



**Sam Houston State University**  
**LSSL 5385, Literature for Young Adults**  
**Fall, 2017**

*LSSL 5385 is a required course for MLS and Library Media Specialist Certification.*

**College of Education, Department of LIBRARY SCIENCE**

**Instructor:** KARIN PERRY  
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By appointment as needed

**Class Format:** The format includes lecture or narrative presentations online, writing, and individual presentations. Evaluation consists of professor assessments using rubrics for products, discussions, and presentations. Samples of completed assignments are provided.

**Class day and time:** ONLINE

**Class location:** ONLINE

**Course Description:** This course is designed to acquaint students with the historical development, critical analysis, and selection of literature and related materials appropriate for young adults. An emphasis will be placed upon motivational techniques, activities, and strategies that help meet the reading and learning needs and interests of adolescents. Additionally, selecting materials that meet expressed reading needs and interests will be included in the course. A strong emphasis will be placed upon literature with multicultural characters and themes.

**Textbooks:** Lesesne, T. S., & Perry, K. (2016). *YA literature textbook*.

Table of contents available here:

[https://docs.google.com/document/d/1zKJ3mRS3RHcrsyGAT\\_606buFycZ1Ap\\_4YwpAwBbnUY/edit?usp=sharing](https://docs.google.com/document/d/1zKJ3mRS3RHcrsyGAT_606buFycZ1Ap_4YwpAwBbnUY/edit?usp=sharing)

**This Table of Contents has hyperlinks to take students to the readings and other materials they will need for the course. The textbook is online and free of charge.**

Young Adult Novels Required:

- Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York: Little, Brown.
- Anderson, L. (1999). *Speak*. New York: Farrar Straus Giroux.
- Anderson, M. (2002). *Feed*. Cambridge, MA: Candlewick Press.
- Backderf, D. (2012). *My friend Dahmer: A graphic novel*. New York: Abrams.
- Bardugo, L. (2015). *Six of crows*. New York: Henry Holt and Company.
- Black, H. (2013). *The coldest girl in Coldtown*. New York: Little, Brown Books for Young Readers.
- Garden, N. (1982). *Annie on my mind*. New York: Farrar, Straus and Giroux.
- Gephart, D. (2016). *Lily and Dunkin*. NY: Delacorte.
- Harris, R. (2009). *It's perfectly normal*. Boston, MA: Candlewick Press
- Hautman, P. (2005). *Invisible*. New York: Simon & Schuster Books for Young Readers.
- King, A. (2014). *Glory O'Brien's history of the future*. New York: Little, Brown Books for Young Readers.
- Kraus, D. (2013). *Scowler*. New York: Delacorte.
- Lyga, B. (2012). *I hunt killers*. New York: Little, Brown.
- Myers, W. (1999). *Monster*. New York: HarperCollins.
- Ness, P. (2008). *The knife of never letting go*. Cambridge, Mass.: Candlewick Press.
- Quintero, I. (2014). *Gabi: A girl in pieces*. TX: Cinco Puntos
- Sheinkin, S. (2010). *The notorious Benedict Arnold*. New York: Macmillan.
- Smith, A. (2014). *Grasshopper jungle*. New York: Dutton.
- St. James, J. (2007). *Freak show*. New York: Dutton.
- Wein, E. (2012). *Code name Verity*. New York: Hyperion.

In addition, you will select books from the following lists:

1 book from the Printz list NOT on required list.

<http://www.ala.org/yalsa/printz>

1 book from Best Fiction for Young Adults <http://www.ala.org/yalsa/best-fiction-young-adults>

1 book by Chris Crutcher

1 book by Maggie Steifvater

1 book by Matt de la Pena  
1 book by Neal Shusterman

1 New Adult Book (choose one of the following) Fangirl by Rainbow Rowell Maybe Someday by Colleen Hoover November 9 by Colleen Hoover Confess by Colleen Hoover Slammed by Colleen Hoover

\*You may listen to any of these books in audio or read them in e-format.

**Course Objectives:** The following objectives will be met during this course:

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

- Gaining a broader understanding and appreciation of intellectual/cultural activity (literature).
- Gaining factual knowledge (terminology, classifications, methods, trends).

