INF 382F—MATERIALS FOR YOUNG ADULTS

FALL, 2008
Unique No. 27895
Class Unique No. Meeting Time Th 6:30 to 9:30 p.m.
Location SZB 464

COURSE DESCRIPTION

INF 382F Materials for Young Adults - Evaluation, selection, and use of books and other media to meet the needs of young adults of junior and senior high school age. Surveys briefly the reading experience, psychology of adolescence, and reading interests of young adults. Extensive reading and viewing is required.

COURSE OBJECTIVES

The overall objective of INF 382F is to gain knowledge and increase understanding of media for youth and to discuss ways and means of integrating media into educational and recreational service programs.

General Objectives

1. To increase knowledge and understanding of materials for young adults
2. To increase knowledge and understanding of the general social and psychological characteristics of young adults and their culture and to relate such concepts to the selection and critical evaluation of media for adolescents
3. To increase knowledge and understanding of selected information needs of young adults (related to sex, drugs, recreation, etc.)
4. To raise and increase knowledge and understanding about significant issues and problems in the area of young adult materials and library services
5. To consider methods appropriate for the critical evaluation of materials, problems, and issues arising in the field of young adult materials

Specific Objectives

1. To introduce and review basic social and psychological characteristics of youth and youth culture
2. To introduce and review basic reading, listening, and viewing habits and interests of youth
3. To introduce and critique criteria and procedures for selecting media for youth
4. To introduce and critique examples of media for youth
5. To introduce and discuss significant issues and problems in young adult materials including sexism and sex roles, sexuality, sex information for youth, drugs, alcohol and smoking, racism, and ageism
6. To introduce problems, procedures, and principles in relation to censorship of materials for adolescents
Competencies
Competencies are to be gained through background reading in psychology, sociology, review of media items and discussion of professional issues as revealed in the professional literature. The key procedures will be reading, reviewing, and discussion.

TOPIC OUTLINE AND ASSIGNMENTS OVERVIEW

Introduction to Adolescence Culture

What is an adolescent?
Concept of adolescents in today’s society
Adolescent developmental needs and library/information services
Interests of youth

Significant Issues and Questions in Adolescent Materials and Services

Sex Roles, Sexism, Sexuality and Sex Information
Multiculturalism

Literature

Introduction to Adolescent Novels
The Adolescent Novels
Traditional Novels
The "New" Novels
The Popular Adult Novel and Short Story

Censorship and Intellectual Rights, Freedom of Speech Issues

Censorship of Library Materials
Court Rulings Affecting Rights of Young People

Culture, History, and Current Society

Cultural Tradition
Biography and Personal Narratives
Current Events (e.g., social issues)
History, Events
Science and Technology
Folklore and mythology
The Arts (Music, Drama, Dance, Poetry)
CLASS PROCEDURES

Procedures to be used in this class will include primarily lecture, discussion and small group work. Initial emphasis will be placed on reviewing important research studies on youth culture conducted primarily in the social and behavioral sciences and relating these findings to the selection and evaluation of materials for adolescents. Based on these findings, various media will be examined in relation as to how they: (1) increase understanding of and empathy toward adolescents on the part of adults who work with adolescents in a helping relationship; and (2) relation to the emotional and psychological needs of adolescents themselves.

ASSIGNMENTS AND EXAMINATIONS

Exams

Two exams will be administered during the course. See dates in schedule. Some portions of all exams will require some library and lab work in preparations for them. Students should allow that in planning their time. For example, you will be asked to review certain selection aids, booktalking guides, and instructional videos in preparation of both exams. In addition, individual titles have been assigned for discuss at certain times during this course. Be sure and check the schedule and be prepared for these discussions.

Review Panel

You will be assigned to a review panel in order to review a selected of books from the class bibliography and other recent publication. Specific instructions will be provide early in the course. These review panels will occur at different times during the course depending on topics under discussion.

If the class enrollment is small, we way use a single or two-person report venue instead of a panel format.

