

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).

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. Textbook: *The Teen Years Explained: A Guide to Healthy Adolescent Development* [PDF in Sakai]
 2. Articles & book chapters available electronically
 3. Young adult novels
 4. Electronic databases and Internet resources
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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 are to be single-spaced with double spacing between paragraphs. Please use 11-point typeface (either 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.

Community Profile Map— (10 points, due February 12)

Identify a neighborhood or community. It can be in the Triangle, in your “home” community, or in a place where you think you’ll be applying for jobs. Research how that neighborhood or community supports the teens who live there, including community-based organizations, after school programs, cultural institutions, etc. Create an annotated Google map for a teen audience that includes at least ten agencies 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. Be prepared to demonstrate and discuss highlights of your map with the class.

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

Talking to Teens and Librarians about Reading (25 points, due February 26)

An important part of library collection development for teens is the ability to determine the titles teens want to read, the titles that best support the school curriculum, and the titles that are “great” literature but

may not be popular with the teenagers in your community. One way to accomplish this task is to talk to teens (and others) about their interests.

For this assignment:

1. Select another student in this class to be your partner.
2. Meet with a school or public librarian who serves teens and talk with him/her about teen reading interests (A list of librarians who have agreed to work with us can be found in Sakai). Find out:
 - a. What he/she thinks teens like to read and what they don't like to read
 - b. How he/she promotes reading to teens; to teachers and/or parents
 - c. What he/she struggles with when it comes to supporting teen reading
 - d. How he/she keeps up with new YA titles
3. Arrange with the librarian to meet with a group of teens (at least 3 or 4) that regularly come together in the library. (This might be afterschool, during lunch, etc.). Prior to the meeting, select 10 titles from YALSA selection lists including Best Fiction for Young Adults, Quick Picks for Young Adults, Great Graphic Novels for Young Adults, or the Alex Awards. Take these titles with you to the session.

During your meeting with the teens, find out:

- a. What the teens read: Print & Online
 - b. How often they read
 - c. How they decide what to read
 - d. If they talk to anyone about reading; if so, who and why?
 - e. What they do when they're not reading
 - f. If they have read any of the titles you selected. If so, what did they think of them? If not, would they want to read any of them? Why or why not?
4. Following your interviews, **each** partner (i.e. person will submit and write their own paper) is to analyze the information your team gathered (answers from the teens and librarian plus your own ideas) and write a 6-8 paper that includes:
 - a. A brief description of the school or public library
 - b. An overview of the way in which the interviews were set up (including the number/gender/race of the teens interviewed and the questions you asked)
 - c. What the librarian told you about teen reading
 - d. What the teens said about their reading. This should include their thoughts on the books you brought to show them and their own general comments about reading.
 - e. A comparison between what the librarian and the teens had to say
 - f. What this assignment taught you about teen reading

Be prepared to describe your experience on the day this assignment is due.

Booktrailer And If You Liked This... Resource—
(20 points, due March 31)

Teens (and adults) often have difficulty locating books to read. As Jones et al (2004) point out, “even the best collections need to be promoted to let teens know the collection exists and that it is filled with good material” (p. 167). Two ways of promoting books are:

1. Booktrailers—a video presentation designed to motivate teens to check out the books being promoted

2. If You Liked This...Resource—lists of related titles (for example, If You Liked Twilight You Might Like...)

Please select a young adult title (fiction, nonfiction, manga or graphic novel) published in the last 2 years. To locate titles use the book lists located on the YALSA Website (<http://www.ala.org/yalsa/>) or any current journal. Read the book and then prepare a booktrailer of no more than 3 minutes for that book. If you encounter difficulties creating the trailer, it is expected that you will ask for assistance prior to the day the trailer is due. In other words, do not wait until the day the booktrailer is due to communicate the fact that you ran into trouble.

In addition to the trailer, prepare a resource list that includes books that are similar to the title. The books can be similar in genre, format, style of writing, theme, etc. Use the resources we discussed on January 15th to help you locate titles. The list should include at least 10 titles and should include an annotation for each title. Remember, the annotation is for teens—make sure to use teen-friendly language and to think about what would make a teen want to read the book. Prepare the list as a web resource. In addition to the resource list, please provide me with a list of the reviewing sources you used to develop your resource list.

Post both resources to the web. To submit the url for this assignment go to the Discussion & Private Messages section of Sakai.

Click on Submit Assignments.

