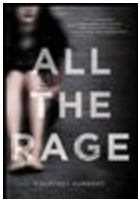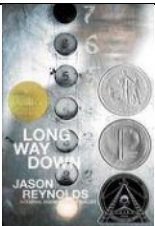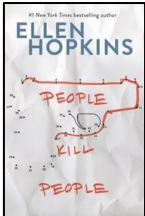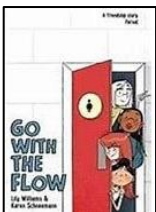**The University of Southern Mississippi**
College of Education and Psychology
School of Library and Information Science
LIS 518: Literature and Related Media for Young Adults
Fall 2021

Instructor:

Dr. Sarah Mangrum

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Dr. Mangrum   *All the Rage*   *Long Way Down*   *People Kill People*   *Go with the Flow*

Office Hours: By appointment in office; online by appointment in Zoom.

Important Fall Dates

Calendar date	Full Term
Class Dates	August 23-December 2
Last day to add/drop without Academic/Financial Penalty	August 30
Last day to receive 100% refund (No tuition credit issued after this date) Last day to drop full term classes without grade of W	**August 30**
Last day to drop classes without instructor permission	August 30
All approved drops will result in grade of W within these dates	August 31 – November 2
Last day to make an add/drop course request or withdraw from the University and receive a grade of W	November 2
Final Exam (online)	December 6-9

After the last day to withdraw from the University, students are academically obligated and will receive a grade for all enrolled courses. Please contact me prior to dropping if you are having problems/concerns as there may be other options.

Holidays:
Sept. 6: Labor Day
Oct. 21-22: Fall Break

Nov. 24-26: Thanksgiving Holidays

Course Prerequisite(s): None
Number of Credit Hours: 3
Nature of Course: Elective course for Library & Information Science.
Nature of Students: Graduate

Format of Course: Online. Students in other time zones should adjust accordingly. **Class will be held in an audio-video-chat environment. A computer headset with microphone is preferred—this eliminates background noise and allows you to not have to click the talk off and on and will improve your experience and sound quality. These are readily available in electronics stores or departments of major retailers. Please do make every attempt to get a decent headset.**

Course Description/Overview: This course is an introduction to the literature and related media for young adults (ages 6th – 12th grade). The course will address quality and selection of young adult materials, act as a survey of young adult materials, library/classroom uses of these materials, and professional discourse on materials for young adults.

Catalog Description: 3 hrs. Study of adolescent literature and other related materials for use by and with young people grades 7-12.

Course Generally Scheduled/Offered: Every Fall

Recommended Texts:

Everyone reads:

   1. *People Kill People* by Ellen Hopkins
   2. *All the Rage* by Courtney Summers.
   3. *Long Way Down* by Jason Reynolds
   4. *Go with the Flow* by Lily Williams and Karen Schneemann

Pick a one from each list; it must be ==from the last 5 years== (it should NOT be one of the above required):

   1. http://www.ala.org/yalsa/great-graphic-novels
   2. http://www.ala.org/yalsa/best-fiction-young-adults
   3. http://www.ala.org/yalsa/popular-paperbacks-young-adults
   4. http://www.ala.org/yalsa/quick-picks-reluctant-young-adult-readers
   5. http://www.ala.org/yalsa/teenstopten
   6. http://www.ala.org/yalsa/alex-awards
   7. http://www.ala.org/yalsa/edwards-award
   8. http://www.ala.org/yalsa/nonfiction-award **OR** https://glbtrt.ala.org/rainbowbooks/
   9. http://www.ala.org/yalsa/morris-award
   10. http://www.ala.org/yalsa/printz-award

Other readings are required for class **and are listed below under "Reading and Topic Schedule." The readings are available through the University databases or are posted in the folders. Additional book reading is required with some choice of titles within assigned parameters; assigned book readings are listed in the course activities calendar.**

IMPORTANT: Learning to use the databases is an important part your education as a college student; if you're unfamiliar with USM's databases, please spend some time learning how to use them. You will use the databases to find readings.

Goals: This course is an introduction to the literature and related media for young adults (ages 12-18). The course will address quality and selection of YA materials, act as a survey of YA materials, library/classroom uses of these materials, and professional discourse on materials for children.