**Important:**

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Course/Instructor Requirements:**

- a. Required Reading and Posts on Blog
- b. Textbook Reflections on Blog
- c. Reading Autobiography
- d. Annotated Bibliography
- e. Social Networking Assignment and Reflection
- f. Youth Literature Essay (Bb and TK20)

## Course Outline

### Assignments

- |                          |            |
|--------------------------|------------|
| 1. Reading Autobiography | 100 points |
|--------------------------|------------|

Write your reading autobiography. A reading autobiography is your personal memoir of being read to, of learning to read, of titles, of authors, and of genres of books you read growing up. It's your description of the memories you have of reading and libraries, either positive or negative. Did you read with a special person? Did you have a favorite place or time to read. Focus more on your secondary years than your early years. What reading experiences did you have as a teen? Include what you like to read as an adult but limit that phase of your reading. As a child and as a teen did you enjoy reading? As an adult, do you enjoy reading? How do

you show your enthusiasm for reading to students? Do you participate in any student-oriented social networks or other digital forms? There are two sample reading autobiographies in your textbook for the class. You may also opt to complete this requirement in a nontraditional form. You may use apps such as When in Time to create a reading autobiography using timelines. A power point might be used. As long as the final product addresses the criteria, the form and format is up to the student.

## 2. Blogging

100 points

You will create a blog site (note: if you have a blog site you created for another course, you may use it and just add this to it). At the blog you will write about the books and other readings you've read for the course. Your blog entries will include:

- bibliographic citation using correct APA format
- the cover of the book (the jpeg must be at least 300 X 400 dpi)
- brief summary of the book (100~150 words)
- some commentary on the strengths of the book (100~150 words) using the criteria from the textbook
- connections: book trailers, other books along similar themes, other books by author or within the genre, teaching ideas
- connections to the textbook: you must tie the reading to something you learned from reading the text

## 3. Textbook Reflections

100 points

For each of the "chapters" (think of each link in the Table of Contents as a chapter), you will write a blog entry that summarizes the content of the chapter. Additionally, you should reflect on the content and how it has and will affect how you read and evaluate YA literature.

## 4. Social Networking Activity

100 points

Participate in **these TWO** electronic social networking activities showing your enjoyment of reading. Write a detailed self-reflection describing your experiences following this assignment. More details will be at Blackboard and/or LiveBinder for this assignment.

### Twitter

You will need to follow members of the LS department for Twitter (Dr. Lesesne is @ProfessorNana; Dr. Perry is @kperry). You need to select 5 other people to follow as well including one YA author, one classroom teacher at the intermediate, middle, or high school level, one publisher, a literacy organization (YALSA, ALAN, etc.), and one school librarian at the intermediate, middle, or high school level. You must follow them for a minimum of 10 weeks. What did you learn? Which author did you follow? Who was the librarian you selected? Teacher? Literacy organization? Be sure to provide the Twitter names for each. On which dates did you follow? What links did you follow? Did you share anything from twitter with a colleague? How might these social networks serve you as a school librarian?

You will need to join the Twitter chat from 7-8 PM Central time for this chat with Drs. Perry and Lesesne. More information will be provided.

**5. Youth Literature Essay (Tk20 Assignment) 100 points**

Write an **essay** of 1000-1500 words reflecting on your knowledge of literature for youth. Demonstrate your awareness of the wide range of literature and the variety of formats for children, tweens, and teens based on the current course readings including the textbook.

**More Information about the TK20 Youth Literature Essay**

The purpose of this assignment is to demonstrate your knowledge of major trends in reading material for youth, to demonstrate your ability to select appropriate materials for diverse youth, to demonstrate your knowledge and use of reading promotional strategies, and to demonstrate your personal enjoyment of reading.

This assignment satisfies three elements of ALA/AASL Standard 2 – Literacy and Reading AND 2 elements of Standard 5, Program Management and Administration.

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. 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. (During your library internship – LSSL 5366 – you will have opportunities to do this.)

