CLSC 849: MEDIA FOR ADOLESCENTS

The Catholic School of America
School of Library and Information Science
McGivney Hall LL012
Tuesday 7 – 9:30

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Course Purpose and Intended Audience

The primary purpose of this course is to explore the field of young adult literature. The secondary focus is on other media such as magazines, movies, websites, audiobooks, and video. Emphasis will be on contemporary media suited to the academic needs as well as the personal and recreational interests of young adults.

Course Description

This course is designed to give participants in-depth knowledge of media for young adults. Extensive reading of young adult literature is required.

Course Objectives

ALA/AASL Standards for the 21st Century Learner:

Learners use skills, resources, and tools to:
1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

Skills: The student will be able to
1. describe the nature and behavior of adolescents
2. trace the history and development of YA literature
3. identify characteristics, genres, representative titles, and well-known authors of YA literature
4. select, evaluate, and promote YA media to adolescents
5. identify a variety of techniques to encourage adolescents to become life-long readers
6. identify controversies in YA literature

Dispositions: The student will be able to
1. demonstrate a personal and professional interest in reading
2. connect YA media to curricular standards of learning
Responsibilities: The student will be able to
1. appreciate the importance of and express a commitment to lifelong learning by reading widely and critically in the field of YA literature
2. participate in the social exchange of ideas, both electronically and in person

Course Materials

An active account with LiveText (see www.livetext.com)


The Outsiders by S.E. Hinton
Paper Towns by John Green
Tyrell by Coe Booth OR Rikers High by Paul Volponi OR Brothers Torres by Coert Voorhees
If I Stay by Gayle Forman OR Hold Still by Nina LaCour OR Thirteen Reasons Why by Jay Asher
Yummy: the last days of a Southside Shorty by Greg Neri OR American Born Chinese by Gene Yang OR The Arrival by Shaun Tan
Monster by Walter Dean Myers OR Hate List by Jennifer Brown OR The Crossing by Andrew Fukuda
The Surrender Tree by Margarita Engle OR Becoming Billie Holiday by Carole Weatherford OR Girl Named Mister by Nikki Grimes OR All the Broken Pieces by Ann Burg
Athletic Shorts by Chris Crutcher
Hunger Games by Suzanne Collins
The Lightning Thief by Rick Riordan OR Unwind by Neal Shusterman OR Birthmarked by Caragh O'Brien
Speak by Laurie Halse Anderson OR After by Amy Efaw OR Because I Am Furniture by Thalia Chaltas
Marcelo in the Real World by Francisco Stork OR Sorta Like a Rock Star by Matthew Quick OR Boy Who Ate Stars by Kochka

PLUS an additional assortment of student-selected young adult works.

Students will be responsible for obtaining the individual books needed to complete their reading assignments.

Course Format

Class sessions will be divided between whole group lectures and discussions, student presentations, and small group sharing activities.

Course Requirements

1. Attend and participate in all class sessions. Absences will have a negative impact on your grade.
2. Complete readings as assigned and be prepared for each class discussion.
3. Complete written assignments on time.
4. Participate in online discussions and activities as assigned.

**In the case of an excused absence, students may make up the absence by completing an extra assignment. See the instructor for details.
Basis for Grading

The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
</tr>
<tr>
<td>B-</td>
<td>78-81</td>
</tr>
<tr>
<td>C</td>
<td>70-77</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Grades for the course will be determined as follows:

- Attendance and Class Participation: 10
- Book Cards: 20
- Online Discussions/Assignments: 15
- Booktalk: 5
- YA in the News Reports (2): 5
- Printz Evaluation: 10
- Reading Promotion Unit: 10
- Thematic Bibliography: 15
- Final Assignment/Exam: 10

Total: 100

Description of Graded Items:

1. Attendance and Class Participation: Students are expected to attend all face-to-face classes and participate in the online meetings/discussions. A student with an excused absence may earn credit for the missed course by completing an extra assignment. Contact the instructor for details.

2. Michael Printz Award winner: Investigate the history of the ALA-sponsored Michael Printz Award (see www.ala.org). Select and read one of the winning or honor titles. Using the criteria for evaluation explained in the text, evaluate that title’s story development, character development, theme, and format. Read published reviews. What separates this title from the others published that year? What links it to other YA works? The evaluation will be presented to the class on March 1.