Objectives: Upon successful completion of this course, students will demonstrate a basic knowledge of:

1. The wide array of literature, materials, and media available for YA;
>   Assignments & Assessments: Survey of the literature through assigned books and free choice books; discussion posts and papers.|
2. Critical evaluation of books, media, and online resources for YA;
>   Assignments & Assessments: Survey of the literature through assigned books and free choice books; discussion posts and papers
3. The developmental stages of YA & their right to read;
>   Assignments & Assessments: Class discussion and discussion posts.
4. The presentation of materials for YA face-to-face and through technology;
>   Assignments & Assessments: Book shares, resource lists, books
5. The awards available for YA materials and resources;
>   Assignments & Assessments: Books and discussion posts
6. The materials useful in selecting books for YA;
>   Assignments & Assessments: Books and discussion posts
7. What the current literature says about YA literature;
>   Assignments & Assessments: Readings and discussion posts

Technology Competencies/Requirements: Students may use E-mail, word processing, web searching, database searching, interactive courseware (including discussion boards and digital dropbox), virtual classrooms and groups, webpage creation, and video podcasts as regular components of the course. Students must have access to a computer that allows them to participate in the virtual classroom. Students must have a reliable online connection, installation and proficient use of Microsoft Office 365 – free for students.

Teaching Techniques/Methods Used in Course: Instructional methods may include, but are not limited to, virtual lectures, online quizzes, e-mail, discussion boards, database searching, and Internet searching.
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COURSE ACTIVITIES

Selected book submissions (10)	50%
Resource List	10%
Booktalking Videos	10%
Participation & attendance	20%
Required Book Discussion Questions	10%
TOTAL:	100%

Grading Scale:

%	Grade
92 – 100	A
84 – 91	B
76 – 83	C
68 – 75	D
Below 68	F

Assignment Descriptions:

Selected Books: You will submit 10 assignments (5pts each) providing required details on your selected books.

Resource List: Picking a theme you will select a theme and create an online list of resources (books and websites) on the theme following the guide.

Required Books: Before class, you will submit discussion questions, a summary, and answer questions about the required books.

Booktalk Videos: Using the resources and guide provided, you will create booktalking videos.

Discussions and Participation: Each week, you will be required to attend class and actively participate. In week 3, you will be required to present the first book you selected to read. You must be present and speak in class to get these points. Discussion board points require you to follow the directions and post on time to get points.

Course Summary:

Date	Topic(s)	Readings	Assignments
Week 1: Aug 26	Introduction to class and syllabus	Materials posted in Week 1 module	-Introduction & Readings/Video Week 1 Discussion Boards **Due Aug 29 by 11:59 p.m.**
Week 2: Sept 2	The state of YA lit	Materials posted in Week 2 module	-Readings/Video Week 2 Discussion Board - Best Fiction for Young Adults submission **Due Sept 5 by 11:59 p.m.**
Week 3: Sept 9	Historical Fiction & Contemporary Realistic Fiction	Materials posted in Week 3 module	-Readings/Video Week 3 Discussion Board - Popular Paperbacks for YA submission **Due Sept 12 by 11:59 p.m.**
Week 4: Sept 16	Modern Fantasy & Science Fiction	Materials posted in Week 4 module	- Readings/Video Week 4 Discussion Board - Quick Picks Submission **Due Sept 19 by 11:59 p.m.**

