I. Course Title and Number
   Library Services 452 / 652
   Books and Non-Print Materials for Adolescents and Adults

II. Semester Credit Hours
    3 semester credit hours

III. Catalog Description/Purpose
   This course consists of the identification of and familiarization with adolescent and young adult library materials. This class will explore curriculum standards, literature, and non-fiction resources that are motivating to young adult readers. Emphasis in this course will be placed on motivation for reading, aligning curriculum objectives with high interest literature, and reading strategies that are effective with young adult readers’ instruction.

IV. Rationale
   Teachers must be cognizant of motivation for reading, curriculum standards, high interest literature, and instructional support for young adult readers. This course is designed to acquaint the pre-service classroom teacher (grades 5-12) with current research and practice relevant to the philosophy and skills that underlie teaching young adult readers including content area related reading.

V. Teacher Education Model
   The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies, which can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with students of culturally diverse backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to diverse learners and the use of technology and assessment as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “Educator as a Facilitator of Learning” is expected to develop:

   Knowledge, Skills, and Application
   Reflective Practice
Professional and Ethical Behavior

VI. Performance-based Outcomes/Learning Activities
This course meets the State Matrix Knowledge and Skills for: Reading Education 1a-1i, Student Development 2a-2h, Curriculum 3a-3f, Learning Expectations 4a-4j, Assessment Strategies 5a-5f, Reflective Practice 6a, 6c, Community Context 7a-7e, Teacher Preparation Program Content 1a-1g, Field Experience 2b-2c

Knowledge:
The student will:
A. Understand what makes young adult literature distinctive.
B. Identify book genres and influential authors.
C. Learn the social, cultural, and socioeconomic issues facing young adults.
D. Demonstrate working knowledge of pedagogical strategies to enable adolescents to become independent readers.
E. Know and demonstrate the integration of reading instruction across all subject areas.
F. Identify and design appropriate strategies to improve literacy skills of all students.
G. Develop an awareness of the use of young adult literature as bibliographic therapy.

Skills:
The student will
A. Plan and orchestrate appropriate reading experiences for all students.
B. Develop the ability to help students build vocabulary and background knowledge necessary for comprehension.
C. Use information about the learning needs of diverse learners including students with limited English proficiency to establish high expectations and design learning experiences that meet the needs of all students.
D. Understand the responsibility to collaborate with other classroom teachers, support staff, and parents as partners in their children’s education.

Dispositions:
The student will display
A. Professional behavior by exhibiting responsible and appropriate behavior to all instructors and staff.
B. Professional behavior by attending class on time and turning in assignments for successful completion. (Drop in letter grade on the 2nd unexcused absence for a night class)
C. Professional behavior by providing written documentation of any absence the first day returning to class. Late work must have medical excuse attached.
D. Professional behavior by adhering to the University of Tennessee at Martin honor code and policies regarding any assignments.

TEACHER CANDIDATE DIVERSITY PROFICIENCIES
1. Identify and address his/her own biases. (RP)
2. Be completely comfortable with classroom discussion on diversity topics. (PEB)
3. Consider ethnicity when designing instruction. (RP)
4. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
5. Value racial diversity as an integral component of educational systems. (RP)
6. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
7. Understand gender related issues relating to teacher questioning strategies. (KSA)
8. Understand the unique needs of linguistically diverse learners. (KSA)
9. Increase personal tolerance for religious diversity. (RP)
10. Increase personal tolerance for persons of all sexual orientations. (RP)
11. Understand variations in regional speech and attitudes. (KSA)

VII. COURSE CONTENT
1. Students will be required to attend every class and participate in class discussions, read the text, take notes, participate in activities, watch and discuss films, and present projects. Classroom activities will account for approximately 13% of grade.
2. Students will read and experience material that fosters an appreciation for young adult resources & materials. A reading contract (on time for 10 points of grade) consisting of ten YA books from various genres, 9 reading responses & one presentation will be agreed upon by individual students and teacher. Completion of the contract is REQUIRED in order to pass.
3. A reading response journal following a particular outline will be typed and submitted on each book except the presentation book. Reading responses will account for 18% of the grade.
4. Students will be required to complete a bibliography with books and non-print material for a specific adolescent interest or concern and to make a related presentation. (10%).
5. Students will demonstrate effective strategies for reading with young adults by making a presentation on one book and its author including the book’s content, background, critique, and teaching ideas. Normally consists of a power point presentation and leading a class activity about the book 10% of grade.
6. Students will critique 5 presentations on discussion board. 10% of grade. Last name A-M will critique five presentations before mid-term. M--Z will critique five presentations from Mid-term to end of semester.
7. (Undergraduate students only). Students will read and report on two journal articles pertaining to teaching young adult literature. Articles must be approved in advance. Follow the format given. (Correct APA citation format required, skip one line, 5-10 sentence summary, skip one line, 5-10 sentence critique, evaluation, and reaction, double space) Staple the article to the back of the report. Students may be asked to present these in class. (7 % each on final grade or 14% for the 2)
8. Students will submit a comprehensive academic notebook of class notes and handouts, teaching activities from the presentations, journal articles, and reading response journals. (5%)
9. Students will take a mid-term and a final exam. (10% total)

VIII. ASSESSMENT

Any student eligible for and requesting academic accommodations due to a
disability is requested to provide a letter of accommodation from PACE or
Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOK(S)

McGraw-Hill.

X. OTHER RESOURCES

Many adolescent standard pieces & instructional activities are also included in the
textbook collection from grades five to twelve. Do not neglect the videos, DVDs, &
other audiovisual resources that accompany the textbook collection. They are a rich
and under-used resource. Additionally, check the content textbooks for
accompanying literature selections and bibliographies. Periodicals for adolescent use
are found in the Paul Meek library, first and second floors. The library education
(LB) and bibliography (Z) sections have numerous books with great ideas and
activities for using literature throughout the curriculum. One example is:

Halsted, Judith Wynn (2002). Some of my best friends are books: guiding gifted
readers from preschool to high school. Scottsdale, Ariz : Great Potential Press.

The Paul Meek library has an excellent collection of both standard & more
current adolescent literature and non-fiction books. Juvenile literature is located at
the end of the Library of Congress classification Z on the west wall of the second
floor stacks. This is an in-depth collection of all the important adolescent literature of
the last century. Some titles may be located under the author’s name in the regular
PZ (or fiction) section of the library. For recognized literature, check the PR and PS
sections under the correct date & author’s name. This collection has excellent
examples of contemporary humorous books and multicultural literature. It should be
thoroughly mined. You will find methods books on using young adult literature in
both the LB & Z classifications. Avail yourself of them.

Herz, Sara K. (1996) From Hinton to Hamlet: Building bridges between young adult
literature and the classics. Westport, Con.: Greenwood. (2nd Floor:
PN1009.A1H47 1996)

Periodicals of interest include:

English Journal, Reading Teacher, Journal of Adolescent and Adult Literacy,
Language Arts, Book Links, Hornbook, and more (Avail on ProQuest).

Wonderful biographical references can also be found in the reference department:
Bodart, Joni Richards (1993) 100 world class thin books, or, what to read when your book report is due tomorrow! Englewood, Colo.: Libraries Unlimited. (Ref PN 1009.A1B63 1993)


This is a promising listing of teen literature appropriate for the various content areas:


Also don’t forget to check the videos in the multi-media center on the first floor of Paul Meek. Check out this “videoography”:


There are several resources in the Electronic Book Category:


XI. PREREQUISITES
None

XII. FACULTY FREQUENTLY TEACHING COURSE
Same

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED
Middle & Secondary programs