LIS 682 – Books and Media for Young Adults

Tuesdays 1:00 p.m. - 3:40 p.m. Hamilton Library, 3G

COURSE DESCRIPTION

History and criticism of literature for young adults. Contemporary books and media. Trends in media for young adults. Developmental needs and interests of adolescents. Selection and evaluation. Research studies. **Prerequisite:** None.

**Students for Whom this Course is Intended:** This course is intended for librarians and other educators who plan to provide or are already providing library services to young adults in either a public or school library; intermediate and high school teachers; fifth and sixth grade teachers; and anyone else who is interested in library and information services to teens and young adults.

**LIS 682 FACULTY AND STAFF**

*Instructor.* Vanessa Irvin, M.S.L.S., Ed.D.

*Aloha! My name is Vanessa Irvin and I go by “Professor Irvin” or “Dr. V” within the LIS ‘Ohana.*

*My contact information is as follows:*

- **Office Location:** Hamilton Library 003B
- **Office Phone:** (808) 956-6703
- **Office Hours:** By appointment only, email your request
- **Email:** irvinv@hawaii.edu
- **URL:** http://www2.hawaii.edu/~irvinv

**Teaching Assistants.** For Spring 2017, the TAs for LIS 682 are: Wiebke Reile and Cissy Crosby.

The TAs are your allies and can be pivotal to you successfully navigating this course. Thus it is in your best interest to interact with the TAs with aloha at all times, as your relationship with them is professional and thus is part of class participation.

*O’ahu students:*

- Your TA is Wiebke (VEEB-Kah) Reile, CIS PhD doctoral student | email: wreile@hawaii.edu
  - Wiebke is accessible for help on all things assignment-oriented and Professor Irvin-oriented.
  - Wiebke sits at the back of class and is a participant observer of class discourse.

*Hālāwai students:*

- Your TA is Christine “Cissy” Crosby, CIS PhD doctoral student | email: ccrosby@hawaii.edu
  - Cissy is accessible for help on all things Hālāwai-oriented and Professor Irvin-oriented.
  - Cissy sits at the front of class and is a participant observer for the Hālāwai community.
COURSE LEARNING OBJECTIVES

Students who complete this course will:

• be exposed to canonical and contemporary young adult literature including highly recommended or controversial books and library materials popular with young adults
• identify outstanding authors of young adult literature
• understand the selection criteria for print and non-print materials appropriate for YA and secondary school collections, what constitutes excellence in the various s and how to evaluate literature for YAs according to literary elements
• know how to access reviews and professional literature about books and media for young adults
• relate developmental needs and interests of young adults to their literature
• examine the complexities inherent in issues related to censorship
• have knowledge of the history of young adult literature
• relate YA literature and library collections to concerns and concepts of diversity
• understand the purpose and value and techniques of book talking
• formulate a philosophy related to books and media for young adults

STUDENT LEARNING OUTCOMES

LIS 682 addresses the following objectives of the UHM LIS Program:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
1c) Develop and apply critical thinking skills in preparation for professional practice.
1d) Craft and articulate a professional identity.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
2c) Develop, manage, and assess information services for specific users and communities.
2e) Demonstrate the ability to advocate effectively for information services.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.
5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders.
5b) Demonstrate understanding of the social and cultural context of information services and systems.

TEACHING PHILOSOPHY

This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding the nature of library and information services for teens and young adults. This course seeks to introduce students to a synthesized approach to critically assessing and evaluating adolescent developmental processes and assets within the framework of library and information services. The broad goal of the course is to help students acquire the ability to develop and manage library collections comprised of varying genres and formats, while meeting specific, yet diverse, user needs.

TEACHING METHODS

This course has been designed to be varied and interactive so that students may apply the practical skills and knowledge they learn from this course to their careers working with young adults. The student will be reading a wide variety of young adult material; writing critical essays and reaction papers; learning from guest speakers; watching videos; participating in small group, team work and discussions; giving presentations and book talks; and designing promotional materials.