Week 5: Sept 23	Talk Dirty To Me	Materials posted in Week 5 module	- Fat Girl, Reading Discussion Board - Great Graphic Novels for YA submission **Due Sept 26 by 11:59 p.m.**
Week 6: Sept 30	Graphic Novels	Materials posted in Week 6 module	- Readings/Video Week 6 Discussion Board - Morris Award Submission **Due Oct 3 by 11:59 p.m.**
Week 7: Oct 7	Individual Reading – No live class meeting	Materials posted in Week 7 module	-Teens Top 10 submission **Due Oct 10 by 11:59 p.m.**
Week 8: Oct 14	YA Library Spaces	Materials posted in Week 8 module	- Your Library's Collection Discussion Board **Due Oct 17 by 11:59 p.m.**
Week 9: Oct 21	Poetry & Informational	Materials posted in Week 9 module	- Online Resources Discussion Board - Alex Award submission **Due Oct 24 by 11:59 p.m.**
Week 10: Oct 28	Gaming in Libraries YA Book 2 Movie	Materials posted in Week 10 module	- Online Resources 2 Discussion Board - Edwards Award submission - Book to Movie submission **Due Oct 31 by 11:59 p.m.**
Week 11: Nov 4	Non-Fiction, Picture Books, Thrillers/Mysteries	Materials posted in Week 11 module	- Readings/Video Week 11 Discussion Board - Nonfiction Award or Rainbow Book List Submission **Due Nov 7 by 11:59 p.m.**
Week 12: Nov 11	Outreach to Teens		- Readings/Video Week 12 Discussion Board - Online Resource 3 Discussion Board - Printz Award Submission **Due Nov 14 by 11:59 p.m.**
Week 13: Nov 18	TBA – Guest Speaker		-All the Rage & Long Way Down Submissions **Due Nov 21 by 11:59 p.m.**
Week 14: Nov 22-26	**Thanksgiving Break – No live class meeting**		- Readings/Video Week 14: Free Choice - People Kill People & Go with the Flow Submissions **Due Nov 28 by 11:59 p.m.**
Week 15: Dec 2	TBA – Guest Speaker		- Resource List Submission - Webinar Bonus Activity **Due Dec 5 by 11:59 p.m**
Week 16:	No Live Class Meeting	Fast and Dirty 1 & 2	-BookTalking Videos - Engagement Reflection Submission **Due Dec 8 by 11:59 p.m.**

Class Policies and Structure:

The online nature of this course demands that you do a lot of reading and participation. Be prepared to read thoroughly so that your knowledge shines through in class discussions.

This course consists of several different components that you must be aware of and understand.

1) <mark>Participation in weekly class sessions and discussion board activities is REQUIRED.</mark> You MUST attend class each week and you should check multiple times throughout the week for updates, emails, announcements, etc. Your grade will be determined by 1) logging in; and 2) active participation. You cannot miss more than 3 classes, or you will fail because class is required. Let me know before class if you can't attend. Even if you have permission to miss, you will miss partial participation points on weeks where group sharing is required.

2) ASSIGNMENTS. All assignments should be turned in by 11:59 pm (CST) on the day it is due unless otherwise indicated. If you have a serious illness, etc., please contact me before it is due so that we can talk about any adjustments that need to be made. Even with prior arrangements, points may be deducted for late assignments or assignments submitted incorrectly.

3) COMMUNICATION WITH YOUR PROFESSOR. You can send me email anytime, and I will generally respond by the next morning (except weekends). It is required that you email me using USM email which is Sarah.Rials@usm.edu or through the course. Please put the course number in the subject line and include your last name (e.g., 501 Jones T). Also remember to SIGN the email. Please feel free to call my work number any time, and leave a message if I'm not here.

4) OTHER COMMUNICATION. I will also use our course email and announcements to contact you. If you fail to respond, I will try your USM email account to send messages. You MUST have access to this account, and check it regularly. Forward to another account if you like, but make sure it is forwarding. If you miss an important message, you are still accountable unless there was a massive email failure. I will usually post important messages as an announcement, as well. University policy requires that I use USM and course email for communication.

5) **NOTE: If, for some reason, you need to take an incomplete in the course, you cannot receive an A in the course when you do complete it. Incompletes are rarely given. Please contact me ASAP if you are experiencing a personal emergency that might impact your grade.**

6) Most weeks we will have a discussion board, which will be a place for communication with your peers. I will read it but will participate minimally—I don't comment on each entry. In order to receive full credit, post at least two times (your original post and at least one response). Answer the questions, referring to the readings or other materials that you have located (be sure to give a complete citation if you refer to outside readings, though you are not required to use outside sources). A good grade requires diligence. Remember: in order to receive full credit, you must refer to the readings and the lecture. Your answers should be substantial; they should meet the minimum listed word/sentence length. Writing need not be in a formal, third person style but you should check your grammar and spelling before posting; please avoid texting abbreviations (i.e. IMO, OMG, etc.). Answer the questions, discuss the issue with your classmates, and ask questions in order to receive full credit. Please do not post unsubstantial comments like "I agree;" this will not count for credit.

7) Failure to complete any assignment or discussion post can negatively impact your grade in two ways. For example, failure to do the wiki will result in a loss of 10% plus an additional loss in participation.

The online nature of this course demands that you do a lot of reading and participation. Be prepared to read thoroughly so that your knowledge shines through in class discussions.

