INLS 530: Young Adult Literature and Related Materials

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> **"The young adult librarian must be an artist. He must have the original passion or capacity for feeling that an artist has. Then, he must learn how to perform." (*The Fair Garden and the Swarm of Beasts*, p. 85).**

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Course Overview
The purpose of this course is to expose students to the variety of resources, print and electronic, that are available to young adults (ages 12-18). Students will examine a wide variety of resources and explore relevant issues—such as adolescent development, adolescent information needs and behaviors, selection and evaluation of resources, censorship and privacy, and literacy.

Course Objectives
Prepares the student to:
- Gain a background in the various resources intended for and adopted by young adults.
- Become familiar with research concerning young adults—their needs, interests, tastes, and development—and how this impacts their selection and use of resources.
- Relate teen culture and interests to young adult information needs.
- Identify the informational needs of young adults inherent in the resources intended for and adopted by them.
- Develop an awareness of the interrelationships among resources and how they address the needs of young adults.
- Understand and apply principles related to evaluation and use of information and ideas with young adults.
- Become familiar with the professional selection resources available to teachers, librarians, and other adults concerned with young adults and their information needs.
- Become familiar with prominent topics, issues, and debates surrounding youth access to information.
- Recognize youth advocacy and the need to keep abreast of constant changes in young adult needs.

Students will also gain experience with the following technologies:
- Blogs
- Web page design (HTML editors)
- Google map (creating)
- iMovie or Movie Maker
- Twitter

Teaching Philosophy

As an instructor, I believe that inquiry-focused learning is more effectively achieved in a dynamic environment where there are opportunities for interactive study and application of theory to real practice. I use some of the following strategies to foster this type of learning:
- Discussions with time for synthesis and reflection

- Continuing discourse between students and instructor and students with peers
- Peers serving as critical friends
- Assignments that require application of concepts to real world problems
- Instruction that moves from the What? and How? to the "Why" and "So What"

Course Materials

1. Articles & book chapters available electronically
2. Young adult novels
3. Electronic databases and Internet resources

ASSIGNMENTS AND GRADING

> **An IMPORTANT note about assignments:**
>
> 1. For each assignment that requires essay writing and/or the use of quotes or information from additional sources, students are required to use a consistent and recognizable citation style (APA, Chicago, MLA, etc.).
> 2. All written assignments must be **single-spaced, with double spacing between paragraphs**. Please use 12-point typeface (Times Roman, Arial, or Calibri).
> 3. All written assignments (unless otherwise designated) are to be printed and submitted in class (no email or drop box).
> 4. Frequent and/or consistent spelling, grammar, and/or style mistakes in written assignments will result in a lower grade.

YA Observation--
(20 Points, Due September 28)

Spend 2 hours observing young adults. You can go to the malls, the movies, a parking lot where they hang out, the library, or a middle/upper school (if you first get permission from the principal and a teacher). You are not to talk with them; this is not an interview assignment, and I don't want you doing intrusive/participant observation. Just watch from a distance and inconspicuously. Record your observations and any thoughts/feelings that arise during the process. Look for styles of dress, modes of interaction, posture, gait, indicators of emotional states, group dynamics, interactions with peers and adults, etc. Look for the unusual, the bizarre, the unexpected. The point, here, is to document the subtleties of adolescent behavior in order to help us compare reality to what the developmental psychologists claim.

Write a **750 to 1000-word** synopsis of what happened while you were observing, what it told you about YAs and their behavior, and what insights/perceptions/feelings you had while observing. In a nutshell, I want you to do observational ethnography. Be prepared to discuss your findings in class.

Identity Resources Assignment
(35 points, see syllabus for due dates)

Exploration of identity is a major developmental task for adolescents. The class will be divided into four groups. Each group will be responsible for a type of identity: gender, sexual, racial/ethnic, or cultural. Through research, the group will become the experts on this type of teen identity development and the resources available to support young adults in their exploration of this identity

Each group will prepare a class presentation and a website on the topic.

