

## CLSC 848: MEDIA FOR ADOLESCENTS

**The Catholic School of America  
School of Library and Information Science  
Saint Charles Borromeo Catholic Church, Arlington, VA  
Wednesdays, 5-7:30**

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### Course Purpose and Intended Audience

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

### Course Description

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

### Course Objectives

#### ALA/AASL Standards for the 21<sup>st</sup> Century Learner:

##### **Learners use skills, resources, and tools to:**

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

##### **Skills:** The student will be able to

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

##### **Dispositions:** The student will be able to

1. demonstrate a personal and professional interest in reading
2. connect YA media to curricular standards of learning

**Responsibilities:** The student will be able to

1. appreciate the importance of and express a commitment to lifelong learning by reading widely and critically in the field of YA literature
2. participate in the social exchange of ideas, both electronically and in person

### Course Materials

An active account with Live Text (see [www.livetext.com](http://www.livetext.com))

Nilsen, Alleen P. and Kenneth L. Donelson. *Literature for Today's Young Adults*. Eighth edition. Boston: Allyn & Bacon, 2008.

*The Outsiders* by S.E. Hinton

*Speak* by Laurie Halse Anderson OR *Because I Am Furniture* by Thalia Chaltas

*Paper Towns* by John Green

*If I Stay* by Gayle Forman or *Thirteen Reasons Why* by Jay Asher

*Athletic Shorts* by Chris Crutcher

*Tyrell* by Coe Booth OR *Rooftop* by Paul Volpini

*Monster* by Walter Dean Myers

*Hunger Games* by Suzanne Collins

*The Lightning Thief* by Rick Riordan

*American Born Chinese* by Gene Yang OR *The Arrival* by Shaun Tan

*The Surrender Tree* by Margarita Engle or *The Poet Slave of Cuba* by Margarita Engle

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

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

### Course Format

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

### Course Requirements

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

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

**Basis for Grading**

The following grading scale will be used:

A	94-100	A-	90-93	B+	86-89
B	82-85	B-	78-81	C	70-77
F	Below 70				

Grades for the course will be determined as follows:

Attendance and Class Participation	10
Book Cards	20
Online Discussions/Assignments	15
Booktalk	5
YA in the News reports (2)	5
Printz Evaluation	5
Reading Promotion Unit	15
Thematic Bibliography	15
Final Assignment/Exam	10
<b>Total</b>	<b>100</b>

Description of Graded Items:

1. Attendance and Class Participation: Students are expected to attend all face-to-face classes and participate in the online meetings/discussions. A student with an excused absence may earn credit for the missed course by completing an extra assignment. Contact the instructor for details.
2. Michael Printz Award winner: Investigate the history of the ALA-sponsored Michael Printz Award (see [www.ala.org](http://www.ala.org)). Select and read one of the winning or honor titles. Using the criteria for evaluation explained in the text, evaluate that title's story development, character development, theme, and format. Read published reviews. What separates this title from the others published that year? What links it to other YA works? The evaluation will be presented to the class on March 3.
3. Booktalk Cards: Booktalking is an important skill, which must be developed through practical study. Students will begin learning how to "sell books" to teen readers in the first few sessions. A template for booktalk cards will be individually created at this time, and students will immediately implement the cards as they complete each of their novels. The information on the cards should include:
  - author, title, genre, and reading level;
  - the book's setting, subjects, themes, main characters, and brief plot summary;
  - strategies for hooking the audience's attention;
  - methods for presented the content of the book based on a plot-based, scene-based, character-based, or mood-based approach;
  - SOLs which the book may support or address;
  - and one suggestion for how that book could be taught/incorporated into classroom instruction.

Students should complete each booktalk card soon after completing the book itself; the card can serve as a tool during oral presentations when students are asked to share their reading selections. At the end of the course, students will present their booktalk card collection to the instructor for final evaluation.

