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)
- 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

Booktalk and If You Liked This… Resource
(20 points, see syllabus for due dates) – (Note: Upload Resources list and booktalk scripts to Sakai Assignments Folder on day booktalk given.)

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. Booktalks—a presentation designed to motivate teens to check out the books being promoted
2. If You Liked This…Resources—lists of related titles (for example, If You Liked Twilight You Might Like….)

For this assignment, each of you will select one of the books we are reading for this term to booktalk and to prepare a "If You liked This…Resource".

For the "If you Liked This…Resource" - Prepare a resource list that includes books that are similar to the book you have been assigned. The books can be similar in genre, format, style of writing, theme, etc. (Do not include books written by the same author for this assignment). The list should include at least 10 titles and should include an annotation **written for teens** for each title. You may prepare the list as a handout, bookmark, or web resource. If you prepare it has a handout or bookmark, please bring copies for your classmates. If you prepare it has a web resource, please provide your classmates with the URL. In addition to the resource list, please provide me with a bibliography of the reviewing sources you used to compose your list. (Note: Amazon.com & GoodReads are not review sources, although they may refer you to review sources).

For the Booktalk: Prepare a booktalk of no more than 10 minutes that includes the book you were assigned **and** one book from your resource list. Be prepared to present your booktalk to the class the day we are scheduled to discuss the book you were assigned in class. For information about booktalks read: Booktalking Tips (https://ppld.org/teens/booktalking-tips); ABC's of Booktalking (https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=1763&context=cbmr)

Here are two examples of booktalks (the content is good for both; delivery could be better): Smile (https://www.scholastic.com/teachers/videos/teaching-content/smile-video-booktalk/); Inkheart (https://www.youtube.com/watch?v=_kr5MLDnCJw)

Identity Resources Assignment
> *(35 points, see syllabus for due dates) -* **(**Note: Please submit slides (if used), a copy of the matrix, and any other supporting information to Sakai Assignments Folder on day presentation given).

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, cultural, or disability. 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 on the topic.

> <u>**PRESENTATION**</u>
> 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
> - engage the class in a discussion of the novels 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. The book discussion should be structured to engage all of the students in the class.
>
> Remember: 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.

Community Profile & Resources Map—
(20 points, due December 6th) - (Note: Please submit 1 page summary or infographic AND URL for Google Map to Sakai Assignment Folder by 5pm)

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?

Either write a one-page summary of your findings or create an infographic that indicates 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.

YALSA-The Hub & YALSA Blog —
*(10 points, due on or before November 29) – (*Twitter names must be posted on Sakai for this assignment by: August 30st.)

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.

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

NOTE: If you are not comfortable with Twitter, you may record your "twitter" posts on a spreadsheet and turn them into me.

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
Booktalk & If You Liked This…Resource	20	Dates vary
Group Project	35	Dates vary; check syllabus
Hub Monitoring	10	Due on or before November 29
Class Participation	15	Ongoing; self-assessment due November 29
Community Profile Map	20	December 6th

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.

OBSERVANCE OF RELIGIOUS OR SPIRITUAL HOLIDAYS/EVENTS
If you need to miss class to observe a religious or spiritual holiday/event, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

BASIC NEEDS SECURITY
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Also, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Tentative Class Schedule

Session Dates/Topic	Professional Readings	YA Literature
Session 1 **August 23** Introduction to each other, to the course, and to our perceptions of young adults Best practices in teen services What kind of information sources do teens use?	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 *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 30** 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: Lipsyte, Robert. *The Contender.* Hinton, S.E. *The Outsiders*. Zindel, Paul. *The Pigman*