5.1 Collections. Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics. Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas

You will be required to submit ONE written document for this assignment, the YOUTH LITERATURE ESSAY

### **Grades**

Reading Autobiography	100pts
Blogging	100 pts
Textbook Reflections	100 pts
Social Networking Activities	100 pts
Youth Literature Essay TK20	100 pts

Total 500 pts

A= 450+

B=400-449

C= 350-399

F=below 350

### **Schedule**

#### **DUE DATES:**

<b>Reading Autobiography</b>	<b>September 8, 2017</b>
<b>Social Network Activities</b>	<b>November 10, 2017</b>
<b>Blogging</b>	<b>November 17, 2017</b>
<b>Textbook Reflections</b>	<b>November 24, 2017</b>
<b>Tk20 Essay</b>	<b>December 1, 2017</b>

# Student Guidelines

## University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

- **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

## **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

## **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of

disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

## **STUDENT RESPONSIBLE FOR DROPPING CLASS**

You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not come to class. You need to withdraw officially from this class.

**Visitors in the Classroom-** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### **Attendance**

This is an online class. While you aren't physically in a classroom during this course, you still need to maintain a regular and active presence in the online class environment.

### **Course Expectations**

- **TECHNOLOGY REQUIREMENTS** – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This NOT a place to begin learning technology skills.
- **LIB\_SCI** – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY DAY.
- **STYLE SHEET** – It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style.
- **ASSIGNMENT COMPLETION** – All assignments must be completed in order to pass this course. Since Tk20 is an essential component of the assignments for the course, students are expected to complete each and every assignment.
- **CLASS ATTENDANCE** – Since this course is ONLINE, there will be no traditional FTF meetings required. Optional online synchronous meetings may be scheduled at the discretion of the Instructor. Students are expected to attend (participate and be present for) TITLETALK sessions. Instructor will require proof of attendance through Twitter.
- **BLACKBOARD**—All assignments are to be submitted via Blackboard. I will accept NO hard copies. Please ensure that you send assignments in time. Do not send assignments via email. All work is due by midnight on the assigned date. There are NO exceptions for this policy. No extra credit work is available.



## College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

### Matrix

- Course Objectives --- stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - NCATE Standard 2 (all applicable elements) used when there is not a SPA
  - State Standards/Competencies for certification if applicable
  - Diversity and Disposition Proficiencies
  - Conceptual Framework Alignment
  - ISTE/ NETS Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment  TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 2 (if there is no SPA) NETS - ISTE NETS Technology Standards
Identify and understand the intellectual, social, cultural, and moral and emotional development of young adults.	Unit 1 Textbook chapters 1-3 chart completion	Textbook Chart	N—Standard 2, 5 TS-I.001 CF-1, 2  D/DP-1, 2,3,5,6,7,8

Understand major issues in adolescent literature: cultural diversity, selection, censorship, gender reading preferences.	Units 1, 3, 4, 5	Textbook Chart	S-2.1, 2.2, 2.3, 2.4 TS-III.005 CF-5, 2 N—Standard 2, 5 D/DP-2, 3, 4, 5, 8
Select and evaluate appropriate, high quality literature and other media for diverse readers and learners.	Units 1, 2, 3, 4, 5	Annotated bibliography	S-2.1, 2.2, 2.3, 2.4 TS-I.001 CF-1, 3, 4 N—Standard 2, 5 D/DP-1, 2, 3, 5, 6
Identify strategies and activities for encouraging reading.	Units 3, 5	Youth Literature Essay	S-2.1, 2.2, 2.3, 2.4 TS-I.001, III.005 CF-3 N—Standard 2, 5 D/DP-2, 3, 4, 6, 10
Locate, apply and understand the principles of intellectual freedom, information access, privacy, and proprietary rights.	Unit 4	Textbook Chart	S-2.1, 2.2, 2.3, 2.4 TS-III.005 CF-1 N—Standard 2, 5 D/DP-1, 2, 4, 5
Model appropriate literate behaviors and demonstrate enthusiasm for books and reading.	Unit 1, 3, 5	Reading autobiography	S-1 TS-III.005 CF-5 N—Standard 2, 5 D/DP 1, 2, 4
Understand the role of the library media and reading specialist in reading guidance and motivation, such as through author visits, booktalks, book discussions, book related “chat rooms,” interactio	Units 3, 5	Youth Literature Essay	S-2 TS-I.001 CF-1, 3 N—Standard 2, 5 D/DP 1, 2, 4

n with parents (suggested reading lists, relevant articles) etc.			
Demonstrate importance of a diversity of materials for young adults, responding to needs of individual learners (learners	Units 1, 3, 5	Textbook Chart	S-1, 2 TS-III.005 CF- 1, 4, 5 N—Standard 2, 5 D/DP 1, 2, 4, 5
with disabilities, gifted and talented learners, learners from various socioeconomic and ethnic background).			