PRESENTATION
The group's presentation should:
- define the identity and present relevant research on it
- include discussion of a matrix that identifies the information needs of young adults in relation to this identity and provides examples of how young adult librarians might address those needs through collection development, programming, instruction, and collaboration with others in the community
- allow the class to discuss the novel(s) assigned for that topic

The group's presentation should be well thought out, planned and prepared. Each group will have 60 minutes for the presentation, including 5 minutes for questions. Your group should prepare demonstration materials and handouts that allow you to support the points you wish to make. The handouts should include a definition of the topic, the matrix, and a short bibliography of "further reading" on the topic.

This is a group report. It is a collaborative project intended to hone your ability to share ideas, build on what you already know, teach each other, and communicate your ideas to the other members of the class.

All members of the group must be totally familiar with the content of the entire presentation and be prepared to answer any questions, on any part, posed by the instructor or members of the class.

WEBSITE
The website should provide young adults *or* the adults who care about them (librarians, teachers, and parents) with information about this type of identity development and selected resources on the topic. All of the resources listed on the website must be annotated. The web site must include, but is not limited to:
- A description of the audience for the web site
- A definition of the topic
- A purpose statement
- A list of selection criteria
- Resources
    - books—fiction & informational
    - websites (informational & interactive)
    - organizations & agencies
    - magazines & ezines
    - videos and/or television
    - music
    - The names & email addresses of creators

Community Profile & Resources Map—
(20 points, due at noon on December 9th – Exam time/date for this class)

Identify a neighborhood or community. It can be in the Triangle, in your "home" community, or in a place where you think you will be applying for jobs.

Step 1: Understand and describe the community, including:
- *Demographics*. It's vital to understand who makes up the community. Age, gender, race and ethnicity, marital status, education, number of people in household, first language -- these and other statistics make up the demographic profile of the population. When you put them together, it gives you a clear picture of who community residents are.

- *Community culture, formal and informal*. This covers the spoken and unspoken rules and traditions by which the community lives. It can include everything from community events and slogans -- the blessing of the fishing fleet, the "Artichoke Capital of the World" -- to norms of behavior -- turning a blind eye to alcohol abuse or domestic violence -- to patterns of discrimination and exercise of power. Understanding the culture and how it developed can be crucial to providing appropriate library services.
- *Economics*. Who are the major employers in the community? What, if any, business or industry is the community's base? Who, if anyone, exercises economic power? How is wealth distributed? Would you characterize the community as poor, working, class, middle class, or affluent? What are the economic prospects of the population in general and/or the population you're concerned with?

Write a one-page summary of your findings indicating what you have learned and how this information informed the development of your community profile map.

Step 2: Research how that neighborhood or community supports the teens who live there, including community-based organizations, after school programs, cultural institutions, etc.

- *Existing groups.* Most communities have an array of groups and organizations of different kinds -- service clubs (Lions, Rotary, etc.), faith groups, youth organizations, sports teams and clubs, groups formed around shared interests, the boards of community-wide organizations (the YMCA, the symphony, United Way), as well as groups devoted to self-help, advocacy, and activism. Knowing of the existence and importance of each of these groups can pave the way for alliances or for understanding opposition.
- *Existing institutions.* Every community has institutions that are important to it, and that have more or less credibility with residents. Colleges and universities, libraries, religious institutions, hospitals -- all of these and many others can occupy important places in the community. It's important to know what they are, who represents them, and what services they provide.

Step 3: Create an annotated Google map for **a teen audience** that includes at least ten agencies/organizations/institutions in that community. Annotations should be written in your own words and should let teens know what kinds of support/services the agency, organization, etc. provides. Include one to two key words that indicate which of the 40 Developmental Assets or teen developmental needs this community resource supports.