Click on Booktrailer & Resource List

Follow directions

Remember, your audience for both of these items is the students so make the resources attractive and appealing to teens! Since both of these resources will be shared on the web, proof-read carefully.

Novel Analysis — (20 points, due April 23)

One of the reasons teens read young adult literature is to see themselves. You have talked to teenagers. We have read about and discussed the characteristics of teens, the developmental tasks they are exploring, their information needs, and the changing social conditions they face today. In this assignment, you will explore how young adult literature exemplifies these topics.

Select one of the young adult **fiction titles** we read this term and prepare an analysis of the novel. Reread the title. As you reread it, think about how the title exemplifies the characteristics, developmental needs, information needs, and changing world of today's teen. Then write a 6-8 page paper that discusses the correlations you discovered. The paper should include references to research literature in adolescent psychology, human development, and library and information science, as well as examples from the young adult title that support your arguments. Please include a full bibliography. I expect you to cite a minimum of three peer-reviewed scholarly books or articles.

Note: This assignment serves as the culminating assignment for this course and should reflect what you've learned this semester.

YALSA-The Hub — (10 points, due by April 23)

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

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.

Please monitor The Hub for 10 weeks during the semester (you choose the 10 weeks). Explore not only the current posts, but 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 (total of 20 tweets). 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'll find that once you get the hang of it it's 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

Twitter names must be posted on Sakai for this assignment by: January 15. Make sure to follow me (@bridge2lit) and your classmates on twitter.

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, due 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'd 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
Teen Reading	25	February 26
Booktrailer & If You Liked This...Resource	20	March 31
Community Map	10	February 12
YALSA: The Hub	10	Before or on April 23
Class Participation	15	Ongoing; self-assessment due April 23
Novel Analysis	20	April 23

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

Undergraduate Grading Scale

A	95-100 "clear excellence", above and beyond what is required
A-	91-94
B+	88-90
B	85-87 - met the requirements of the assignment
B-	81-84
C+	78-80
C	75-77
C-	71-74
D	61-70
F	<61

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	Readings	Notes
<p>Session 1 January 8 Introduction to each other, to the course, and to our perceptions of young adults</p>	<p><i>The 40 Developmental Assets for Adolescents.</i> The Search Institute.</p> <p>YALSA report on the Future of Teen Services (to be released Jan. 6, 2014)</p>	<p>Listen – Phillip Phillips, Home http://www.youtube.com/watch?v=HoRkntoHkIE</p>
<p>Session 2 January 13 What is young adult literature? What kind of information sources do teens use?</p>	<p>Aronson, Marc. “Coming of age: one editor's view of how young adult publishing developed in America.” <i>Publishers Weekly</i> (February 11 2002), 82-6.</p> <p>Bucher & Hinton. Chapter 1</p> <p>Hill, Rebecca. “Gritty, Tough, Edgy, and Controversial.” <i>VOYA</i> (April), 30-32.</p> <p><i>Younger Americans’ Library Habits and Expectations.</i> Read Parts 1,2,&4</p>	
<p>Session 3 January 15 Evaluating & Selection YA Literature & Other Resources</p>	<p>Bucher & Hinton: Chapter 2</p> <p>Scan the lists located at www.ala.org/yalsa/booklists Think about how you might use these in your work with teens.</p> <p>If you have an iPod Touch, an iPhone or an iPad download the YALSA Teen Bookfinder App and explore it. http://www.ala.org/yalsa/products/teenbookfinder</p>	<p>Review the selection tool assigned to you and complete the selection tool worksheet. Be prepared to discuss the selection tool in class.</p>

