

LIS 9364 Young Adult Materials
Master of Library and Information Science Program
Faculty of Information and Media Studies
The University of Western Ontario
Fall 2018
SENATE OUTLINE

1. Course Information:

Class time: Thursdays, 1:30-4:20 pm, September 6 – December 6, 2018

Class location: FNB2230

OWL site: TBA

2. Instructor Information:

Dr. Paulette Rothbauer

Office telephone: 519-221-6111 x88512

Email: prothba2@uwo.ca

Office: FNB 4052

Office hours: TBA

3. Course Description:

Brief Course Description:

Introduction to materials for young adults with coverage of genres and trends in YA literature. Evaluations of library materials for young adults taking account of reading interests and motivation, information practices, adolescent development and youth culture. Strategies to promote YA library materials and development of materials-based programming for teens.

Course Objectives: (What I hope to accomplish as the course instructor):

1. To introduce students to library materials for teenagers and young adults by examining major genres and trends in young adult literature and by promoting an understanding of the role of young adult literature and other materials in the lives of young adults.
2. To develop competence in evaluating young adult library materials published in a variety of formats for library collections that support the reading interests and information needs of young adults.
3. To develop strategies and techniques for the promotion of young adult library materials to young adult users and for material-based library programming.

Course Learning Outcomes: (What I hope you'll take away):

1. Exhibit a broad understanding of young adult materials through knowledge, evaluation, promotion and presentation of major genres, formats and trends in young adult literature in library contexts (Program-level learning outcomes 2, 8, 9)
2. Promote and support the reading interests and everyday life information needs of teenager and young adults (Program level learning outcome 2, 4, 8)

4. Course materials

There will two reading lists: the Primary Materials and Scholarly/Professional Readings. Copies of most novels assigned for this class will be available on short-term loan in the GRC, and all are also available for borrowing from area public libraries in both printed-and-bound and digital editions. You will also have some choice most weeks when Primary Materials are assigned. The Scholarly/Professional readings will either be available for reading via our course OWL site, or in print copies in the GRC.

5. Methods of Evaluation

Course Requirements:

1. Participation and Preparation: 20%
Due: throughout term

I put a high premium on a participatory class and you are required to exhibit and model active engagement during our face-to-face meetings. You are further expected to participate in and facilitate discussion and debates when assigned

and as they arise in class, during regular class time and during student seminars. You may be asked to present information about various titles and materials throughout the course. Lower participation grades are likely for the following: just showing up; persistent evidence that you are not doing the readings; unhelpful or disruptive classroom behaviour such as being chronically late or needing to leave early; sleeping; chatting; using electronic devices that are disruptive to me and to other students; or working on assignments for other classes. Higher grades can be expected for the following behaviour: facilitating our discussions by asking good questions; offering insightful, informed opinions or information; extending discussions by posting interesting, relevant topical information related to our class; helping or teaching your class peers (e.g., how to upload a video to YouTube); and giving clear evidence of having done the readings.

2. Interview with a Teen/YA Reader or “Non-reader”: 25%

Due: several sign-offs during the course, and complete transcript and final analysis due Week 12, November 29.

You will be required to recruit a teenager or young adult and then interview them about reading. You will also transcribe the audio recording of the interview, code it, and then analyze it in a draft written report. Each student enrolled in this class will sign up for a WREM account with Western’s ethics office, and will be considered research assistants for the purposes of this non-medical human research project. You will be required to read and sign off on the protocols, to follow the protocols exactly in the conduct of recruiting a participant, of interviewing the participant, of managing the documentation related to this project, and in deleting from your devices and forwarding to me any personally identifying information at the close of the course. Class time will be devoted to interviewing and coding techniques. Many more details in class.

3. Seminar and Annotated Reading List: 30% = seminar (15%), bibliography (15%)

[small groups: 4-5 people]

Due: throughout term, weeks 3-10

By the end of the first class each student will have signed up for a seminar topic and date from a list to be provided. Each group will be responsible for a 30-minute (approximately) seminar. Note: this can take any style you like: dialogue and debate, questions and answers, class exercises and/or activities, or more formal presentations. Regardless of style, interaction and active engagement is required. An annotated bibliography of professional and scholarly resources (20-25 entries) that covers and extends the seminar is also required and will be integrated into a class bibliography for distribution to all students.

4. Book Promo/Review & Pathfinder to More Like This: 25%

[depending on your project, and with approval you may work in pairs]

Due: If your group seminar is AFTER Research Week, Book Promo/Pathfinder is due Week 6, October 11

If your group seminar is BEFORE Research Week, Book Promo/Pathfinder is due Week 8, November 1

Working on your own or with another student from this class, you will choose a book (or information resource, or other media product) and promote it to an audience of teenagers or young adults, by creating a 2- to 3-minute digital promo for it. This is largely a self-directed project, but your choice of title and/or product must be approved by me first. We will dedicate one class to viewing and discussing the final products. More details in class.

6. Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

7. Support Services:

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.