To submit this assignment, go to the Discussion & Private Messages section of Sakai.
Click on Submit Assignments.
Click on Community Profile Map
Follow directions

YALSA-The Hub & YALSA Blog —
(10 points, due on or before November 30)

Listservs and blogs are ways that librarians (educators) participate in communities of practice. This term I would like you gain experience with two specific communities of practice: **The Hub: Your Connection to Teen Reads and the YALSA Blog**

The Hub is the literature blog for YALSA, the Young Adult Library Services Association. The mission of The Hub is to provide a one-stop-shop for finding information about teen reads, including recommendations for great teen reads, information about YALSA lists and awards, book trailers and other book-related videos, and best of the best lists.

The YALSA BLOG is the official blog of YALSA. The mission of the YALSAblog is to provide a virtual space for publishing timely information about emerging and new practices for library services for and with teens, to explore practices in related fields relevant to teen services, to raise awareness about appropriate YALSA tools to facilitate innovation in teen services, and to provide resources for members and the library community to support their efforts to continuously improve their overall teen services program.

Please monitor The Hub **AND** the YALSA Blog for 10 weeks during the semester (you choose the 10 weeks). Explore not only the current posts, but also take time to look at the archived posts—there is some great stuff there!! Respond to the any of the blog posts that interest you by tweeting about them. You must tweet at least 2 times during each week you are monitoring The Hub and the YALSA Blog (20 tweets for the semester). Use the hashtag #inls530

Your tweets must be original and should include enough detail for readers to be able to understand the point you are trying to make. Although you only have 140 characters in a Tweet, you will find that once you get the hang of it, it is not so hard.

Example tweets:
To deepen teens understanding of WWII check out the companion NF titles suggested for Code Name Verity http://www.yalsa.ala.org/thehub/ #inls530

Luv how the Nov 23 Hub post combines music & books. It would B fun 2 have teens select music they think characters might enjoy! #inls530

Need to improve your memory. Check out YALSA's app of the week
http://yalsa.ala.org/blog/2014/06/18/train-that-brain/ #inls530

Twitter names must be posted on Sakai for this assignment by: August 31st.

To submit your twitter name for this assignment, go to the Discussion & Private Messages section of Sakai.
Click on Twitter names
Click on Post Your Twitter Name Here
Follow directions

Class participation —
(15 points, ongoing)

 Items that will contribute to your class participation grade include:
   1. **Completion of all reading prior to coming to class.**
   2. **BOOK RESPONSE SHEETS:** As you read the required YA books, I would like you to *Use a Three-Column Journal Entry Strategy.* First, create a three-column table in landscape view. In the first column write the title and author of the book. In the second column, record *your personal reactions* to the book. Consider writing about text connections to yourself, text connections to another text, or text connections to the world. You might want to record some favorite passages or quotes. Finally, in column three, make some notes about why you think this book will appeal to young adults. In other words, why do think a teen would chose to read this book? The writing in this journal should be informal. You will refer to the journal during our class discussions. I will collect your journal pages on the day we are scheduled to discuss each of the books.

3. **IN CLASS PARTICIPATION:** This course relies heavily on discussions and hands-on tasks in class. Therefore, punctuality, attendance, and participation are crucial factors to the success of the course and they will be assessed. Attendance will be taken each class period.

GRADING AND DUE DATES

ASSIGNMENT	POINTS	DUE DATE
YA Observation	20	September 28
Group Project	35	Dates vary; check syllabus
Hub Monitoring	10	Due on or before November 30
Class Participation	15	Ongoing; self-assessment due November 30
Community Profile Map	20	December 9th by noon

GRADING SCALES

Graduate Grading Scale

H	(95-100) "clear excellence", **above and beyond** what is required
P+	(91-94) all requirements satisfied at highest quality
P	(85-90) all requirements satisfied at entirely acceptable, above average level
P-	(80-84) requirements satisfied
L	(70-79) low passing
F	(<70) failed

To provide some additional guidelines for this course, here is my interpretation of that grading scale for INLS 530.