Session Dates/Topic	Readings	Notes
January 20 & 22	No Class MLK Jr. Holiday ALISE/ALA Conferences	
Session 4 January 27 Who is the adolescent Physical development	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Forward, Introduction, & Chapter 1</i> Anderson, Laurie Halse. <i>Wintergirls</i> . Metzger, Lois. <i>A Trick of the Light</i> .	Watch: Inside the Teenage Brain http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/ Listen – Counting Crows, Anna Begins http://www.youtube.com/watch?v=3LxNvSRTJhE
Session 5 January 29 Who is the adolescent? Cognitive development	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Chapter 2</i> Zusak, Marcus. <i>The Book Thief</i> . Stork, Francisco X. <i>Marcelo in the Real World</i> .	Browse the sections of Teen Health that relate to physical health & development http://kidshealth.org/teen/index.jsp?tracking=T_Home
Session 6 February 3 Who is the adolescent? Emotional & social development	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Chapter 3</i> Fraoli, Sophia & Kaelin, Lauren. <i>When Parents Text...So Much Said, So Little Understood</i> . De la Pena, Matt. <i>Mexican White Boy</i> Green, John. <i>The Fault in Our Stars</i>	Browse these two websites on Healthy Relationships http://www.youngwomenshealth.org/healthy_relat.html http://teenrelationships.org/ Listen – Maroon 5, Hands All Over http://www.youtube.com/watch?v=HQEZ-RiW7X0
Session 7 February 5 Who is the adolescent? Identity development	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Chapter 4</i> Sanchez, Alex. <i>Rainbow Boys</i> . Levithan, David. <i>Boy Meets Boy</i> .	Browse “The It Gets Better Project” website http://www.itgetsbetter.org/ Listen - Lady Gaga: Born this Way http://www.last.fm/music/Lady+Gaga/_/Born+This+Way

Session Dates/Topic	Readings	Notes
Session 8 February 10 Who is the adolescent? Sexuality development	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Chapter 5</i> Hasler, Nikol. <i>Sex: A Book for Teens: An Uncensored Guide to Your Body, Sex, and Safety.</i> Ruby, Laura. <i>Good Girls.</i>	Browse “Go Ask Alice” http://goaskalice.columbia.edu/ Listen – Katy Perry, Teenage Dream http://www.youtube.com/watch?v=98WtmW-lfeE
Session 9 February 12 Who is the adolescent? Spirituality & religion	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Chapter 6</i> Abdel-fattah, Randa. <i>Does My Head Look Big in This?</i> Kashyap, Keshni. <i>Tina’s Mouth: An Existential Comic Diary</i> Weaver, Will. <i>Full Service</i>	Community maps due Post the link in Sakai Browse this website http://fervr.net/ Watch American Muslim Teens Talk http://www.youtube.com/watch?v=jZXr8vBkFpM Listen – Passion, God’s Great Dance Floor http://www.youtube.com/watch?v=R-WOneEXr00
Session 10 February 19 Role of the library and its resources in meeting the developmental needs of teens	<i>The Teen Years Explained: A Guide to Healthy Adolescent Development: Chapter 7</i> Jones, Patrick. “Chapter 3: Maps.” In <i>New Directions for Library Service to Young Adults</i> . Edited by Linda Waddle. ALA, 2002. Jones, Jami L. “I build resiliency: The Role of the School Library Media Specialist.” <i>School Libraries Worldwide</i> , v. 9, no. 2 (July 2003): 90-9.	Be prepared to discuss your community map with the class Use the handout distributed in class to evaluate the effectiveness of one of the following public library websites in addressing the developmental needs of teens. Hennepin County http://www.hclib.org/teens/ PLCMC http://blogs.plcmc.org/libraryloft/ Carnegie Library http://www.clpgh.org/teens/
Session 11 February 24 The Adolescent Reader: What does the research say?	Cole, Pam B. Chapter 2. Kohn, Alfie. “How to Create Nonreaders: Reflections on Motivation, Learning, and Sharing Power.” <i>English Journal</i> 100(1): 16-22. Lesene, Teri S. “Building Reading Ladders” in	Reflect upon your own experiences in middle school or high school as a reader. What book do you remember as having a strong impact on you? How did it affect or influence you? Reread it. What do you think now? Be prepared to share your reflections in class. Browse this website about providing library services to Tweens:

Session Dates/Topic	Readings	Notes
	<p><i>Reading Ladders: Leading Students from Where They Are to Where We'd Like Them to Be.</i> Heinemann, 2009: pp. 46-63.</p> <p>Beers, Kylene. "Choosing Not to Read: Understanding Why Some Middle Schoolers Just Say No."</p> <p>Lesene, Teri S. "Books Tweens Prefer to Read: Some Suggestions from the Kids Themselves." In <i>Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers</i>. Portland, ME: Stenhouse.</p>	<p>http://courseweb.lis.illinois.edu/~crowley8/506tweens/Tween_Programming/Home.html</p>
<p>Session 12 February 26 The Adolescent Reader: What did you learn from your interviews?</p>	<p>Librarian and Teen Interviews Discussion</p>	<p><i>Librarian & teen interview papers due</i> <i>Print out a copy of your paper and bring it to class</i> <i>Be prepared to discuss</i></p>
<p>Session 13 March 3 Promoting YA Literature: Booktalking & Community Reads Guest Speaker: Casey Rawson</p>	<p>Gorman & Suellentrop: Chapter 6</p> <p>Gunter, G., & Kenny, R. (2008). "Digital Booktalk: Digital Media for Reluctant Readers." <i>Contemporary Issues in Technology and Teacher Education</i>, 8(1). http://www.citejournal.org/vol8/iss1/currentpractice/article1.cfm</p> <p>Skim "One Book One Community: Planning Your Community Wide Read." http://www.ala.org/offices/sites/ala.org.offices/files/content/ppo/programming/onebook/files/onebookguide.pdf</p>	<p>View some of the booktrailers found at http://digitalbooktalk.com/?p=13 (the website discussed in the Gunter & Kenny article)</p>