Session Dates/Topic	Professional Readings	YA Literature
Session 3 **September 6** #Ownvoices resources	Cho, Noah. Why I Teach Diverse Literature (blog post) http://the-toast.net/2015/06/10/why-i-teach-diverse-literature/ 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] Kenney, Michelle. (2013). Of mice and marginalization. *Rethinking Schools* 28(1): 14-19. [pdf Sakai] Watch this interview with author Jason Reynolds: http://www.cc.com/video-clips/avk8pe/the-daily-show-with-trevor-noah-jason-reynolds---serving-young-readers-with--long-way-down- 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/	Gansworth, Eric. *If I Ever Get Out of Here.* Menon, Sandhya. *When Dimple Met Rishi.* Thomas, Angie. *The Hate You Give.*

Session Dates/Topic	Professional Readings	YA Literature
Session 4 **September 13** Who is the adolescent *Developmental needs *Problems & concerns Role of the library and its resources in meeting the developmental needs of teens	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 *The 40 Developmental Assets for Adolescents*. The Search Institute. (Make sure to explore the Take Action ideas for each asset) "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* Watch: Inside the Teenage Brain http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/ Jones, Patrick. "Chapter 3: Maps." In *New Directions for Library Service to Young Adults*. Edited by Linda Waddle. ALA, 2002. [pdf Sakai] Jones, Jami L. (2003). I build resiliency: The role of the school library media specialist. *School Libraries Worldwide*, 9(2), 90-9. [pdf Sakai]	Quintero, Isabel. *Gabi: A Girl in Pieces.* Older, Daniel José. *Shadowshaper* Anderson, Laurie. *Wintergirls.*
Session 5 **September 20** The Adolescent Reader: What does the research say?	Kohn, Alfie. (2010). How to create nonreaders: Reflections on motivation, learning, and sharing power." *English Journal* 100(1), 16-22. [pdf Sakai] 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. [pdf Sakai]	

Session Dates/Topic	Professional Readings	YA Literature
	Beers, Kylene. "Choosing Not to Read: Understanding Why Some Middle Schoolers Just Say No."	
Session 6 **September 27** Promoting YA Literature: Literature Circles Guest Speaker: Elaine Cameron Duke School Middle School	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/	Read the short story assigned to your group [PDFs in Sakai]. Complete literature circle role sheet and bring to class. • Confessions of a Black Geek by Olubemisola Rhuday-Perkovich • Sol Painting, Inc. by Meg Medina • Choctaw Bigfoot, Midnight in the Mountains by Tim Tingle
October 4 Sandra at NCSLMA – Meet with your Groups		
Session 7 **October 11** Racial/Ethnic Identity Guest Speaker: Julie Stivers, Librarian Mount Vernon Middle School	*How Racial Identity Affects Performance* http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch6_2011.pdf Complete the Racial Identity Development Module from ProjectReady – Password is SILS	Acevedo, Elizabeth. *Poet X* Reynolds, Jason. *Long Way Down* Woodson, Jacqueline. *Brown Girl Dreaming*
October 18, 2018 **FALL BREAK- NO CLASS**		
Session 8 **October 25** Gender Identity (Group Presentation)	Key Terms and Concepts in Understanding Gender Diversity and Sexual Orientation among Students Separation and Stigma: Transgender Youth and School Facilities	Erickson-Schroth, Laura & Jacobs, Laura A. *You're in the Wrong Bathroom And 20 Other Myths and Misconceptions About*