RESEARCH METHODS

Research methods employed in this course include ethnography, action research, case studies and critical inquiry, and content analysis. A key component to the course is hands-on assessing and retrieval of an array of materials for the purpose of understanding their purpose within library collections and information services for young adults.
COPYRIGHT NOTICE
Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni’s projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor’s nor course alumni’s) without express written consent of your Instructor.

TEXTS & MATERIALS

REQUIRED.

WEEKLY COURSE READING SCHEDULE.
• Access the course reading schedule via: Laulima >> Syllabus&Guidelines.
• You can also access bibliographic information for weekly articles via Laulima >> Readings >> Week #.

YA LITERATURE TABLE.
• To access the table, see page 4 of this syllabus.
• You can also access the YA Literature Table via: Laulima >> Syllabus&Guidelines.
• Be sure to read the course reading schedule before acquiring any of the books from the YA literature table. It’s not as bad as you think – you will NOT be reading every title on this table; however, overall, this table can be useful to you in establishing a very nice contemporary core collection of YA Literature.

COURSE CITATION STYLE.
• The citation style for LIS 682 is APA.

OTHER TEXTUAL REQUIREMENTS.
• UH email
• Hawaii State Public Library System (HSPLS) library card
• UH Hamilton Library research tools
• Web-based logon online resources as introduced and required

OPTIONAL.

COURSE TEXT. I will be lecturing primarily from this text:

RECOMMENDED. (In addition to the course text(s), you should might want to add these texts to your professional library if you are seriously considering YA librarianship as your career specialty):


Note: Aspects of this course are subject to change, at the discretion of the Instructor.
Any modifications will be announced and documented in a timely fashion in-class, via Laulima, and email.
Last update: 09 January 2017, version: Spr17, /vi
### Young Adult Literature Table

In accordance with the *Course Reading Schedule*, you can purchase these texts (fyi: past students who purchased texts, donated them to their local library after the close of the term), or you can borrow these texts from your local library or via Interlibrary Loan (ILL).

**Note:** Aspects of this course are subject to change, at the discretion of the Instructor. Any modifications will be announced and documented in a timely fashion in class, via Laulima, and email. Last update: 09 January 2017, version: Spr17, /v

<table>
<thead>
<tr>
<th>Classics: Read Two (2)</th>
<th>Multicultural: Read Two (2)</th>
</tr>
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</table>
| - The Outsiders, by S. E. Hinton.  
- The Little Prince, by Antoine de Saint-Exupéry.  
- Weetzie-Bat, by Lia Francescas Block.  
- Monster, by Walter Dean Myers.  
- Saturday Night … Pahala Theatre, Yamanaka. ALT | - Tap Dancing on the Roof, by Linda Sue Park. ALT  
- Call Me Maria, by Judith Ortiz Cofer. ALT  
- True Diary…Part-time Indian, by Sherman Alexie. ALT  
- Crossover, Kwame Alexander. ALT  
- One (1) multicultural title (your pick). |

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<thead>
<tr>
<th>HSPLS Staff YA Picks: Read Two (2)</th>
<th>ALA YA Banned/Challenged Books: Read Two (2)</th>
</tr>
</thead>
</table>
| Read one of the titles from the latest list at:  
http://www.librarieshawaii.org/read/staff-picks/teens/ | Read one of the titles from the latest list at:  

<table>
<thead>
<tr>
<th>Realistic / Coming of Age: Read Two (2)</th>
<th>Hawai’i BOE HS American Literature: Read Two (2)</th>
</tr>
</thead>
</table>
| - The First Part Last, by Angela Johnson. ALT  
- The Reader (Sea of Ink & Gold, Bk1), Traci Chee.  
- Once Were Warriors, Alan Duff.  
- The Fault in Our Stars, by John Green.  
- One (1) realistic novel (your pick). | Read one of the titles from the latest list at:  
http://bit.ly/2j3s7xa |

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<thead>
<tr>
<th>Biography/Non-Fiction: Read Two (2)</th>
<th>Science Fiction: Read One (1)</th>
</tr>
</thead>
</table>
| - Sugar Changed the World, Aronson & Budhos.  
- Mo’ Meta Blues: The World According …, by Ahmir “Questlove” Thompson. ALT  
- More Than Friends, by Holbrook and Wolf. ALT  
- I Am Malala …, by Malala Yousafzai.  
- Ender’s Game, by Orson Scott Card.  
- Steampunk: Anthology… by Link & Grant, eds.  
- Any of the Divergent series, by Veronica Roth.  
- One (1) sci fi title (your pick). |

