

LIS 9364 Young Adult Materials
Master of Library and Information Science Program
Faculty of Information and Media Studies
The University of Western Ontario
Fall 2020
SENATE OUTLINE

1. COURSE INFORMATION:

Time: Wednesdays, 1:30pm-4:20pm, September 9 – December 9, 2020

Meeting Time: Synchronous and Asynchronous - (for exact dates/times for meetings see the Course Breakdown and Group Meeting times)

Class Location: Online via OWL

Meeting Location: Online via Zoom

Active Time Zone: EST (Eastern Standard Time)

2. INSTRUCTOR INFORMATION:

Dr. Lucia Cedeira Serantes

Email: lcedeir@uwo.ca (only for emergencies, for general course communication *use the OWL message system*)

Office hours: By appointment via Zoom (meetings should be requested 48hrs in advance)

3. 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 are two reading lists for this course: the Primary Materials (YA readings) and Scholarly/Professional Readings.
- The required Scholarly/Professional Readings will be available through OWL or through Western Libraries.
- For the Primary Materials, the FIMS Graduate Library has worked in collaboration with London Public Library to facilitate MLIS students' access to their digital collections. More information about how to use this access is provided in the FIMS Graduate Library in the [Resource/FIMS Databases section](#). The instructor will make sure that YA readings are available through LPL. For other elective readings or recommendation work, students are highly encouraged to explore how to access digital collections via their local public libraries.
- Under the current circumstances, accessibility to materials could be an issue: 1) Check the different ways the [UWO collections can be accessed](#) (including digital delivery under Print Collections), 2) Check the different ways the [FIMS Grad Library](#) can support you, and 3) Contact your instructor as soon as possible if you cannot access a material that you consider essential for your learning experience or project development.
- **Required applications:** Proficiency using OWL and Zoom is expected for you to participate successfully in this course. We will use [Zoom through UWO](#) for Meetings and for Office Hours. This is a web-conferencing application that allows for audio, video, chat and desktop sharing. If you have any questions about your privacy or data, you may read [this section](#). Other technologies might be necessary to complete certain aspects of the course, but the instructor will offer guidance and resources to support the students' learning experience.

Course requirements

- The course will be structured primarily as an **asynchronous learning experience**, but it will be necessary to participate in **six synchronous meetings**. In some special circumstances you may also need to be available for synchronous communication with the instructor or other students. For these meetings you will need a working microphone and, optionally, also a webcam. As much as possible these meetings will be scheduled during the day/time slot for the course or at a day/time both convenient for the instructor and the student/s.
- Presence in this online course will be measured through engagement in the course's online learning community. I understand that the Covid-19 crisis has provoked or exacerbated different expectations in our lives. Because of this, **I have thoughtfully worked to design a course that attempts to be flexible and adaptable**, so you are able to work on the course content in different ways and in a variety of group and individual contexts. However, for many, **learning is a communal endeavor** and creating and sustaining community will certainly also be part of your profession. Therefore, your active participation in the online course will be welcomed and encouraged, so we can all learn from each other.
- Students should expect to **spend approximately 10-12 hours per week** on reading (i.e., assigned reading, research, course engagement), exercises, assignments, and viewing and listening to resources. **Online learning both needs and takes time**, so students should try to plan accordingly as much as they can. If this is your first online course or you would like some advice about how to organize yourself, you may want to check [this resource about how to get ready to learn online](#).
- **Grading** follows the [MLIS Grading System](#), available on the FIMS intranet for consultation.