- **H   Outstanding achievement.** Student performance demonstrates full command of the course materials and evidences a high level of originality and/or creativity that surpasses course expectations. In INLS 530, this means the student has contributed on a regular basis to discussions with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the literature is shown in major written assignments and is documented clearly. The H student initiates issue discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.
- **P+   Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. In INLS 530, this means the student has command of the basic required readings as well as many of the supplemental materials and demonstrates this through class discussions and in written assignments.
- **P   Satisfactory work at the graduate level.** Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level. In INLS 530, this means the student demonstrates understanding of issues across the entire semester and supports this understanding with the required readings. The student participates in discussions with relevant comments.
- **P-   Marginal work.** Student performance demonstrates incomplete understanding of course materials. In INLS 530, this means the student seems to have read most of the required materials, but fails to engage in meaningful discussion, fails to raise questions of merit or to think beyond personal experiences and needs. Basic requirements for the written assignments are met, but there are few signs of critical thought or creative vision.

- **L Unsatisfactory work.** Student performance demonstrates incomplete and inadequate understanding of course materials.
- **F Failing.** Student may continue in the program only with permission of the dean.
- **IN Incomplete.** A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

STUDENT RESPONSIBILITIES

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. As students, you will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally critiqued each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people. Finally, any incidence of plagiarism or other academic dishonesty will result in an F for the course.

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible; meet the demands of University life." Visit their website at http://disabilityservices.unc.edu/ for more information.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;

- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

Tentative Class Schedule

Session Dates/Topic	Professional Readings	YA Literature
Session 1 **August 24** Introduction to each other, to the course, and to our perceptions of young adults History of YA Services What kind of information sources do teens use?	*The 40 Developmental Assets for Adolescents*. The Search Institute. (Make sure to explore the Take Action ideas for each asset) The Future of Library Services for and with Teens – YALSA http://www.ala.org/yaforum/sites/ala.org.yaforum/files/content/YALSA_nationalforum_final.pdf **200 Years of Young Adult Library Services History,** **http://www.voyamagazine.com/2010/03/30/chronology/** *Younger Americans' Library Habits and Expectations*. Read Parts 1,2,& 4. [pdf Sakai] "Young Adults Information-Seeking Behavior" in Latham, Don, & Gross, Melissa, *Young Adult Resources Today,* Rowan & Littlefield, 2014. [pdf Sakai] Agosto, Denise. (2007). Why do teens use libraries? Results of a public library use survey. *Public Libraries* (May/June), 55-62. [pdf Sakai]	
Session 2 **August 31** What is young adult literature? History of YA Literature Evaluating & Selecting YA Literature & Other Resources	Bucher & Hinton. Chapter 1. [pdf Sakai] Hill, Rebecca. (2010). Gritty, tough, edgy, and controversial." *VOYA* 33(1), 30-32. [pdf Sakai] Bucher & Hinton: Chapter 2 [pdf Sakai] Scan the lists located at www.ala.org/yalsa/booklists Think about how you might use these in your work with teens. Download the YALSA Teen Bookfinder App and explore it. http://www.ala.org/yalsa/products/teenbookfinder	Cormier, Robert. *The Chocolate War*. Read one of the following: Daly, Ann. *Seventeenth Summer*. Lipsyte, Robert. *The Contender*. Hinton, S.E. *The Outsiders*.

