

LIS 9364 Young Adult Materials
Master of Library and Information Science Program
Faculty of Information and Media Studies
The University of Western Ontario
Fall 2019
SENATE OUTLINE

1. Course Information:

Class time: Thursdays, 9:00am-11:50am, September 5 – December 11, 2019

Class location: FNB 2230

OWL site: TBA

2. Instructor Information:

Dr. Lucia Cedeira Serantes

Email: TBA

Office: TBA

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 novels assigned for this class are 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. I will do my best to make these materials available through the GRC, but I cannot ensure that all materials will be available. The Scholarly/Professional readings will either be available for reading electronically through the Western library resources or in print copies in the GRC.

5. Methods of Evaluation

Course Requirements:

1. *Preparation, in-class and online participation: 25%*

Due: Ongoing throughout the term

Participation in this course is imperative and expected in two spaces: the classroom and the group blogs. In the classroom I expect students to participate in class exercises and discussions, as well as being prepared to contribute to create a collegial, engaged, and participatory classroom. Students 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 and will also 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 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. As part of your weekly group work, students will be required to collaboratively maintain and use a publicly accessible blog where they will post weekly comments, reviews, summaries of assignments, and any other information as appropriate or indicated in the detailed syllabus. As well, I encourage students to use their blogs as a place to collect news, media reviews, or other relevant items you find in the web that you would like to share with your peers.

2. *Professional report: 20%*

Due: Week 4 and Week 12 (Pairs)

The goal of this assignment is to create a short report where the students introduce their professional values and approach as future teens librarians. The report will focus specifically on their professional philosophy and future practice in regards to collection development work with and for teens. The professional and scholarly documents that influence this professional standpoint should be clearly noted. The assignment is divided in three components:

- Draft report: As a result of your first 3 weeks in the course and your previous exposure to LIS research, you will draft a 500w text where you point at factors or readings that influence your position. In this case, I expect to see elements from other courses and some initial integration of course readings (10%)
- Library visit: Visiting other libraries and chatting with teen librarians and community members is a great way for future librarians to develop a personal understanding of library practice, as well as to find inspiration to create and justify change in your own library. You will not report on these visits but I expect to see outcomes reflected in the final report. I recommend that the pair visits at least two teen collections you had not previously been at.
- Final report: This document will finalize your draft, integrate the information and knowledge developed during the course and include some key elements from your visits (10%)

The audience of your report can be a superior (manager, director or board) or the general community. The document can be an overall introduction to how the library, and more specifically you, understands, advocates for and works with and for teens. Alternatively, you may also develop a specific context for the report: create a specific budget line for teen materials, increase in the current budget, change some aspect of the collection development policy, propose a specific action in relation to teen collection management. This is not necessary but it may help some groups with the construction of the report.

If you need help with this type of document and writing, this link might help: <https://www.monash.edu/rlo/quick-study-guides/writing-a-report>. This link explains how to prepare a more exhaustive type of report, but the approach to the document production and the basic structure is on point.

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

[small groups: 4-5 people]

Due: throughout term, weeks 3-11

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. The seminar 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

If your group seminar is BEFORE Research Week, Book Promo/Pathfinder is due Week 11

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

<https://www.uwo.ca/health/> for a complete list of options about how to obtain help.