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<thead>
<tr>
<th>Historical Fiction: Read One (1)</th>
<th>LGBTQ: Read Two (2)</th>
</tr>
</thead>
</table>
| - The Book Thief, by Markus Zusak. ALT  
- A Wish After Midnight, by Zetta Elliott.  
- Clockwork Princess, by Cassandra Clare.  
- Hidden Roots, by Joseph Bruchac.  
- One (1) historical fiction title (your pick). | - Annie on My Mind, by Nancy Garden.  
- Almost Perfect, by Brian Katcher.  
- Pink, by Lilli Wilkinson.  
- Tessa Masterson Will Go to Prom, E. Franklin.  
- One (1) GLBTQ title (your pick). |

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<tr>
<th>Graphic Novels: Read Two (2)</th>
<th>Fantasy: Read Two (2)</th>
</tr>
</thead>
</table>
| - A Contract with God, by Will Eisner.  
- March: Book Three, by John Lewis/Andrew Aydin.  
- Nimona, by Noelle Stevenson.  
- Any title from “Teens” section of  
- One (1) manga title (your pick). | - The Giver, by Lois Lowry.  
- Akata Witch, by Nnedi Okorafor.  
- Any of Legend Trilogy, by Marie Lu.  
- One Boy, No Water, by Lehua Parker.  
- One (1) fantasy title (your pick). |

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<thead>
<tr>
<th>YALSA Top Ten: Read Two (2)</th>
<th>Horror: Read One (1)</th>
</tr>
</thead>
</table>
| Read one of the titles from the latest list at:  
http://www.ala.org/yalsa/teenstoppen | - Silver Kiss, Annette Curtis Klause.  
- Any of Miss Peregrine trilogy, Ransome Riggs.  
- Wax, by Gina Damico.  
- Any title by R. L. Stine.  
- One (1) horror title (your pick). |

**Important:** Publication dates for all “your pick” titles must be within the last 5 years.
LIS 682 is an intensive graduate level course within the UHM LIS Program curriculum, and as such, its agenda aligns with the Program's vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana. With these values in mind, the following policies are anticipated for all LIS 682 students:

**Course Materials.** It is anticipated that you will responsibly acquire all the necessary books, articles, and technology needed to successfully navigate this course. Young adults read a lot of varied topics and formats. As emerging YA librarians, we must do the same. Thus you will need to acquire at least 20 YA books during the course of this class, as well as scholarly, professional, and research-based articles. The course text is optional for this course so that you can focus on accessing the YA Literature we will be exploring and discussing.

**Hālāwai.** Hālāwai is the LIS Program’s Adobe Connect service that meets the attendance needs for LIS students who live in Hawai‘i, but not on O‘ahu. According to UHM LIS Program policy, Hālāwai is available for neighboring island students only. To honor the specific needs of our neighboring island ‘ohana, there are no O‘ahu exceptions for Hālāwai in LIS 682.

**Laulima.** Laulima is the UH course management system. In LIS 682, Laulima is used supplementally by me to email updates and announcements, and to post your assignment grades. You will be using Laulima to submit your assignments and to access course information. Thus, it is your kuleana to learn how to correctly and effectively and navigate Laulima. You will need your UH ID and password to access the Laulima portal.

**Attendance.** At the very minimum, “attendance” means coming to class on time and staying for the entire period. If you are late or absent because of illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least two weeks in advance of the anticipated missed class session, in order to receive accommodations for due dates and missed work.