5. COURSE BREAKDOWN (TENTATIVE)

M		Topics	Work
1	Sept 9-15	Course introduction	<ul style="list-style-type: none"> ✓ <i>Optional instructor meeting Sept 9</i> ✓ <i>Visit OWL course site: Explore the organization and read through the course syllabus, instructions and expectations.</i> ✓ <i>Sign up for groups and check assignment dates.</i> ✓ <i>Task: Course Forum work</i>
2	Sept 16-29	<ul style="list-style-type: none"> • Situating teens and teen media, historically and in the present • Why building a teen-centered collection matters? 	<ul style="list-style-type: none"> ✓ <i>Meeting day Sept 23</i> ✓ <i>Test Module exercise due by Sept 27</i> ✓ Assignment: Professional report draft due on Sept 29
3	Sept 30-Oct 13	<ul style="list-style-type: none"> • YA Publishing & Trends • Teen lit genres & modern classics 	<ul style="list-style-type: none"> ✓ <i>Meeting day Oct 7</i> ✓ <i>Module exercise due by Oct 11</i>
4	Oct 14-27	Survey of recent of fiction titles and genres	<ul style="list-style-type: none"> ✓ <i>Meeting day Oct 21</i> ✓ <i>Module exercise due by Oct 25</i>
Reading Week (RW) Oct 28-Nov 3			
5	Nov 4-17	Survey of nonfiction titles	<ul style="list-style-type: none"> ✓ <i>Meeting day Nov 11</i> ✓ <i>Module exercise due by Nov 15</i> ✓ Assignment: Professional report due on Nov 17
6	Nov 18-Dec 1	Collection and services intersect: Teens and Privacy, Data and Technology	<ul style="list-style-type: none"> ✓ <i>Meeting day Nov 25</i> ✓ <i>Module exercise due by Nov 29</i>
7	Dec 2-9	Wrap Up: The community, the collection, and you	✓ Assignment: Final project due on Dec 8

ZOOM MEETING DATES/TIMES PER GROUP

M1 09/09	M2 23/09	M3 07/10	M4 21/10	M5 11/11	M6 25/11	M7 09/12
All students Meeting to discuss the course design and planning 1:30pm-2:30pm	G1 1:30-2:25	G1 1:30-2:25	G1 1:30-2:25	G1 1:30-2:25	G1 1:30-2:25	All students Course wrap up meeting 1:30pm-2:30pm
	G2 2:30-3:25	G2 2:30-3:25	G2 2:30-3:25	G2 2:30-3:25	G2 2:30-3:25	
	G3 3:30-4:25	G3 3:30-4:25	G3 3:30-4:25	G3 3:30-4:25	G3 3:30-4:25	

6. METHODS OF EVALUATION (TENTATIVE)

Work	Description and due dates	Weight
Preparation and engagement Individual	<ul style="list-style-type: none"> Module Zoom meetings (pre-meeting work and discussion) Engagement with course materials, other participants and their work using the different course Forums available Course self-assessment analysis <p>Due date: All term</p>	20%
Your professional standing (report) Individual and pair	<ul style="list-style-type: none"> 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 regarding collection development work with and for teens. The professional and scholarly documents that influence this professional standpoint should be clearly noted. <p>Individual – Draft Pair – Final report</p> <p>Due date: September 29 and November 17</p>	15%+15%
Module exercises Individual	<ul style="list-style-type: none"> How can we share all the reading we do? Through a course Wiki, you will have the possibility of practicing reviews, readers’ annotations, post-it note reviews... and get feedback from the instructor and other course participants. <p>Due dates: M2 (test Sept 27), M3 (Oct 11), M4 (Oct 25), M5 (Nov 15), M6 (Nov 29)</p>	20%
Final project choice Pair	<p>The goal of this final project is to create an indirect RA tool that brings together different elements explore during the course (acquired knowledge about teen literature, new LIS resources and practiced skills). You can choose between two types of projects:</p> <ul style="list-style-type: none"> Reading flow chart Digital booktalk (video or sound file) Genre <p>Due date: Pair and choice emailed to the instructor by Nov 4 and project due on December 8</p>	30%

6.STATEMENT ON ACADEMIC OFFENCES

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 website:

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

See also the section on Academic Offences in the FIMS Intranet.

7.SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Western’s “Health and Wellness” at https://www.uwo.ca/health/mental_wellbeing/index.html for a complete list of options about how to obtain help. Also, you may consult the [Resources section](#) in the FIMS Intranet. For Western updates on Covid-19, you may consult [this webpage](#) created specifically for students.