Session Dates/Topic	Professional Readings	YA Literature
Guest Speaker: Kai Ewing, Librarian UNC	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/	*Transgender and Gender-Nonconforming People* Andrews, Arin. *Some Assembly Required: The Not So Secret Life of a Transgender Teen*
Session 9 **November 1** Sexual Orientation (Group Presentation) Guest Speaker: Jenifer Philips Haverford Public Library	Glossary of Terms (Human Rights Campaign) GLSEN *National School Climate Survey* (pdf) Making Gay History – Listen to two or more of the podcasts. To access them click on the Season buttons near the bottom of the webpage. Review *Defending Intellectual Freedom - LGBTQ+ Materials in School Libraries* https://standards.aasl.org/project/lgbtq/	Lee, MacKenzie. *Gentleman's Guide to Vice and Virture.* Audiobook: Saenz, Benjamin Alire. *Aristotle and Dante Discover the Secrets of the Universe*
Session 10 **November 8** Cultural Identity (Group Presentation **Nonfiction**	Watch the TED Talk The Modern Maze of Cultural Identity by Mashaal Hijazi Yang, Gene Luen. (2007). Printz Award Winner Speech. *Young Adult Library Services*, 6(1), 11-13. [pdf Sakai] Miller, Donna L. (2014). Building Bridges with Cultural Identity Literature*. The ALAN Review.* https://scholar.lib.vt.edu/ejournals/ALAN/v41n3/pdf/millerd.pdf _____ Lesesne, Teri S. (2013). Tell Me a (Real) Story: The Demand for Literary Nonfiction. *The ALAN Review.* https://scholar.lib.vt.edu/ejournals/ALAN/v41n1/pdf/lesesne.pdf Young, Terrell A. et al. (2013). The Role of Design in Nonfiction	Chokshi, Rosani. *The Star-Touched Queen* Yang, Gene Luen. *American Born Chinese* _____ Charleyboy, Lisa & Leatherdale, Mary Beth. *#NotYourPrincess* **AND**

Session Dates/Topic	Professional Readings	YA Literature
	Books: Taking a Closer Look at Moonbird and Other Winners of the YALSA Award for Excellence in Nonfiction. *The ALAN Review.* https://scholar.lib.vt.edu/ejournals/ALAN/v41n1/pdf/young.pdf Robbins, Margaret. (2015). Using Graphic Memoirs to Discuss Social Justice Issues in the Secondary Classroom. *The ALAN Review.* https://scholar.lib.vt.edu/ejournals/ALAN/v42n3/pdf/robbins.pdf	Helfer, Andrew. *Malcolm X: A Graphic Biography* **or** Lewis, John, et. *March, Book One*
Session 11 **November 15** Disability (Group Presentation) Guest Speakers: Dana Hanson-Baldauf, Post Doctoral Researcher Ness Shortley, SILS MLS student	Watch the TED Talk: I'm not your inspiration, thank you very much by Stella Young. Hehir. (2002). "Eliminating Ableism in Education." http://rtcudl.edublogs.org/files/2010/01/Eliminating-Ableism-in-Education.pdf Introduction to Patricia Dunn's *Disabling Characters: Representations of Disability in Young Adult Literature.* [pdf Sakai]	Bardugo, Leigh. *Six of Crows* Oshio, Mark. *Anger is a Gift.*
	Thanksgiving – November 22 **NO CLASS**	
Session 12 **November 29** Graphic Novels & Manga	Chun, C.W. (2009). Critical literacies and graphic novels for English-Language learners: Teaching Maus. *Journal of Adolescent & Adult Literacy* 53(2), 144-153. [pdf Sakai] Gavigan, K. (2011). More Powerful than a Locomotive: Using Graphic Novels to Motivate Struggling Male Adolescent Readers. JRLYA Hughes, J. M., King, A., Perkins, P., & Fuke, V. (2011).	Wilson, G. Willow. *Ms. Marvel Volume 1: No Normal* *Naruto Volume 1 (Manga)* **[Before you read this book read: 4 Ways to Read Manga - https://www.wikihow.com/Read-Manga]** ***Class participation self-evaluation due**

Session Dates/Topic	Professional Readings	YA Literature
Picture Books	Adolescents and "autographics": Reading and writing coming-of-age graphic novels. *Journal of Adolescent & Adult Literacy*, 54(8), 601–612. https://ila.onlinelibrary.wiley.com/doi/pdf/10.1598/JAAL.54.8.5 MacDonald, H. (2013). How graphic novels became the hottest section of the library. *Publishers Weekly.* http://www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/57093-how-graphic-novels-became-the-hottest-section-in-the-library.html Browse No Flying, No Tights - http://noflyingnotights.com/ Browse: Diamond Bookshelf http://www.diamondbookshelf.com/Home/1/1/20/163 _____ 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	
Session 13 December 6	Wrap up and reflections.	