**Emailing Professor Irvin.** I receive an exorbitant amount of university-related and professional email from various places all over the world. So when you email me use your UH email only, putting the correct course number in the email subject line so that I receive your query as priority student email, and can give your needs the proper significance. This stipulation is very important. If you don’t do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another. For example:

From: youremailaddress@hawaii.edu
Subject field: LIS 682: Question about Collection Development Policy

Additionally, be sure that your emails are professional in tone and presentation, especially because email becomes an important part of your coursework during the semester. Established guidelines for composing professional emails are located at: https://www.training.nih.gov/writing_professional_email. Lastly, due to the nature of LIS 682 projects, unless otherwise requested, I do not accept assignments via email.

**Submitting Assignments.** You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works. Assignments are due by 5:00 PM Hawaii Standard Time, on the date due (usually on class day), unless otherwise specified. Late assignments are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the due date, you need to inform me in advance as quickly as possible. Late and/or incorrectly submitted assignments go to the bottom of my queue behind the students who submit correctly and on time. Thus, if you submit late, expect a delay in communications and response. Note: I do not accept assignments by email. **Important: For all of your assignments, be sure that you create a header in your document with your first and last name, course #, and assignment title at the top of every page of your work. If your work is unidentifiable, it will be discarded and regarded as not submitted, resulting in a score of “0” for the assignment.**

**Withdrawal from LIS 682:** If you need to withdraw from class for any reason, the last date to withdraw with a “W” for this semester is: **Friday, March 10, 2017, 4:00 p.m.**
ALOHA. ‘OHANA. KULEANA. (continued)  

Professionalism and Class Participation. Professionalism involves taking kuleana for your communications and interactions with your classmate-colleagues and LIS 682 faculty and staff. Class participation includes taking personal kuleana in exhibiting aloha in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course. Positive dynamics ensures a good learning experience for the LIS 682 ‘ohana, and is mutually observed and assessed by the LIS 682 faculty and staff, accordingly. Refer to the Professional Expectations Notice and the UHM LIS Program requirements for student Computer Literacy Skills for details on the prerequisite technical and professional competencies you need in order to successfully experience this course. Note: Be aware that your professional behaviors are easily observed and evident to faculty and staff who write references for scholarships, internships, and applications.

Important considerations for exhibiting aloha for LIS 682 participation include:

- Arrival to class:
  - On-time arrival is anticipated. When arriving, strive to sit towards the front of the classroom to create an effective interactive setting for classroom discussion with our Hālāwai community.
  - If you arrive late to class, be considerate and find a seat in the back of the classroom, as opposed to becoming a distraction by trying to sit up front; it disrupts in-classroom and Hālāwai participation.

- Respecting class time (‘class time’ is based on the clock on the classroom wall):
  - Return from class breaks on time.
  - During class presentations, be sure to speak within the time you’ve been allotted so that everyone else gets equal time to present their work.
  - On the rare occasion that class lasts a few minutes longer because classmate-colleagues are finishing their presentations (e.g. midterm and finals time), be supportive: stick and stay.

- Class discourse:
  - Because we are on dual platforms (face-to-face and Hālāwai), all of us must be mindful to speak clearly so that everyone can hear and respond to what is being shared.
  - The classrooms in the LIS ‘Ohana carry sound very easily. When you have side conversations, particularly during lectures or presentations, the vitality of the class decreases. Please be mindful.

- Being flexible:
  - Because collaborative work is organic, consider the class schedule as tentative and subject to change, depending on the dynamism and identified pedagogical needs of the class group, and/or based on LIS, university, and even world developments and events. Be sure to read all class-wide email that is sent by LIS 682 faculty and/or staff, and take notes on in-class announcements so that you are informed of all updates.

- Devices:
  - In consideration of all during class, turn off or set vibrate to your mobile devices.

KOKUA | Disability Access Services. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. Special accommodations cannot be made unless documented via KOKUA.

UH Support Services. Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/.

Title IX is a federal civil rights law prohibiting discrimination in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.
ACADEMIC INTEGRITY AND HONESTY

In keeping with the American Library Association's [Code of Ethics](#) (2008), the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, the department applies the university's [Academic Integrity Policy](#) with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), the UHM LIS Program anticipates your compliance to its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

ASSIGNMENTS

**WEEKLY. YA Genre Librarians’ Book Club.** Based on the Young Adult Literature Table, we will be collectively reviewing, evaluating, discussing, and booktalking a total of 25 YA book(s) in-class. Of the 25, you will submit five (5) mini book reviews by mid-term, and five (5) more, as book talks, by the end of the semester. You are to also use books you’ve read and shared in-class as resources for your Final project (see below).