ALA Core Competencies (as applied to this course)	Assignments
1. Foundations of the Profession 1A. The ethics, values, and foundational principles of the library and information profession.	• Discussion posts on quality, taste, Freedom to Read and

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience). 1J. Effective communication techniques (verbal and written).	Intellectual Freedom as it applies to youth • Written assignments and discussion posts • Bookshare assignment • Storytime assignment
2. Information Resources 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection. 2C. Concepts, issues, and methods related to the management of various collections.	• Selecting books based on quality, awards, and reviews. • Discussion posts on databases and web resources • Discussion posts on books and media
4. Technological Knowledge and Skills 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.	• Online delivery of bookshares • Online delivery of resource list • Evaluation of online resources for children
5. Reference and User Services 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups. 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.	• Reader's Advisory based on survey of books • Discussion posts on interacting with children and their information need • Resource list assignment
6. Research 6B. The central research findings and research literature of the field.	• Discussion posts on readings
7. Continuing Education and Lifelong Learning 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.	• Discussion post on committees and awards

Student engagement:

"In education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education." ~ https://www.edglossary.org/student-engagement/
The goal is for you to be engaged in the following ways:

    Arrives to class on time every week (if applicable);
    Meets deadlines;
    Interacts with peers;
    Has completed the required reading before class or assignments;

Listens in class (or to webinars) and is prepared to contribute;
Uses forecasting to be aware of upcoming due dates and assignments;
Applies readings and materials to assignments and discussions;
Incorporates instructor feedback into subsequent assignments;
Is aware of class policies and changes to the schedule;
Asks questions about relevant course content or comments on course content.

Please note that there is no comprehensive list of actions. Evidence of individual student engagement will be determined by the instructor.

Academic Honesty/Plagiarism:

Plagiarism is serious. You must give credit for five or more words in a sequence by using quotation marks and indicating the source of the quote, and you must indicate the source of other factual information and ideas. Copying another student's work in part or whole is also plagiarism. Plagiarism in an assignment will result in a failing grade for the assignment.

The following is from the USM Bulletin:

> *Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.*
>
> *Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.*
>
> *Plagiarism is committed in a number of ways: 1) reproducing another author's writing as if it were one's own; 2) paraphrasing another author's work without citing the original; 3) borrowing from another author's ideas, even though those ideas are reworded, without giving credit; [and] 4) copying another author's organization without giving credit.*
>
> *Plagiarism is a serious offense. an act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.*

Academic Integrity Statement:

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others' work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy: https://www.usm.edu/institutional-policies/policy-acaf-pro-012 Note that repeated acts of academic misconduct will lead to expulsion from the University.

Academic Support Resources:

Please see our Student Success Website: http://www.usm.edu/success for information on where you can find tutoring and other academic assistance, as well as the location of key resources on campus.

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu.

Writing Center Online Tutoring for Distance Learners:

To schedule an appointment, go the https://www.usm.edu/writing-center/writing-center-appointments.

Mental Well-Being Statement:

USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at https://www.usm.edu/student-counseling- services. All students are eligible for free, confidential individual or group counseling services. *In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).*

Nondiscrimination Statement:

The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

Confidentiality and Mandatory Reporting:

[The Title IX office urges all instructors to consider adding this statement to your syllabi, or to read the statement during the first class meeting. Questions about this request can be directed to [*Rebecca.Malley@usm.edu*](mailto:Rebecca.Malley@usm.edu) *or by calling 601.266.6804.]*

As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM's campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at https://www.usm.edu/sexual-misconduct.

Special Health Protocol, Fall 2021

The global COVID-19 pandemic has prompted new health and safety protocols for face-to-face situations. In an effort to protect the community as much as possible, we need everyone to do their part. If you have not yet been vaccinated, please do so today. Appointments can be made via Moffitt Health Center's **online health portal**. If you prefer to schedule an appointment off-campus, please see the Mississippi Department of Health's website.

We want everyone to follow the University's complete **Community Standards**, which are updated as needed based on changing patterns with the virus. **Face coverings are required for all indoor activities,** regardless of your vaccination status. Face coverings are also strongly recommended for any other setting where you are in close contact with others.