3. Booktalk Cards: Booktalking is an important skill, which must be developed through practical study. Students will begin learning how to "sell books" to teen readers in the first few sessions. A template for booktalk cards will be individually created at this time, and students will immediately implement the cards as they complete each of their novels. The information on the cards should include:
   - author, title, genre, and reading level;
   - the book's setting, subjects, themes, main characters, and brief plot summary;
   - strategies forhooking the audience's attention;
   - methods for presented the content of the book based on a plot-based, scene-based, character-based, or mood-based approach;
   - SOLs which the book may support or address;
   - and one suggestion for how that book could be taught/incorporated into classroom instruction.
Students should complete each booktalk card soon after completing the book itself; the card can serve as a tool during oral presentations when students are asked to share their reading selections. At the end of the course, students will present their booktalk card collection to the instructor for final evaluation.

4. Online Discussions: On Jan. 25, Feb. 22, Mar. 15, and April 5, students will meet online (via Blackboard and/or LiveText). Discussion may be prompted by an activity, an article or a question OR there may be a reading prompt or quote which students may be asked to give a response. Be sure you can log into both Blackboard and LiveText by the second week of class.

5. Booktalks: Students should come to each class meeting prepared to booktalk a title that they have read for that week. Each student will give at least one “formal” booktalk in front of the class.

6. YA Literature in the News: Two times during the course, students should bring in one item from the popular news media concerning young adult literature or the reading habits of young adults. Bring a copy of the item to class and prepare to share it and to discuss how it relates to this course.

7. Reading Promotion Unit: Teen Read Week occurs the third week of October each year. Your assignment is to prepare for Teen Read Week 2011. How will your secondary school celebrate this week? Design/Plan as if you were the librarian in charge of the entire celebration and you want to make the week memorable and unique to your school’s needs and interests. Bring something in that you would’ve created to support this celebration.

8. Thematic Bibliography: Create an **annotated** bibliography of 12 young adult titles using at least 3 different types of media on one of the topics OR one of the archetypes (discussed on pages 324-330 in the text) below. Include/attach a short narrative section in which you identify and describe your audience and the purpose for which you have created this bibliography.

9. Final Assignment/Exam
### Academic Honesty Policy

The University policy is available at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm). Please review this policy.

### ADA Accommodation

Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyla Center (202-319-5211; email cua-disabilityservices@cua.edu, web [http://disabilitysupport.cua.edu/](http://disabilitysupport.cua.edu/)). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

### Basic Agenda and Reading Assignments

*(dates in BOLD indicate in-person class meetings)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Before the NEXT class meeting</th>
</tr>
</thead>
</table>
| Jan. 11 | Introduction, History of YA, Booktalking Feature: YA Awards | Nilsen and Donelson, Chapters 1-2
The Outsiders
Contemporary Realistic Fiction: Nilsen and Donelson, Chapter 4
*Paper Towns* (begin it by the next class, at least!)

| Jan. 18 | Contemporary Realistic Fiction Feature: Graphic Novels | (continue with CRF)
*Tyrell, Rikers High, OR Brothers Torres*
*If I Stay OR Thirteen Reasons Why OR Hold Still*
1 book (CRF) of your choice

| Jan. 25 | ONLINE DISCUSSION | Poetry, Drama, Humor, and New Media: Nilsen and Donelson, Chapter 5
*Yummy… OR American Born Chinese OR The Arrival*
*Monster OR Hate List OR The Crossing*
*The Surrender Tree OR Becoming Billie Holiday OR Girl Named Mister OR All the Broken Pieces*

| Feb. 1 | | 1 book (P,D, H & NM) of your choice

| Feb. 8 | Feature: Picture Books | Adventure, Sports, Mysteries, and the Supernatural: Nilsen and Donelson, Chapter 6
*Athletic Shorts* (Crutcher)
1 book (A,S, M & S) of your choice
Feb. 15  
Fantasy, Science Fiction, Utopia, Dystopia: Nilsen and Donelson, Chapter 7
*The Hunger Games*
*The Lightning Thief OR Unwind OR Birthmarked*

Feb. 22  ONLINE DISCUSSION  
1 books (F, SF, U, D) of your choice
*Speak OR Because I Am Furniture OR After*

Mar. 1  Printz Evaluation Presentations  
Booktalks
Feature: Renewed Classics

Mar. 8  CUA BREAK—no class meeting

Mar. 15  ONLINE DISCUSSION  
*Marcelo in the Real World OR Sorta Like a Rock Star OR All the Broken Pieces*

Mar. 22  Reading Promotion Unit Presentations  
Booktalks

Mar. 29  Make-up date if needed

Apr. 5  ONLINE DISCUSSION

Apr. 12  Intellectual Freedom  
Censorship: Nilsen and Donelson, Chapter 12

Apr. 19  Thematic Units Due via LiveText

Apr. 26  Booktalk Cards Due

May 5  Final Exam (online)
Assignment Title: Booktalk Preparation and Delivery

Applicable Course Goal: Study various genres and popular formats; develop tools for reading inspiration; read and study widely and critically in the field of YA media