**DUE:** Genre: Weekly as assigned, per course schedule (see page 9 of syllabus; also posted via Laulima >> Announcements).
**DUE:** Mini book reviews: Five (5) submitted by Tuesday, February 28, 2017, 1:00 PM, via Laulima >> SubmitAssignments.
**DUE:** Book talks: Five (5) book talks submitted by Tuesday, May 2, 2017, 1:00 PM, via Laulima >> SubmitAssignments.

**MIDTERM. Young Adult Issues Paper/Discussion.** There are many social issues that concern contemporary young adults today. As information professionals, we must be aware of these topics. For this assignment, you will be choosing a topic to research and present in class. Details on this assignment will be distributed towards week 4 of the term.

**DUE:** Tuesday, February 28, 2017, 1:00 PM, paper via Laulima >> SubmitAssignments + in-class presentation.

**FINAL. Young Adult Booktalk Repertoire.** You will present a YA booktalk repertoire of ten (10) titles within a 12-minute peer-reviewed presentation. Half of your booktalk presentation (five titles) should focus on a chosen genre from the YA Literature Table, plus include interactive elements appropriate for a teen audience (as learned in class). Details on this assignment will be distributed towards week 6 of the term.

**DUE:** Genre Pick: Tuesday, February 14, 2017, 1:00 PM, emailed to irvinv@hawaii.edu.
**DUE:** Repertoire Presentation: Tuesday, May 2, 2017, 1:00 PM, presented in-class.

“The WORK.” Here is a breakdown of the modules and assignments for this course:

<table>
<thead>
<tr>
<th>MODULE</th>
<th>Assignment</th>
<th>Due</th>
<th>Score/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YA Literature</td>
<td>YA Genre Book Club:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini Book Reviews (5)</td>
<td>Weekly,</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Booktalks (5)</td>
<td>by Week 8</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>by Week 16</td>
<td></td>
</tr>
<tr>
<td>Professional / Scholarship</td>
<td>Midterm: YA Issues Paper &amp; Discussion</td>
<td>Week 8</td>
<td>15</td>
</tr>
<tr>
<td>YA Resources</td>
<td>Final: Book Talk Repertoire Genre Pick Presentation</td>
<td>Week 6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 16</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>All class discourse, communications, interactions</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>110 % points</td>
</tr>
</tbody>
</table>
General Grading Rubric. Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:

Ø Originality and depth of ideas, insights and professional assessments
Ø Demonstrated ability to use scholarly sources to support ideas and opinions
Ø Compliance with course criteria and standards
Ø Fulfillment of all requirements for particular assignment
Ø Timeliness of submission (submitting too early can be just as bad as submitting too late)

Important: For all of your assignments, be sure that you create a header in your document with your first and last name, course #, and assignment title at the top of every page of your work. If your work is unidentifiable, it will be discarded and regarded as not submitted, resulting in a score of “0” for the assignment.

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, be aware that according to UHM LIS Program policy, LIS students must maintain a 3.0 “B” average to be considered “passing”. This means that you must pass LIS courses with a final grade of “B-” or higher to be considered as “passing” in the UHM LIS program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100+</td>
</tr>
<tr>
<td>A</td>
<td>94 – 99.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.9</td>
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Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in critiques, annotations, and reviews, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to rubrics and lists for major assignments. Assignment grade weights:

• YA Literature 40%
• Midterm 25%
• Final 35%
• Class Participation 10%
• Total 100%

Note: To earn an A- and above in this course, you must have completed all assigned work.

Feedback. I provide feedback on assignments, at my discretion. If you feel that you need extra feedback, kindly email me at irvinv@hawaii.edu, to arrange office hours.

Extra Credit. There is no extra credit available for this course.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work due during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvinv@hawaii.edu.
Note: Aspects of this course are subject to change, at the discretion of the Instructor. Any modifications will be announced and documented in a timely fashion in-class, via Laulima, and email.

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