LME 527: Thematic Approaches to Literature for Young Adults  
Spring 2014

Instructor: Dr. Barbara Fiehn

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Skype or other online meeting by appointment  
Emails welcomed. My email runs all-day and evening. I try to answer email  
within a few hours and often in less time.

Course Description: Selection and evaluation of multimedia resources, reading guidance and  
programming for young adults. Emphasis is on evaluation and use of these materials to meet the  
educational, cultural, and recreational needs of young people living in the information age.  
Understanding and exploration of dominant, common, or unique themes in recent YA Literature.

Course Rationale: LME 527 will provide students with an overview of the instructional  
strategies for teaching and integrating Young Adult Literature into the curriculum. Students will  
develop a conceptual understanding of the genres and themes prevalent in Young Adult Literature  
and how various strategies can be utilized to involve young adults in the understanding and  
appreciation of the literature.

Prerequisite(s): Graduate standing

Texts: Required

- Articles posted to Blackboard or researched by students
  o Used in 501, 502, 518, and 527  
  o Ebook version is less expensive Kindle platform, [http://www.amazon.com/Protecting-Intellectual-Freedom-PrivacyLibrary/dp/1610691385/ref=sr_1_1?ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom](http://www.amazon.com/Protecting-Intellectual-Freedom-PrivacyLibrary/dp/1610691385/ref=sr_1_1?ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom) $44.00
- *Developing Content Area Literacy: 40 Strategies*, Antonacci ISBN 1-4129-7283-3  
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Course Objectives & Outcomes

Course Disposition(s) Statement

— The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
— The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
— The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
— The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
— The teacher is a thoughtful and responsive listener.
— The teacher values planning as a collegial activity.
— The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.
— The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

Learner Outcomes

- Read, discuss, and write about a broad range of literature for young adults.
- Develop and apply specific criteria for selecting and evaluating various types of literature written for young people.
- Identify and evaluate the contributions of award winning books, authors and illustrators of young people's literature.
- Help young adults develop effective strategies for selection and appreciation of quality literature.
- Plan for using books with young readers, recognizing various developmental stages of young adults, and how to match books with those stages.
- Describe how to integrate information literacy skills and reading strategies in the classroom and school library media curriculum.
- Identify methods for collaboration between educators, administrators, and community members within a school library media program to improve young adult literacy.
AASL School Library Media Standards

Standard 2: Literacy and Reading
Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements

2.1 Literature
Candidates are familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion
Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity
Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies
Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

How I run a graduate online LME class: We are all in this together, to learn from one another. I do not foster competition among my students, but collaboration and cooperation. In our professional lives, we rely on our colleagues to generate ideas, help with projects, and support one another’s work. In that context, this course is practical and is “real world” oriented. All your work, your comments, essays, assignments, projects, etc., must be your own, original work. You will do research and reflect the writings and experiences of other library professionals as part of your assignments for LME 527. You will cite all articles, authors, projects, etc., used in your research for this course. APA style is the required citation format. You can access a very easy to use, comprehensive APA style guide here: Purdue University’s Online Writing Lab:  
http://owl.english.purdue.edu/owl/resource/560/01/

Critical Performance Indicator: A critical performance means that the student must pass this portion of the course to pass the course. Assignment: Collaborative Lesson Plan
Instructional Methods and Activities: The course will include but is not limited to the following instructional methods and activities: Online lecture, quizzes, online presentations, outside work, and online discussions.

Special Instructional Materials: Access to the Internet and Blackboard, Power Point, and Adobe Acrobat

Course Schedule and Policies

Course Schedule: A course calendar is provided in Blackboard

Plagiarism Policy: To represent the ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source, even if it is from a website or friend’s work, without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other acts of academic dishonesty can and will result in an “F” for this class and possible dismissal from the university. Note: Student work may be checked using plagiarism detection software.

Attendance Policy: Participation is mandatory in an online class! Make sure you do not go “missing” as this will severely affect your grade. At the earliest moment when you detect you are having trouble, contact me to talk about it. It is especially important that you keep in touch with me during this web-based course. You are expected to check Black Board at least twice a week for announcements and discussion board posts

Student Disability Accommodations
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Blackboard prompts: For our class discussions, I will post a prompt to be found under the Discussion Board in the Communications section for you to answer. Detailed expectations for participation in discussion boards are located in Black Board-Assignments.

Paper Formats: Papers should be produced using Microsoft Word or equivalent word-processing software, and saved as .doc or .docx

Naming Assignments: Please name, save, and submit all assignments for this course according Your last NAME. Name of Assignment. Example: Fiehn.CollaborativeUnit

Grading/ Evaluation Assignment Points
Grading Scale

90 -100%      A
80-89%        B
70-79%        C

Assignments and Values (details about the assignments are available in BlackBoard
Discussion Board Quiz                        7
Discussion Boards (12) 5 points each        60
Book Reviews (5) 20 points each.            100
Encouraging Reading in a Digital World      100
Group Book Discussions (5) 20 each          100
Critical Performance Collaborative Unit 300

Please do not hesitate to contact me with any questions, discrepancies, or suggestions. I hope we all learn a lot and have a good time during LME 527!