It is important that everyone in the community closely monitor their own health and stay home when that may protect others. If you have been directly exposed to COVID-19 and are not vaccinated, call Moffit Health Center at 601-266-5390 for guidance. If you have the following symptoms, also call Moffit:

- o   Fever of 100.4 degrees or higher
- o   Cough
- o   Shortness of breath
- o   Sudden loss of taste or smell

We ask you to follow these guidelines and get vaccinated so that we can hold our events, gather together on campus, and enjoy all the activities that are part of our Southern Miss traditions and community. Once you are vaccinated, please let us know by submitting your vaccine record online at usm.edu/gotmycovidvax.

Upon submission, you will be entered in a weekly drawing for prizes (through October 15). We want to maintain our in-person classes and student activities, and we need your help to ensure our full return.

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==Participation Rubric==

Criteria/Levels	Excellent: Consistent performance of all criteria	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable
Class Chats – 50%	Attends all required chats; is prepared to discuss and ask questions; contributes meaningful and unique ideas to discussions	Attends all required chats; is prepared to discuss and ask questions; most contributions are unique and add to the discussion	Misses one required chat or is not prepared for at least one chat or doesn't always contribute to the discussion	Misses more than one required chat or is usually not prepared for the chat or hardly ever contributes to the discussion
Discussion Board – 50%	DB entries are submitted on time; DB entries are substantive and show thoughtful insights into the topic; Responses to other postings are meaningful and go beyond just agreeing or disagreeing; Student is consistently respectful of other students' ideas	DB entries are submitted on time; DB entries usually are substantive and show that student has knowledge of the material; responses to other postings are present as required; Student is consistently respectful of other students' ideas	At least 1 DB entry is late or DB entries tend to be short and superficial or students does not appropriately respond to other postings; Student doesn't always show respect for ideas of others	DB entries are sometimes late or missing or responses to other postings are not made; Postings and responses are brief and inadequate. Student doesn't always show respect for ideas of others

==Book Review Posts==

Criteria/Levels	Excellent: Consistent performance of all criteria; work exceeds level expected of a Graduate student in quality	Satisfactory: Consistent performance of most criteria; work meets level expected of a Graduate student in quality	Requires Improvement	Unacceptable
All required items present; books and media are critiqued/reported on using the required information in the discussion description; all items are relevant, well-chosen, appropriate for children– 45%	Meets all criteria; all required items present and well chosen from appropriate sources; very relevant and appealing items for children	Meets all criteria; all required items are present and chosen from appropriate sources; relevant items for children	Lacking in at least one area; one or two missing required items	Unacceptable sources or fails to meet more than one criteria; three or more missing items –
Posts meet criteria for length, writing quality – 45%	Entries are long enough; have a high standard of writing quality with no grammatical or other writing errors	Entries are long enough; no more than 2 grammatical or other writing errors	One or two entries not long enough or there are 3-5 grammatical or other writing errors	Several entries are not long enough or more than 5 grammatical or other writing errors present
Citations: formatted appropriately for APA – 10%	Meets all criteria	1-2 formatting errors	Multiple formatting errors or a serious error in citation or attribution	Multiple serious errors in citation or attribution

Criteria/Levels	Excellent: Consistent performance of	Satisfactory: Consistent performance of	Requires Improvement	Unacceptable

	all criteria; work exceeds level expected of an Graduate student in quality	most criteria; work meets level expected of an Graduate student in quality		
All required items present and substantive; instructions were followed; 70%	Meets all criteria; all required items present and appropriately detailed; creativity and appropriate outside resources incorporated and credited when applicable; reflection and description is abundant in the assignment	Meets all criteria; all required items are present	Lacking in at least one area; lacking in detail in description and comments	Lacking in more than one area.
Papers meet criteria for length, writing quality – 20%	Sections are long enough; have a high standard of writing quality with no grammatical or other writing errors	Sections are long enough; no more than 2 grammatical or other writing errors	One or two sections are not long enough or there are 3-5 grammatical or other writing errors	Several sections are not long enough or more than 5 grammatical or other writing errors present
Citations: formatted appropriately for APA – 10%	Meets all criteria	1-2 formatting errors	Multiple formatting errors or a serious error in citation or attribution	Multiple serious errors in citation or attribution