Relationship to Course Objectives:

<table>
<thead>
<tr>
<th>Course (Learning) Objective</th>
<th>Evidence/Source</th>
</tr>
</thead>
</table>
| Become familiar with the richness and variety of YA media                  | Read 20 examples from among these genres/popular formats:  
  - Contemporary realistic fiction  
  - Urban fiction  
  - Graphic novel/New Media  
  - Poetry/verse novel  
  - Drama  
  - Humorous novel  
  - Adventure  
  - Science fiction (including Utopias/Dystopias)  
  - Fantasy  
  - Sports fiction  
  - Mysteries  
  - Historical fiction  
  - Books about War/Holocaust Literature  
  - Informational books  
  - Biography/autobiography/memoir |
| Evaluate each work                                                      | Create booktalk cards for each work read                                                                                                           |
| Deliver booktalk to audience                                           | Deliver to class                                                                                                                                 |

The Assignment: Throughout the course, read each genre as assigned or selected and record data on customized booktalk template. Practice delivering booktalks.

The Rubric

<table>
<thead>
<tr>
<th>Focus/Demonstration</th>
<th>SCALE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 20 books</td>
<td>Exceptional (4)</td>
<td>Above Average (3)</td>
</tr>
<tr>
<td></td>
<td>20 read; selections represent 13 genres/popular formats</td>
<td>20 read; selections represent at least 11 genres/popular formats</td>
</tr>
</tbody>
</table>
### Assignment Title: Reading Promotion Unit – Teen Read Week

Applicable Course Goal: Promote reading literacy; nurture connection with larger library community

Relationship to Course Objectives:

<table>
<thead>
<tr>
<th>Course (Learning) Objective</th>
<th>Evidence/Source</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote reading in school</td>
<td>• Create theme for event</td>
<td></td>
</tr>
<tr>
<td>Incorporate popular medium/media</td>
<td>• Trademark (____@ your library)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3 correlated activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o 1 involves student population</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o 1 involves staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o 1 involves entire school community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Week’s activities in secondary school setting</td>
<td></td>
</tr>
</tbody>
</table>

The Assignment: Create a plan for one week celebrating reading for secondary school students in a school or public library setting.
<table>
<thead>
<tr>
<th>Focus/Demonstration</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceptional (4)</td>
</tr>
<tr>
<td>Original theme with a tie to popular genre or a series</td>
<td>Catchy theme incorporates popular interests, tied to genre or series, and incorporates technology</td>
</tr>
<tr>
<td>Activity 1—for students</td>
<td>An activity related to theme with appeal to all types of students, particularly reluctant readers, which encourages participation from all readers despite gender or reading ability</td>
</tr>
<tr>
<td>Activity 2—involves staff</td>
<td>An activity related to the theme which involves staff participation and interests student celebrants</td>
</tr>
<tr>
<td>Activity 3—for community</td>
<td>An activity related to the theme that incorporates students, staff and the local community in celebration and support of increased reading</td>
</tr>
<tr>
<td>Follow-up support</td>
<td>Evaluative element that incorporates feedback; plan that encourages year-round focus on developing literacy incorporating information learned from three activities</td>
</tr>
</tbody>
</table>
Assignment Title: Thematic Bibliography

Applicable Course Goal: Prepare annotated bibliography to support thematic study which may or may not be SOL focused; bibliography should contain 3 different types of media (book, periodical, audio, video, web-based)

Relationship to Course Objectives:

<table>
<thead>
<tr>
<th>Course (Learning) Objective</th>
<th>Evidence/Source</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify audience and purpose of bibliography</td>
<td>Introduction including description of target audience and purpose</td>
<td></td>
</tr>
<tr>
<td>Consult variety of media to determine best examples</td>
<td>Final selections should include variety of media</td>
<td></td>
</tr>
<tr>
<td>Write annotated bibliography entries</td>
<td>12 annotations on a single topic</td>
<td></td>
</tr>
<tr>
<td>Final product is a pamphlet</td>
<td>Published pamphlet</td>
<td></td>
</tr>
</tbody>
</table>

The Assignment: Create an annotated bibliography of 12 sources on a single topic or Standard of Learning for a targeted audience.