Session Dates/Topic	Readings	Notes
No Class Spring Break March 10-14 Enjoy!		
Session 14 March 17 Promoting YA Literature: Literature Circles	<p>Tatum, Alfred W. "Engaging African American Males in Reading." <i>Educational Leadership</i> v63 no 5 (February 2006), 44-49.</p> <p>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]</p>	<p>Read the short story assigned to your group [PDFs in Sakai]. Complete literature circle role sheet and bring to class.</p> <p>Coville, Bruce. "The Secret of Life, According to Aunt Gladys" from <i>Dirty Laundry: Stories About Family Secrets</i>.</p> <p>Crutcher, Chris. "The Pin" from <i>Athletic Shorts</i>.</p> <p>Flake, Sharon. "Don't Read This" from <i>You Don't Even Know Me: Stories and Poems About Boys</i>.</p>
Session 15 March 19 Multicultural Resources	<p>Ching, Stuart H. D. "Multicultural Children's Literature as an Instrument of Power." <i>Language Arts</i> v83 no. 2 (November 2005), 128-136.</p> <p>Fegar, Mary-Virginia. "I Want to Read: How Culturally Relevant Texts Increase Student Engagement in Reading." <i>Multicultural Education</i>, 13:3 (Spring 2006): 18-19.</p> <p>Kenney, Michelle. "Of Mice and Marginalization." <i>Rethinking Schools</i> 28(1): 14-19.</p> <p>Alexie, Sherman. <i>The Absolutely True Diary of a Part-Time Indian</i></p> <p>Bruchac, Joseph. <i>Killer of Enemies</i>.</p>	<p>Watch: "The Danger of a Single Story" http://tinyurl.com/yq3msk</p> <p>Browse "American Indians in Children's Literature" http://americanindiansinchildrensliterature.blogspot.com/</p> <p>Listen – Blackfire, Silence is a Weapon http://www.youtube.com/watch?v=ALzdbn3mWuE</p>
Session 16 March 24 Multicultural Resources	<p>Morris, V.J.I., Agosto, D.E., & Hughes-Hassell, S. (2010). "Street Lit: Before You Can Recommend It, You Have to Understand It." In D.E. Agosto & Sandra Hughes-Hassell (Eds.) <i>Urban Teens in the Library: Research and Practice</i>. Chicago, IL: American</p>	<p>Browse "Bridge to Literacy for African American Male Youth" http://bridgetolit.web.unc.edu/</p> <p>Listen – Lupe Fiasco, Show Goes On http://www.youtube.com/watch?v=Rmp6zIr5y4U</p>

Session Dates/Topic	Readings	Notes
	<p>Library Association.</p> <p>Van Orman, Karlin & Lyiscott, Jamila. (2013). “Politely Disregarded: Street Fiction, Mass Incarceration, and Critical Praxis. <i>English Journal</i> 102 (4): 59-66).</p> <p>Rawson, C.R. & Hughes-Hassell, S. (2012). “Rethinking the Texts We Use in Literacy Instruction With Adolescent African American Males.” <i>The ALAN Review</i> 39(3): 21-29.</p> <p>Booth, Coe. <i>Tyrell</i>.</p> <p>Magoon, Kekla. <i>The Rock and the River</i>.</p> <p>Johnson, Angela. <i>The First Part Last</i>.</p>	
Session 17 March 31	Booktrailer Presentations	Booktrailers and Resource lists due
Session 18 April 2 Graphic novels/manga	<p>McCloud, Scott. “Comics and the Visual Revolution.” <i>Publisher’s Weekly</i> (October 1993): 47-53.</p> <p>Snowball, Clare. “Teenage Reluctant Readers and Graphic Novels.” <i>Young Adult Library Services</i> v. 3, no.4 (Summer 2005): 43-45.</p> <p>Schwartz, Adam, and Elaine Rubinstein-Avila. “Understanding the Manga Hype: Uncovering the Multimodality of Comic-Book Literacies.” <i>Journal of Adolescent and Adult Literacy</i> v. 50, n.1 (September 2006): 40-49.</p> <p><i>Naruto Volume 1 (Manga)</i></p> <p>Yang, Gene Luen. <i>American Born Chinese</i></p>	Browse: http://topwebcomics.com/?genreid=1