Group Discussions

In order to provide practice in learning to professional evaluate materials, we will spend a good amount of class time in groups discussing materials. You will be given instructions on what types of materials to find and bring to class and to share with the class. We will form into small groups and will each talk about the materials selected for review. You will be given credit for your participation, attendance, and a written personal assessment of your experience in these group discussions.
Film Review Project and Instructions

Review and write professional level annotations on at least 10 film products suitable for use with young adults in library and educational settings. This paper will probably run around 10 pages depending on the length of your reviews (e.g., from 200 to 300 words). Follow instructions for annotations writing as discussed in this class. Remember that you are writing your reviews for a professional audience that must make purchase decisions based on your reviews. In your report state why you selected the films you did for review. But do not include your reasons as a part of your annotations. These remarks will be given as a side notes following each annotation. Many good films can be found in the AV Library, Undergraduate Library. I will provide a list of sample titles to get you started. You can also find suitable films at local public libraries and district school libraries.

Dismissal of classes

Following standard university procedures, you will be dismissed at least 10 minutes before the end of the scheduled time.

SCHEDULE AND ASSIGNMENTS

Aug. 28  Introduction of course
          Introduction to Youth Culture and Library/Information Needs
          Interests of Young Adults
          Selection aids group assignment

Sept. 4   Techniques for writing professional annotations and reviews
          Introduction to basic selection aids

          For Sept.11 prepare to discuss a Harlequin novel as an example of sexism and gender roles and Burrows (see textbook list)

Sept. 11  Gender Roles and Sexism
          Discussion of Harlequin novels as examples of sexism and gender roles
          Sex Education: Characteristics and Issues
          Discussion of Burrows

          For Sept. 18 prepare to discuss Sterling (see textbook list)

Sept. 18  Multiculturalism:
          Health Issues
          Characteristics and Issues
          Discuss Sterling

          For Sept. 25 be prepared to discuss Tex (see textbook list) as an example of the new, realistic junior novel.
SCHEDULE AND ASSIGNMENTS (cont.)

Sept. 25  Introduction to the Adolescent Novel
  Characteristics and examples of the
  "Traditional and "new" adolescent novel
  Discussion of Tex and The Geography Club examples of the "new" novel.
  
  For Oct. 2 be prepared to discuss Paterson and Yolan (see textbook list)

Oct. 2  Historical fiction, Fantasy, and Science Fiction
  Characteristics and Examples
  Discuss Paterson and Yolan

  For Oct. 9 prepare for exam I

Oct. 9  Exam I
  Covers:
  Youth culture and interests
  Gender roles and sexism
  Sex education
  Multiculturalism
  Annotation and review writing
  Selection aids
  Adolescent Novels
  
  For Oct 16 prepare to discuss Comier and Blume (see textbook list) as examples of
  fiction subject to censorship attempt

Oct 16  Censorship
  Discuss as case examples Comier and Blume

  For Oct. 23 prepare to discuss Potok (see textbook list)

Oct. 23  The Adult Novel for the Young Adult
  Characteristics and examples
  Discuss Potok
  Booktalking as a program technique

  For Oct 30, prepare to discuss Dash

Oct 30  Biography
  Characteristics and examples
  History and Current Events
  Characteristics and examples
  Discuss Dash

  For Nov. 6 prepare to discuss Schwartz (see textbook list)
SCHEDULE AND ASSIGNMENTS (cont.)

Nov. 6       Science and Technology
             Characteristics and examples
             Discuss Schwartz
             Characteristics and examples

             For Nov. 13 prepare to discuss Hayes

Nov. 13      Folklore and Mythology
             Characteristics and examples
             Discuss Hayes

             For Nov. 20 prepare to discuss Miller

Nov. 20      Fine arts
             Characteristics and examples
             Discuss Miller

             For Dec. 7 prepare for Exam II
             Film project due

Nov. 27      Thanksgiving holiday

Dec 4        Exam II

             Covers:
             Booktalking
             Censorship and managing challenged materials
             Adult novels, and significant literature
             Biography, current events, history
             Folklore, mythology
             Fine arts, poetry
             Science, technology
             Selection aids

GUIDE TO GRADED ASSIGNMENTS AND VALUES

Exams and Projects

1. EXAM I. Scheduled for Oct. 9  25%
2. EXAM II. Scheduled for Dec. 4  25%
3. Film Review Project due Nov. 20  20%
4. Review Panel TBA  20%
5. Participation, ongoing  10%
Participation

Throughout this class you will be expected to discuss some of the issues in small groups as well as in large class discussions. Your class participation grade will be based on your participation in these formats. Class participation is worth 10% of your total grade.