<mark>**Overall Writing Rubric**</mark>

Criteria/Levels	Excellent: Consistent performance of all criteria – work that exceeds the	Satisfactory: Consistent performance of most criteria	Requires Improvement	Unacceptable: Fails to meet more than 3 criteria

	expected level for Graduate students			
Assignment parameters/requirements Length, required number of sources, formatting, due date, any other assignment requirements – 15%	Assignment meets all parameters		Assignment fails to meet at least one parameter	Assignment fails to meet more than one parameter
1. Assignment shows judicious and applicable use of quotes and paraphrases. Not more than 15% of text is direct quotes. **2.** Quotes and paraphrases add to the discussion of the subject, but don't overwhelm it. **Material taken from outside sources is suitably paraphrased or quoted directly.** 3. Quotes are in the correct format. 4. Required in-text citations are present and in correct format. 5. Sources in the Sources Cited or References list are reflected in the paper text. 6. Bibliographic citations are in the correct format. 25%	Assignment meets all criteria for use of quotes, paraphrases and citations.	Assignment has no more than three minor errors in using quotes, paraphrases and citations. Minor errors are formatting errors.	Assignment has 1 - 3 serious errors or more than 3 minor errors in using quotes, paraphrases and citations. Serious errors are failure to use quotation marks for quoted material or failure to suitably paraphrase.	Assignment has more than 3 serious errors in using quotes, paraphrases and citations
Content: 1. Required subject content is present. 2. Content is organized in a coherent, logical manner within the provided headings. 3. Content synthesizes information from various	Assignment meets all criteria for content. Content includes insights, development of thoughts and arguments, and analysis that goes above and beyond that which is normal for a Graduate-level paper.	Assignment meets all criteria for content. Paper is a good Graduate-level paper.	Assignment does not meet at least one aspect of content criteria. Paper is marginal in quality expected of a Graduate-level paper.	Assignment does not meet more than one aspect of content criteria. Paper is unsatisfactory in terms of Graduate-level paper.

sources into a smooth, consistent whole. 35%				
Writing style and presentation: Paper is free of typos, punctuation errors, spelling errors, and grammatical errors. Writing flows smoothly with good transitions between major topics, paragraphs, etc. Writing uses varied, interesting, appropriate vocabulary and sentence structure. Sentences flow smoothly and are generally neither short/choppy or too long/verbose. Unless specified otherwise in assignment, written in third-person, objective, gender-free style. 25%	Assignment meets all criteria for writing style.	Assignment meets most criteria for writing style with not more than 3 typos or other errors.	Assignment meets some criteria for writing style, but there are several instances of typos or other errors.	Assignment has a large number of writing style errors. (more than 10)

OLD AASL Standards (New Standards Under Review)

1. Use of Information and Ideas.

School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

1.1 Efficient and ethical information-seeking behavior
1.1a Candidates model strategies to locate, evaluate and use information for specific purposes.
1.1c Candidates interact with the learning community to access, communicate and interpret intellectual content.

1.2 Literacy and reading
1.2a Candidates are aware of major trends in reading material for children and youth.
1.2b Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. **1.2c** Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

1.3 Access to information
1.3c Candidates facilitate access to information in print, nonprint, and electronic formats.
1.3d Candidates comply with and communicate the legal and ethical codes of the profession.

1.4 Stimulating Learning Environment
1.4a Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.
1.4b Candidates identify relationships among facilities, programs, and environment that impact student learning.
1.4c Candidates plan and organize library media centers according to their use by the learning community.

2. Teaching and Learning.

School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

2.1 Knowledge of learners and learning
2.1a Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.
2.1b Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs.
2.1c Information skills instruction is based on student interests and learning needs and is linked to student achievement.

2.2 Effective and knowledgeable teacher
2.2a Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.
2.2c Candidates analyze the role of student interest and motivation in instructional design.

2.2d Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

2.3 Information literacy curriculum.
2.3b Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.
2.3c Candidates assist students to use technology to access, analyze, and present information.

3. Collaboration and Leadership.

School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

3.1 Connection with library community
3.1b Candidates articulate the role of their professional associations and journals in their own professional growth.

3.2 Instructional partner
3.2a Candidates model, share, and promote ethical and legal principles of education and librarianship.

3.3 Educational leader
3.3a Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.
3.3b Candidates recognize the role of other educational professionals and professional associations.
3.3c Candidates translate for the school the ways in which the library program can enhance school improvement efforts.
3.3d Candidates utilize information found in professional journals to improve library practice.

4. Program Administration.

School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

4.1 Managing information resources: Selecting, Organizing, Using
4.1a Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.
4.1b Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice.
4.1c Candidates support intellectual freedom and privacy of users.
4.1d Candidates plan for efficient use of resources and technology to meet diverse user needs.