Be cooperative with group leaders in completing assigned tasks.
• Be positive and constructive in group discussions.
• Respond in a thoughtful and timely manner.
• Do not post your response / essay as an attachment
• For discussion postings ONLY, the format/style requirements are waived. It is possible to format using the primitive html editor that D2L includes, but not required. APA punctuation is required.
• Discussions are intended to show evidence of having understood the reading materials; citation within the body of your posting is expected. A list of sources is required.
Access D2L through MTSU eLearn instead of PipelineMT to prevent them from timing out during assignment postings to discussion board

Syllabus Changes
- The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board

Student Resources
- The D2L course site has a list of MTSU resources. Those are part of the syllabus.
- Frequently Used Student Resources
- Technical Support
  http://w1.mtsu.edu/universitycollege/distance/frequently_used_resources.php
Students who experience problems logging into their course, timing out of their course, using the course web site tools or experience other technical problems, should be encouraged to contact the Helpdesk at 615-898-5345 or help@mtsu.edu

- Students With Disabilities
  Reasonable Accommodations for Students with Disabilities: "ADA accommodation requests (temporary or permanent) are determined only by the Office of Disabled Student Services (DSS). Students are responsible for contacting the Disabled Student Services Office at 615-898-2783 to obtain ADA accommodations and for providing the instructor with the Accommodation Letter from Disabled Student Services".
- Academic Misconduct
  The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.
Students should be familiar with the Student Code of Conduct
  http://www.mtsu.edu/stuaff/PDF/rights.pdf which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

Individual Assignments: Shared Work Is Not Allowed!
- It is perfectly permissible to discuss assignments with other students. However, there is a line that cannot be crossed. You may not create one document that is turned in by several students. If you cannot recognize the line, then you need to complete each assignment independently without consulting with other students.

  For example, if you discuss how to use Excel to compute a statistic, that is okay. But if you then actually create the spreadsheet and insert the formula, you may not share that document. If submitted assignments are the same format with the same entries (figures, wording, formulae, etc.), all students who submit the duplicated papers will be considered to have violated the Honor Code.

Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.
Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility; if you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a maximum of five years from the date of initial enrollment, or until a bachelor degree is earned; students who first received the lottery scholarship in fall 2009 or later will additionally be limited to 120 TELS attempted hours. For additional Lottery rules, please refer to your Lottery Statement of Understanding form via RaiderNet, review lottery requirements on the web at http://www.mtsu.edu/advising/pdfs/How_To_Keep_Your_Hope_Scholarship.pdf, or contact the Financial Aid Office at 898-2830 or visit in Student Services & Admissions Center, Room 260.

The True Blue Pledge

I am True Blue.

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Revised MY 2015