4. Online Discussions: On Jan. 27, Feb. 24, Mar. 17, and April 7, students will meet online (via Blackboard and/or LiveText). Discussion may be prompted by an activity, an article or a question OR there may be a reading prompt or quote which students may be asked to give a response. Be sure you can log into both Blackboard and LiveText by the second week of class.
5. Booktalks: Students should come prepared to booktalk a title that they have read for that week. Each student will give at least one “formal” booktalk in front of the class.
6. YA Literature in the News: Two times during the course, students should bring in one item from the popular news media concerning young adult literature or the reading habits of young adults. Choose items from sources the general public would read, NOT from sources such as School Library Journal, [www.ala.org](http://www.ala.org), a library listserve, etc. Bring a copy of the item to class and prepare to share it and to discuss how it relates to this course.
7. Reading Promotion Unit: Teen Read Week occurs the third week of October each year. Your assignment is to prepare for Teen Read Week 2010. How will your secondary school celebrate this week? Design/Plan as if you were the librarian in charge of the entire celebration and you want to make the week memorable and unique to your school’s needs and interests. Bring something in that you would’ve created to support this celebration.
8. Thematic Bibliography: Create an **annotated** bibliography of 12 young adult titles using at least 3 different types of media on one of the topics OR one of the archetypes (discussed on pages 324-330 in the text) below. Include/attach a short narrative section in which you identify and describe your audience and the purpose for which you have created this bibliography.

#### TOPICS

Family relationships	Alcoholism
Dating	Physical differences
Disillusionment	Death and dying
Drugs	Careers
Sexually transmitted diseases	Sexual orientation
Gender issues	Heroes
World War I	World War II
Vietnam War	Persian Gulf War
Civil War (US, 1861-65)	Terrorism
Premarital sex	Racism
Role models	Sexuality
Suicide	Weight issues
Identity (who am I/where am I going?)	Mental illness
Loss	Patriotism
Education	Interpersonal relations
Fathers/sons	Mothers/daughters
Teacher/student relations	Self-esteem
Growing up Asian-American, Hispanic, Black, Native American, etc.	

#### ARCHETYPES

The Innocent Embarking on a Journey  
 The Archetypal Seeker  
 The Junex vs. Senex  
 The Orphan  
 The Caregiver  
 The Sage  
 The Friend  
 The Lover  
 The Warrior, the Hero, the Villain or Destroyer  
 The Ruler  
 The Fool and the Trickster  
 The Magician  
 The Creator

9. Final Assignment/Exam

### Academic Honesty Policy

The University policy is available at <http://policies.cua.edu/academicundergrad/integrity.cfm>. Please review this policy.

### ADA Accommodation

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

#### **Basic Agenda and Reading Assignments (dates in BOLD indicate in-person class meetings!!)**

<u>Date</u>	<u>Topics</u>	<u>Before the NEXT class meeting</u>
<b>Jan. 13</b>	Introduction, History of YA, Booktalking Feature: YA Awards	Nilsen and Donelson, Chapters 1-2 <i>The Outsiders</i> (Hinton) Contemporary Realistic Fiction: Nilsen and Donelson, Chapter 4
<b>Jan. 20</b>	Contemporary Realistic Fiction Feature: Graphic Novels	(continue with CRF) <i>Paper Towns</i> (Green) <i>Tyrell</i> (Booth) or <i>Rooftop</i> (Volpini) 1 book (CRF) of your choice
Jan. 27	ONLINE DISCUSSION	Poetry, Drama, Humor, and New Media: Nilsen and Donelson, Chapter 5 Graphic Novels— <i>American Born Chinese</i> (Yang) or <i>The Arrival</i> (Levitz) <i>Monster</i> (Myers) <i>The Surrender Tree</i> (Engle) or <i>The Poet Slave of Cuba</i> (Engle)
Feb. 3		1 book (P,D, H & NM) of your choice
<b>Feb. 10</b>	Feature: Picture Books	Adventure, Sports, Mysteries, and the Supernatural: Nilsen and Donelson, Chapter 6 <i>Athletic Shorts</i> (Crutcher) 2 books (A,S, M & S) of your choice
Feb. 17		Fantasy, Science Fiction, Utopia, Dystopia: Nilsen and Donelson, Chapter 7 <i>The Lightning Thief</i> (Riordan) <i>The Hunger Games</i> (Collins)