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for **specialty organization standards**:

[http://www.ala.org/aasleducation/schoollibraryed/ala-aasl\\_slms2003.pdf](http://www.ala.org/aasleducation/schoollibraryed/ala-aasl_slms2003.pdf)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## Bibliography

*The ALAN Review*. Journal from the Assembly on Literature for Adolescents, National Council of Teachers of English. Contains reviews of YA titles. Available on-line at <www.alan-ya.org>.

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Allen, J. 2004. *Content area reading strategies*.

Stenhouse. Allen, J. 2001. *Yellow brick roads*.

Stenhouse.

Beers, K. and B Samuels, eds. 1998. *Into focus: Understanding and creating middle school readers*. Christopher-Gordon.

Beers, K. 2003. *When kids can't read what teachers can do*. Heinemann.

Beers, K., Probst, R. and Rief, L. (eds). (2007). *Adolescent literacy: Turning promise into practice*. Heinemann.

Beers, K. and T. S. Lesesne, eds. 2001. *Books for You: An annotated guide for senior high students*. NCTE

*Best videos for children and young adults: A core collection for libraries*. 1990. ABC-CLIO.

Blasingame, J. (2007). *Books that don't bore 'em*. Scholastic.

Bodart, J. 1980. *Booktalk!: Booktalking and school visiting for young adult audiences*. H.W. Wilson. (13 other Bodart booktalking titles are available)

*The book report: The journal for junior and senior high school librarians*. Linworth Press.

*Booklist*. Review journal from the American Library Association.

*Bulletin of the Center for Children's Books*. Review journal.

Calvert, S. J., ed. 1997. *Best books for young adult readers*. Bowker.

Carlsen, G. R. 1980. *Books and the teen-age reader*. 2<sup>nd</sup> ed. HarperCollins.

Cart, M. 1996. *From romance to realism: 50 years of growth and change in young adult literature*. HarperCollins.

Carter, B. 1994. *Best Book for Young Adults: The selections, the history, the romance*. American Library Association.

\_\_\_\_\_. 2000. *Best Books for Young Adults*. 2<sup>nd</sup> ed. American Library Association.

Carter, B. and R. F. Abrahamson. 1990. *Nonfiction for young adults: From delight to wisdom*. Oryx.

Chance, R. (2009). *Young Adult Literature in action: A librarian's guide*. Libraries Unlimited.

Chelton, M. K. and D. M. Broderick, eds. 1998. *VOYA reader two*. Scarecrow Press.

Dresang, E. T. 1999. *Radical change*. New York: H.W. Wilson.

Drew, B. A. 1996. *100 most popular young adult authors: Biographical sketches and*

*bibliographies*. Libraries Unlimited.

Early, M. 1960. Stages of growth in literary appreciation. *English journal*. 49 (March): 161-7.

Edwards, M. A. 1994. *The fair garden and the swarm of beasts*. Reprint. American Library Association.

*English journal*. Journal for secondary English teachers from National Council of Teachers of English.

Gallagher, Kelly. 2008. *Readicide*. Stenhouse.

Gallo, Donald R., ed. 1990. *Speaking for ourselves: Autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

\_\_\_\_\_. 1993. *Speaking for ourselves, too: More autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

Gillespie, John T. 1991. *Best books for junior high readers*. Bowker.

Havighurst, Robert James. 1948. *Development tasks and education*. Chicago: University of Chicago Press.

Helmrich, Erin V. and Wendy Woltjer. 1999. Teen pop culture: Are you keeping up. *Voice of Youth Advocates* 22 (October): 239-241.

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*Hit list: Frequently challenged books for young adults*. 1996. American Library Association.

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International Reading Association online [www.reading.org](http://www.reading.org).

Janeczko, Paul B. 1991. *Poetspeak: In their work, about their work*. Collier.

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## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a

program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.