Session Dates/Topic	Professional Readings	YA Literature
Session 3 **September 7** Diverse Resources	Cho, Noah. Why I Teach Diverse Literature (blog post) http://the-toast.net/2015/06/10/why-i-teach-diverse-literature/ Kenney, Michelle. (2013). Of mice and marginalization. *Rethinking Schools* 28(1): 14-19. [pdf Sakai] Read these three blog posts: • Black Voices Matter: http://www.zettaelliott.com/black-voices-matter/ • Guest Review: When We Was Fierce: https://campbele.wordpress.com/2016/07/24/guest-review-when-we-was-fierce/ • When Whiteness Dominates Reviews: http://readingwhilewhite.blogspot.com/2016/07/when-whiteness-dominates-reviews.html Browse "Disability in KidLit" http://disabilityinkidlit.com/ Browse "American Indians in Children's Literature" http://americanindiansinchildrensliterature.blogspot.com/ Browse: "Reading While White" http://readingwhilewhite.blogspot.com/	Gansworth, Eric. *If I Ever Get Out of Here.* Menon, Sandhya. *When Dimple Met Rishi.* Reynolds, Jason and Kiely, Brendan. *All American Boys.*
Session 4 **September 14** Who is the adolescent *Developmental needs *Problems & concerns	Caskey, Miki and Vincent Anfara, Developmental Characteristics of Young Adults. https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/455/Developmental-Characteristics-of-Young-Adolescents.aspx "Young Adult Development" in Latham, Don, & Gross, Melissa, *Young Adult Resources Today,* Rowan & Littlefield, 2014. [pdf Sakai] Sprenger, Marilee. (2005, 2012) An Updated Version of Inside Amy's brain. *http://www.marileesprenger.com/an-updated-version-of-inside-amys-brain.html*	Quintero, Isabel. *Gabi: A Girl in Pieces.* Older, Daniel José. *Shadowshaper* Anderson, Laurie. *Wintergirls.*

Session Dates/Topic	Professional Readings	YA Literature
	Watch: Inside the Teenage Brain http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/	
Session 5 **September 21** Adolescent information seeking behavior Role of the library and its resources in meeting the developmental needs of teens	Jones, Patrick. "Chapter 3: Maps." In *New Directions for Library Service to Young Adults*. Edited by Linda Waddle. ALA, 2002. Jones, Jami L. (2003). I build resiliency: The role of the school library media specialist. *School Libraries Worldwide*, 9(2), 90-9. ***Be prepared to discuss your observations of teens.	
Session 6 **September 28** The Adolescent Reader: What does the research say? Guest Speakers: Panel of Teens ****YA Observation Paper Due**	Kohn, Alfie. (2010). How to create nonreaders: Reflections on motivation, learning, and sharing power." *English Journal* 100(1), 16-22. Lesene, Teri S. (2009). Building Reading Ladders" in *Reading Ladders: Leading Students from Where They Are to Where We'd Like Them to Be."* Heinemann, pp. 46-63. Beers, Kylene. "Choosing Not to Read: Understanding Why Some Middle Schoolers Just Say No."	
Session 7 **October 5** Promoting YA Literature: Literature Circles & Author Visits Guest Speaker: Julie Stivers, Librarian, Mt. Vernon Middle School	Tatum, Alfred W. (2006). Engaging African American males in reading." *Educational Leadership* 63(5), 44-49. Daniels, Harvey. Literature Circles: Voice And Choice In Book Clubs And Reading Groups. Chapters 2, 4, 5 [available via Google Book Search; PDF in Sakai] YA Shot: A Teen Book Festival with Lasting Impact http://publiclibrariesonline.org/2015/12/ya-shot-a-teen-book-festival-with-a-lasting-impact/	de la Pena, Matt. *The Living* Read the short story assigned to your group [PDFs in Sakai]. Complete literature circle role sheet and bring to class. • Coville, Bruce. "The Secret of Life, According to Aunt Gladys" from *Dirty Laundry: Stories About Family Secrets.* • Crutcher, Chris. "The Pin" from *Athletic Shorts.*