Feb. 24	ONLINE DISCUSSION	1 books (F, SF, U, D) of your choice <i>Speak</i> (Anderson) OR <i>Because I Am Furniture</i> (Chaltas)
<b>Mar. 3</b>	Printz Evaluation Presentations Booktalks Feature: Renewed Classics	Historical Fiction, Books about War, Literature of the Holocaust: Nilsen and Donelson, Chapter 8 2 books (HF, BW, LH) of your choice
Mar. 10	CUA BREAK—no class meeting	
Mar. 17	ONLINE DISCUSSION	<i>If I Stay</i> (Forman) OR <i>Thirteen Reasons Why</i> (Asher)
<b>Mar. 24</b>	Reading Promotion Unit Presentations Booktalks	Informational Books, Memoirs, Biographies, Autobiographies: Nilsen and Donelson, Chapter 9 2 books (IB, M, B, A) of your choice
Mar. 31	Spring Breaks Across Area—no class meeting	
<b>Apr. 7</b>	EITHER ONLINE DISCUSSION or MAKE-UP CLASS MEETING	Censorship: Nilsen and Donelson, Chapter 12
Apr. 14	ONLINE MEETING	
Apr. 21	Thematic Units Due via LiveText	
<b>Apr. 28</b> May 5	Booktalk Cards Due Final Exam (online)	

Assignment Title: Booktalk Preparation and Delivery

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

Relationship to Course Objectives:

Course (Learning) Objective	Evidence/Source	Comments
Become familiar with the richness and variety of YA media	Read 20 examples from these genres/popular formats: <ul style="list-style-type: none"> <li>• Contemporary realistic fiction</li> <li>• Urban fiction</li> <li>• Graphic novel/New Media</li> <li>• Poetry/verse novel</li> <li>• Drama</li> <li>• Humorous novel</li> <li>• Adventure</li> <li>• Science fiction (including Utopias/Dystopias)</li> <li>• Fantasy</li> <li>• Sports fiction</li> <li>• Mysteries</li> <li>• Historical fiction</li> <li>• Books about War/Holocaust Literature</li> <li>• Informational books</li> <li>• Biography/autobiography/memoir</li> </ul>	
Evaluate each work	Create booktalk cards for each work read	
Deliver booktalk to audience	Deliver to class	

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

The Rubric

Focus/Demonstration	SCALE				
	Exceptional (4)	Above Average (3)	Average (2)	Below Average (1)	Unmet (0)
Read 20 books	20 read; selections represent all 15 genres/popular formats	20 read; selections represent at least 13 genres/popular formats	20 read; represent at least 10 genres/popular formats	18 read; represent at least 9 genres/popular formats	Less than 18 books read
Booktalk cards for each book	20 cards; detailed information on plot, character, setting, suggestions for booktalking ideas, supplementary	20 cards; detailed information on plot, character, setting, suggestions for booktalking ideas; missing	20 cards; some cards missing detailed	Less than 20 cards thoroughly completed	Less than 18 cards; some missing detailed information

	props, links to hook book	supplementary props or suggested book hooks	information		
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Assignment Title: Reading Promotion Unit –Teen Read Week

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

Relationship to Course Objectives:

Course (Learning) Objective	Evidence/Source	Comments
Promote reading in school  Incorporate popular medium/media	<ul style="list-style-type: none"> <li>• Create theme for event</li>   <li>• Trademark (____@ your library)</li> <li>• 3 correlated activities                             <ul style="list-style-type: none"> <li>○ 1 involves student population</li> <li>○ 1 involves staff</li> <li>○ 1 involves entire school community</li> </ul> </li>   <li>• Week’s activities in secondary school setting</li> </ul>	

The Assignment: Create a plan for one week celebrating reading for secondary school students in a school or public library setting.

Step III: The Rubric

Focus/Demonstration	SCALE				
	Exceptional (4)	Above Average (3)	Average (2)	Below Average (1)	Unmet (0)
Original theme with a tie to popular genre or a	Catchy theme incorporates popular interests, tied to genre or series, and incorporates	Catchy theme incorporates popular interests, tied to genre or series; missing	Catchy theme linked to popular culture without link to literature	Weak theme; theme unsupported by activities or supporting	No theme; no sense of popular YA culture

series	technology	link to technology		literary suggestions	
Activity 1—for students	An activity related to theme with appeal to all types of students, particularly reluctant readers, which encourages participation from all readers despite gender or reading ability		Activity has limited appeal or participation from all types of readers		Activity is not related to theme; little enthusiastic student participation
Activity 2—involves staff	An activity related to the theme which involves staff participation and interests student celebrants		Activity has limited staff participation		Activity is not related to theme; little enthusiastic staff participation
Activity 3—for community	An activity related to the theme that incorporates students, staff and the local community in celebration and support of increased reading		Activity has limited community participation		Activity is not related to theme; little enthusiastic community participation
<b>Focus/Demonstration</b>	<b>SCALE</b>				
	<b>Exceptional (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Unmet (0)</b>
Follow-up support	Evaluative element that incorporates feedback ; plan that encourages year-round focus on developing literacy incorporating information learned from three activities	Evaluative element; attempt to incorporate new knowledge from staff and students to increase literacy	Evaluative element; attempt to incorporate new knowledge from students to increase literacy	Evaluative element; no plan to incorporate new information into existing program	No evaluative element