Guidelines for Group/Class Discussion Grade

1. Regular attendance
2. Willing and active participation (e.g., quick to form into groups and to get things underway)
3. Display of positive attitudes
4. Appear to understand the instructional nature and reasons for group work (e.g., help facilitate the group toward learning experiences)
5. Good management of group time and environment (e.g., appear to manage time well and to help the group move along in a timely fashion and make good use of the limited environment, such as seating, noise control, etc.)

INSTRUCTIONAL REASONS FOR GROUP WORK

1. Provides for more active participation of all class members and promotes variety in class activities by placing less emphasis on professor-centered lectures and class reports
2. Provides for a more open environment for class discussion among class members, especially students who are less inclined to speak up in class
3. Provides a means of class networking and assistance beyond the scheduled class time
4. Provides a means of helping students learn and practice professional skills involved in professional communication, such as the oral evaluation of media
5. Provides a means of helping students become exposed to differing points of view and helping them to professionally evaluate differing views
6. Provides a means of experiencing and analyzing basic group dynamics common to all types of task work group

Grading Values

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\begin{align*}
A &= 100 - 93 \\
B+ &= 92 - 89 \\
B &= 88 - 84 \\
B- &= 83 - 80 \\
C &= 79 - 70 \\
D &= 69 - 60 \\
F &= 59 \text{ and below}
\end{align*}
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Important Dates

In addition to the assigned readings to be discussed in class (see schedule), remember these dates also:

Oct. 9      Exam I
Nov. 20     Film Project (reviews) due
Dec. 4      Exam II
TBA         Panel discussions
Ongoing     Group Participation

TEXT MATERIALS AND RESOURCES

Text Material

Bailey, Jacqui.  *Sex, Puberty, and All That Stuff* (required read)
Blume, Judy.  *Forever.* (required read)
Cormier, Robert.  *The Chocolate War.*
          (required read - if out of print, check local libraries)
Donelson and Nilsen. *Literature for Today's Young Adults 8th ed.,* 2008 (recommended)
Hartinger, Brent.  *The Geography Club* (required read)
Hayes, Joe.  *La Llorona: The Weeping Woman.* (required read)
Hinton, S. E.  *Tex.* (required read)
Miller, Arthur.  *Crucible.* (required read)
Paterson, Katherine.  *Jip, His Story.* (required read)
Potok, Chaim.  *The Chosen.* (required read)
Schwartz, Joseph and Michael McGuinness.  *Einstein for Beginners.* (required read)
Sterling, D.  *We Are Your Sisters.* . . . (required read)
University of Texas.  *LIS 382F Class Manual.* (required purchase)
Yolen, Jane.  *Dragon's Blood.* (required read)

Assigned materials are on reserve in PCL. Many are available in local public and school libraries.

Donelson and Nilsen Readings

Because the Donelson-Nilsen text is not organized as this course is presented, you are asked to use these assignments as a guide to finding topics as they are presented in class. The new edition presents up-to-date recommended and films Please use those to keep abreast of new items. You are
encouraged to select materials that reflect the course and your own personal interests. Items below reflect general areas that reflect course content:

- General non-fiction
- Literary tradition, science fiction, fantasy
- Censorship and managing challenged materials

**Selection Aids**

You will be asked to examine at least 10 selection aids during this course. You will be told some of the selection aids to examine, others may be of your own choosing. Please plan your time accordingly. If 10 titles are not suggested by me, please make sure that you have 10 selection tools for discussion in the exams and/or group work.