Step III: The Rubric

<table>
<thead>
<tr>
<th>Focus/Demonstration</th>
<th>Exceptional (4)</th>
<th>Above Average (3)</th>
<th>Average (2)</th>
<th>Below Average (1)</th>
<th>Unmet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory section</td>
<td>Audience is clearly targeted by grade level, ability level, and school unit/assignment. Purpose of bibliography and suggestions bibliography’s intended usage are included.</td>
<td>Audience is clearly targeted by grade level, ability level, and school unit/assignment. No suggestions for practical use of the pamphlet.</td>
<td></td>
<td>Section fails to identify bibliography’s audience as well as the purpose of its creation.</td>
<td></td>
</tr>
<tr>
<td>Media Selection</td>
<td>12 annotations; at least 2 selections of 3 different media types; clear description of the work and why it was selected</td>
<td>12 annotations; at least 2 selections of 3 different types of media; functional description of the work</td>
<td>12 annotations; 3 different types of media represented in the bib; citations with fewer than 5 errors; functional description of the work</td>
<td>12 annotations; 3 different types of media represented in the bib; citations with fewer than</td>
<td>Less than 12 annotations; less than 3 types of media represented in the list; citations contain</td>
</tr>
</tbody>
</table>
### Assignment Title: Printz Award Winner Evaluation

Applicable Course Goal: Evaluate award winning literature

Relationship to Course Objectives:

<table>
<thead>
<tr>
<th>Course (Learning) Objective</th>
<th>Evidence/Source</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Standard Evaluation Criteria | Evaluate the award-winning title on:  
  - Plotline/story development  
  - Character development  
  - Message/theme  
  - Format/presentation  
  - Use of professional reviews | | |
| Presentation Skills | Utilize PowerPoint to present evaluation and highlight title | | |

The Assignment: Read and evaluate a Michael Printz Award-winning young adult title; present evaluation
### Step III: The Rubric

#### Focus/Demonstration

<table>
<thead>
<tr>
<th>Focus/Demonstration</th>
<th>Exceptional (4)</th>
<th>Above Average (3)</th>
<th>Average (2)</th>
<th>Below Average (1)</th>
<th>Unmet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story development/plotline</strong></td>
<td>Elements of plotline are addressed including exposition, hook, rising action, climax, and resolution</td>
<td>Four of the five elements are addressed in evaluation</td>
<td>Three of the five elements are addressed</td>
<td>Two of the five elements are addressed</td>
<td>Less than two elements are addressed</td>
</tr>
<tr>
<td><strong>Character development</strong></td>
<td>Protagonist, antagonist, and other significant characters are evaluated</td>
<td>Protagonist and antagonist are discussed and evaluated</td>
<td>Protagonist and antagonist mentioned; little discussion on their development</td>
<td>Protagonist discussed and evaluated</td>
<td>Protagonist described; no discussion of characters evolution</td>
</tr>
<tr>
<td><strong>Message/theme</strong></td>
<td>Effectiveness of genre to deliver theme is discussed in depth as well as relevance to YA readers; title is linked to other similarly themed works</td>
<td>Theme is discussed at length; relevance to YA world mentioned; little reference to other similarly themed titles</td>
<td>Theme is discussed; relevance to YA world noted; linked to one other similarly themed works</td>
<td>Theme described; relevance to YA world noted</td>
<td>Theme described; no mention of relevance to YAs or other similarly themed works</td>
</tr>
<tr>
<td><strong>Format/presentation</strong></td>
<td>Title’s format is discussed at length; pagination, illustrations, presentation addressed; comparison with other titles is detailed</td>
<td>Title’s format is discussed at length; pagination, illustrations, presentation addressed; little comparison to existing works</td>
<td>Title’s format is discussed; pagination, illustrations, presentation addressed; no comparison to existing works</td>
<td>Title’s format is discussed; no mention of format details</td>
<td>No discussion of format</td>
</tr>
</tbody>
</table>

#### Focus/Demonstration (cont’d)

<table>
<thead>
<tr>
<th>Focus/Demonstration</th>
<th>Exceptional (4)</th>
<th>Above Average (3)</th>
<th>Average (2)</th>
<th>Below Average (1)</th>
<th>Unmet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Reviews</strong></td>
<td>Several professional reviews consulted and discussed in context to student’s evaluation and reflection</td>
<td>Two reviews mentioned; student’s perception of evaluations clear</td>
<td>Two reviews addressed; no personal reflection</td>
<td>One review Addressed</td>
<td>No professional reviews</td>
</tr>
<tr>
<td><strong>Presentation of Evaluation</strong></td>
<td>Presentation is error free in mechanics</td>
<td>1-2 errors in mechanics</td>
<td>3-4 errors in mechanics</td>
<td>5 errors</td>
<td>More than 5 errors</td>
</tr>
</tbody>
</table>

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Syllabus changes: 
I reserve the right to make changes to the syllabus if necessary. Students will be provided with any such changes.