Assignment Title: Thematic Bibliography

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

Relationship to Course Objectives:

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

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

Step III: The Rubric

Focus/Demonstration	SCALE				
	Exceptional (4)	Above Average (3)	Average (2)	Below Average (1)	Unmet (0)
Introductory section	Audience is clearly targeted by grade level, ability level, and school unit/assignment. Purpose of bibliography and suggestions		Audience is clearly targeted by grade level, ability level, and school unit/assignment. No suggestions for practical use of the pamphlet.		Section fails to identify bibliography's audience as well as the purpose of its creation.

	bibliography's intended usage are included.				
Media Selection	12 annotations; at least 2 selections of 3 different media types; clear description of the work and why it was selected for this bibliography	12 annotations; at least 2 selections of 3 different types of media; functional description of the work and its purpose in this bibliography	12 annotations; 3 different types of media represented in the bib; citations with fewer than 5 errors; functional description of the work and its purpose in this bibliography	12 annotations; 3 different types of media represented in the bib; citations with fewer than 5 errors; functional description of each title	Less than 12 annotations; less than 3 types of media represented in the list; citations contain more than 5 errors
Final product	Incorporates images in colorful pamphlet design; flawless source citations; professional appearance	Incorporates few images in pamphlet design; fewer than 2 errors; professional appearance	Primarily text-filled pamphlet; contains up to 4 errors	Primarily text-filled pamphlet; contains up to 6 errors	Primarily text-filled pamphlet; contains more than 6 errors

Applicable Course Goal: Evaluate award winning literature

Relationship to Course Objectives:

Course (Learning) Objective	Evidence/Source	Comments
Standard Evaluation Criteria	Evaluate the award-winning title on: <ul style="list-style-type: none"> <li>• Plotline/story development</li> <li>• Character development</li> <li>• Message/theme</li> <li>• Format/presentation</li> <li>• Use of professional reviews</li> </ul>	
Presentation Skills	Utilize PowerPoint to present evaluation and highlight title	

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

Step III: The Rubric

Focus/Demonstration	SCALE				
	Exceptional (4)	Above Average (3)	Average (2)	Below Average (1)	Unmet (0)
Story development/plotline	Elements of plotline are addressed including exposition, hook, rising action, climax, and resolution	Four of the five elements are addressed in evaluation	Three of the five elements are addressed	Two of the five elements are addressed	Less than two elements are addressed
Character development	Protagonist, antagonist, and other significant characters are evaluated	Protagonist and antagonist are discussed and evaluated	Protagonist and antagonist mentioned; little discussion on their development	Protagonist discussed and evaluated	Protagonist described; no discussion of characters evolution
Message/theme	Effectiveness of genre to deliver theme is discussed in depth as well as relevance to YA	Theme is discussed at length; relevance to YA world mentioned; little reference to	Theme is discussed; relevance to YA world noted; linked to one other similarly themed	Theme described; relevance to YA world noted	Theme described; no mention of relevance to YAs or other similarly

	readers; title is linked to other similarly themed works	other similarly themed titles	works		themed works
Format/presentation	Title's format is discussed at length; pagination, illustrations, presentation addressed; comparison with other titles is detailed	Title's format is discussed at length; pagination, illustrations, presentation addressed; little comparison to existing works	Title's format is discussed; pagination, illustrations, presentation addressed; no comparison to existing works	Title's format is discussed; no mention of format details	No discussion of format

Focus/Demonstration (cont'd)	SCALE				
	Exceptional (4)	Above Average (3)	Average (2)	Below Average (1)	Unmet (0)
Professional Reviews	Several professional reviews consulted and discussed in context to student's evaluation and reflection	Two reviews mentioned; student's perception of evaluations clear	Two reviews addressed; no personal reflection	One review Addressed	No professional reviews
Presentation of Evaluation	Presentation is error free in mechanics	1-2 errors in mechanics	3-4 errors in mechanics	5 errors	More than 5 errors

**Syllabus changes:**

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