Session Dates/Topic	Professional Readings	YA Literature
		• Flake, Sharon. "Don't Read This" from *You Don't Even Know Me: Stories and Poems About Boys*.
Session 8 **October 12** Gender Identity (Group Presentation)	Gender Diversity Terminology, http://www.genderdiversity.org/resources/terminology/ Gendered Booklists and Their Place in Reader's Advisory, http://www.yalsa.ala.org/thehub/2015/11/10/gendered-booklists-and-their-place-in-readers-advisory/ _____	Kuklin, Susan. *Beyond Magenta: Transgender Teens Speak Out.* Russo, Meredith. *If I was Your Girl.*
Picture Books	Murphy, Patricia. (2009). Using picture books to engage middle school students. *Middle School Journal*, 40(4), 20-24. http://www.tandfonline.com/doi/pdf/10.1080/00940771.2009.11461677 Osborn, Sunya. (2001). Picture books for young adult readers. *The ALAN Review*, 28(3), http://scholar.lib.vt.edu/ejournals/ALAN/v28n3/osborn.html	
FALL BREAK- NO CLASS		
Session 9 **October 26** Sexual Orientation (Group Presentation)	LBGTQIA Resources for Educators http://www.learnnc.org/lp/editions/LGBTQIA-resources/?ref=search _____ Aronson, Marc. (2006). Originality in nonfiction. *School Library Journal*, 52(1), 42-43.	King, A.S. *Ask the Passengers.* Saenz, Benjamin Alire. *Aristotle and Dante Discover the Secrets of the Universe*
Nonfiction	Jones, Patrick. (2000). Nonfiction: The real stuff." *School Library Journal*, 47(4), 44-45. .	Helfer, Andrew. *Malcolm X: A Graphic Biography* **or** Lewis, John, et. *March, Book One* **AND** Hasler, Nikol. Sex: *A Book for Teens: An Uncensored Guide to Your Body, Sex, and*

Session Dates/Topic	Professional Readings	YA Literature
		Safety
Session 10 **November 2** Racial/Ethnic Identity (Group Presentation) Poetry	*How Racial Identity Affects Performance* http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch6_2011.pdf _____ Lipsett, Laura R. (2003). 'No need to 'duck, run, and hide': Young adult poetry that taps into you. The ALAN Review 28(3). https://scholar.lib.vt.edu/ejournals/ALAN/v28n3/lipsett.html Pablo, C. Ramirez & Margarita Jimenez-Silva. The Intersectionality of Culturally Responsive Teaching and Performance Poetry: Validating Secondary Latino Youth and Their Community. *Multicultural Perspectives: An Official Publication of the National Association for Multicultural Education,* 17(2): 87-92. (pdf Sakai)	de la Pena, Matt. *Mexican White Boy* Woodson, Jacqueline. *Brown Girl Dreaming.* Bring a YA poetry book to class.
November 9 – SANDRA AT AASL Conference **NO CLASS**		
Session 11 **November 16** Cultural Identity (Group Presentation) Graphic Novels &	Watch: "The World Is As Big Or As Small As You Make It"	Sundance Institute, https://vimeo.com/116915456 _____ Chun, C.W. (2009). Critical literacies and graphic novels for English-Language learners: Teaching Maus. *Journal of Adolescent & Adult Literacy* 53(2), 144-153. MacDonald, H. (2013). How graphic novels became the hottest section of the library. *Publishers Weekly.*	Abdel-fattah, Randa. *Does My Head Look Big in This?* Yang, Gene Luen. *American Born Chinese.* Wilson, G. Willow. *Ms. Marvel Volume 1: No Normal*

Session Dates/Topic	Professional Readings	YA Literature
Manga	*http://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/57093-how-graphic-novels-became-the-hottest-section-in-the-library.html* McCloud, Scott. (1993) Comics and the visual revolution. *Publisher's Weekly*, 47-53. Schwartz, Adam, and Elaine Rubinstein-Avila. (2006). Understanding the manga hype: Uncovering the multimodality of comic-book literacies. *Journal of Adolescent and Adult Literacy* 50(1), 40-49. Browse No Flying, No Tights - http://noflyingnotights.com/ Browse: Diamond Bookshelf http://www.diamondbookshelf.com/Home/1/1/20/163	*Naruto Volume 1 (Manga)*
**Thanksgiving – November 23** **NO CLASS**	
Session 12 **November 30**	Wrap up and reflections. ***Class participation self-evaluation due**	