Session Dates/Topic	Readings	Notes
Session 19 April 7 Magazines	Pattee, A. S. "Mass Market Mortification: The Developmental Appropriateness of Teen Magazines and the Embarrassing Story Standard." <i>The Library Quarterly</i> v. 74 no. 1 (January 2004) p. 1-20	Go to a local bookstore, retail store, etc. and browse the magazines. Make a list of the titles you think would appeal to teenagers. Jot down a note for each that tells why. Bring one magazine to class.
Session 20 April 9 Informational Books	Aronson, Marc. "Originality in Nonfiction." <i>School Library Journal</i> , v. 52, no. 1 (January 2006): 42-43. Jones, Patrick. "Nonfiction: The Real Stuff." <i>School Library Journal</i> , v. 47, no. 4 (April 2000): 44-45. Phelps, Stephen. "Critical Literacy: Using Nonfiction to Teach About Islam." <i>Journal of Adolescent & Adult Literacy</i> 54(November 2010): 190-198. Helfer, Andrew. <i>Malcolm X: A Graphic Biography</i> or Lewis, John, et. <i>March, Book One</i> Macy, Sue. <i>Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)</i>	
Session 21 April 14 Databases & Primary Resources	<i>How Teens Do Research in the Digital World</i> . Pgs. 1-57. Pappas, Marjorie L. "Learners as Historians: Making History Come Alive Through Historical Inquiry." <i>SLMAM</i> (June 2007): 18-21. Tally, Bill, & Lauren B. Goldberg. "Fostering Historical Thinking With Digitized Primary Sources" Browse the current and archived editions of <i>The Teaching with Primary Sources Journal</i> http://www.loc.gov/teachers/tps/journal/	Spend at least 30 minutes reviewing the resources available to students through NC Live (http://www.nclive.org/) and NC WiseOwl (http://www.ncwiseowl.org/). Spend at least 30 minutes looking at the following websites that provide primary documents: <ul style="list-style-type: none"> • American Memory Collection: http://memory.loc.gov/ammem/index.html • Documenting the American South: http://docsouth.unc.edu/ • Historical Scene Investigation: http://web.wm.edu/hsi/index.html?svr=www

Session Dates/Topic	Readings	Notes
Session 22 April 16 Intellectual Freedom	Blume, Judy. "Places I Never Meant to Be: A Personal View." <i>American Libraries</i> (June, July 1999): 62-67. Gurdon, Meghan Cox. "Darkness Too Visible." <i>Wall Street Journal</i> . June 4, 2011. Bucher & Hinton. Chapter 4	Browse the ALA's Frequently Challenged Booklists http://www.ala.org/bbooks/frequentlychallengedbooks
Session 23 April 21 Intellectual Freedom Guest Speaker: Kimberly Hirsh	Diaz, Shelley. "Alexie's 'Part-Time Indian' Pulled from West Virginia School Curriculum" SLJ.com (December 3, 2012), http://www.slj.com/2013/12/censorship/alexies-part-time-indian-pulled-from-west-virginia-school-curriculum/ <i>How to Write a Rationale</i> (NCTE) <i>Bridge to Terabithia Rationale</i> by Kent L. Bryson	
Session 24 April 23 Poetry Guest Speakers: Sacrificial Poets	Coleman, Betsey. "Poetry is Contagious: How I Teach My Students to Write Award-Winning Poetry." <i>VOYA</i> , 27 no. 1 (April 2004) p. 17-21. Lipsett, Laura R. "No Need to 'Duck, Run, and Hide': Young Adult Poetry that Taps Into You. <i>The ALAN Review</i> , v. 28, no. 3 (Spring/Summer 2003).	Browse the Sacrificial Poet's website http://sacrificialpoets.org/