

LIS 9364 Young Adult Materials
Master of Library and Information Science Program
Faculty of Information and Media Studies
The University of Western Ontario
Fall 2021
SENATE OUTLINE

I would like to begin this academic term and course by acknowledging that the land on which the institution that offers this course sits on the traditional land of the Attawandaran, and now the Chippewa, Oneida, and Munsee Nations. I am teaching this course from the traditional territory of the Haudenosaunee and Anishanaabe. To say that is to acknowledge a debt to those who were here before us and to recognize our responsibility, as guests, to respect and honour the intimate relationship Indigenous peoples have to this land. As a settler in Turtle Island, I directly benefit from the colonization and genocide of the indigenous people of this land. I am grateful to have the opportunity to exist on this land and we must constantly engage in acts of decolonization.

1. COURSE INFORMATION

Time: Tuesdays, 10:00-11:30am or 11:30-1pm, September 8 – December 14, 2021

Class Location: Online via OWL

Meeting Location: Online via Zoom

Active Time Zone: EST (Eastern Standard Time)

Enrollment in this course is restricted to graduate students in the Master of Library and Information Science, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program

2. INSTRUCTOR INFORMATION

Instructor: Dr. Lucia Cedeira Serantes, Assistant Professor (LD)

Email: For general course communication **use the OWL message system**. If you need to email me, use lcedeir@uwo.ca. and add the **course number 9364** to the Subject of ALL your emails.

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

Website: https://www.fims.uwo.ca/people/profiles/lucia_cedeira_serantes.html

Use of Zoom: For any course meetings with the instructor and/or guest speakers, we will use [Zoom through UWO](#). If you have any questions about your privacy or data, you may read [this section](#).

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

- o 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.
- o For the Primary Materials, students are encouraged to explore their local public libraries and their access to print and digital collections. If there are texts not available in your area, 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](#).
- o Under the current circumstances, sometimes 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.
- o **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. 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

- o The course will be structured as a combination of **asynchronous and synchronous learning**. There will be materials available for reading, watching and/or listening through OWL and those will then be discussed in the weekly meetings.
- o 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. 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.
- o Students should expect to **spend approximately 10-12 hours per week** on reading, group work, module 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](#).

- o **Grading** follows the [MLIS Grading System](#), available on the FIMS intranet for consultation. During the term this course will follow a qualitative marking system that will consider the progression of the student, based on the following equivalences:

100-90 A+	79-77 B+	69-67 C+
89-85 A	73-70 B-	66-64 C
84-80 A-	76-74 B	

5. COURSE TIMELINE (TENTATIVE)

Module		Topics	Work
1	Sept 8-14	Course introduction	<ul style="list-style-type: none"> ✓ Visit OWL course site: Explore the organization and read through the course syllabus, instructions and expectations. Have questions ready for the meeting. ✓ Sign up for groups and meeting time. ✓ Task: Presentation post before Sept 14 ✓ Course introduction meeting Sept 14
2	Sept 15-21	<ul style="list-style-type: none"> • Situating teens and teen media, historically and in the present • Introduction to Collection Selection resources 	<ul style="list-style-type: none"> ✓ Meeting day Sept 21
3	Sept 22-28	<ul style="list-style-type: none"> • YA Publishing & Trends • Why does building a teen-centered collection matter? 	<ul style="list-style-type: none"> ✓ Meeting day Oct 28 ✓ Assignment: Professional report draft due on Sept 29
4	Sept 29-Oct 12	<ul style="list-style-type: none"> • YA lit history & modern classics (before 2010) 	<ul style="list-style-type: none"> ✓ Meeting day Oct 5: Scholarly readings ✓ Bingo submissions by Oct 9 ✓ Meeting day Oct 12: YA readings and Bingo ✓ Module Task: Pair up for Professional report by Oct 12
5	Oct 13-Oct 26	<ul style="list-style-type: none"> • Fiction I: Survey of fiction genres in different formats 	<ul style="list-style-type: none"> ✓ Meeting day Oct 19: Scholarly readings ✓ Bingo submissions by Oct 23 ✓ Meeting day Oct 26: YA readings and Bingo ✓ Module Task: Pair and choice of final project emailed to instructor by Oct 26
6	Oct 27-Nov 9 <i>Reading Week Nov 1-5</i>	<ul style="list-style-type: none"> • Fiction II: Survey of fiction genres in different formats 	<ul style="list-style-type: none"> ✓ No meeting for scholarly content, a Discussion Forum will be available ✓ Bingo submissions done by Nov 6 ✓ Meeting day Nov 9: YA readings and Bingo ✓ Assignment: Professional report due on Nov 10

7	Nov 10-23	<ul style="list-style-type: none"> • Nonfiction I: Survey of nonfiction genres in different formats 	<ul style="list-style-type: none"> ✓ Meeting day Nov 16: Scholarly readings ✓ Bingo submissions done by Nov 19 ✓ Meeting day Nov 23: YA readings and Bingo
8	Nov 24-Dec 7	<ul style="list-style-type: none"> • Nonfiction II: Survey of nonfiction genres in different formats 	<ul style="list-style-type: none"> ✓ Meeting day Nov 30: Scholarly readings ✓ Bingo submissions done by Dec 4 ✓ Meeting day Dec 7: YA readings and Bingo
9	Dec 8-14	<ul style="list-style-type: none"> • Wrap Up: The community, the collection, and you 	<ul style="list-style-type: none"> ✓ Individual or pair meetings available ✓ Assignment: Final project due on Dec 14

Beware that Modules 4-8 take 2 weeks and will be organized in the following way:

Module	Wed	Th	Fr	Saturday	Mon	Tu
Week 1	Module opens	Workdays: Time allotted to explore the Module's content, read, take notes, organize meetings with other students, and work on exercises and assignments.		Release of discussion prompts	Workday	Zoom Meeting about Module's scholarly readings
Week 2	Workdays			YA Collection Bingo due by end of day	Email the instructor the names of presenters	Zoom Meeting about YA materials and your selections for the Reading Bingo

6. METHODS OF EVALUATION (TENTATIVE)

Course evaluation

Work	Description and due dates	Weight
Preparation and engagement Individual	<ul style="list-style-type: none"> • Presence at Module Zoom meetings • Active and deep engagement with course materials and other participants' contributions • YA Bingo work evaluation form • Course self-assessment analysis (<i>see tasks and due dates on document guidelines</i>) <p>Due date: Throughout the term</p>	20%
Your professional standing (report) Individual and pair	<ul style="list-style-type: none"> • Individual submission – Draft due on Sept 29 (15%) • Organize in pairs by Oct 12 (end M4) • Pair submission – Final report due on Nov 10 (15%) <p>Due date: September 29 and November 10</p>	15%+15%

Module exercises Individual	<ul style="list-style-type: none"> Organized in groups, students will work on a YA Collection Bingo in Modules 4-8. This work will be done in advance of the YA materials meetings in Modules 4-8 to be discussed during those meetings. <p>Due dates: Modules 4-8, selections due on the Saturday before the YA materials meeting.</p>	25%
Final project choice Pair	Choose: <ul style="list-style-type: none"> Reading flow chart Digital booktalk (video or sound file) <p>Due date: Pair and choice emailed to the instructor by Oct 26 and project due on December 14</p>	25%

7. 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.

8. SUPPORT SERVICES

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

<http://www.uwo.ca/uwo/mentalhealth/> 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.

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.