

LIS 9364 Young Adult Materials
Master of Library and Information Science Program
Faculty of Information and Media Studies
The University of Western Ontario
Fall 2022
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: Wednesdays, 9am-11:50am September 14 – December 14, 2022

Class Location: FNB 2230

OWL site: TBD

Enrollment in this course is restricted to graduate students in the Master of Library and Information Science.

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 contact me with an urgent matter, use lcedeir@uwo.ca. and add the **course number 9364** and **URGENT** to the Subject.

- Allow for 48hrs for any response.
- Note that I do not check communication over weekends, so plan accordingly.

Office hours: Office # and time TBD. Possibility of Zoom appointments, if requested 48hrs in advance.

Instructor's website: https://www.fims.uwo.ca/people/profiles/lucia_cedeira_serantes.html

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 will be two reading lists for this course: the Primary Materials (YA readings) and Scholarly/Professional Readings:

- o The required Scholarly/Professional Readings will be available through OWL or through Western Libraries.
- o For the Primary Materials, the instructor will attempt to make available copies of some titles through the FIMS Graduate Library but 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 and you do not live in London, 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](#).

Course requirements

- o For many, **learning is a communal endeavor** and creating and sustaining a professional community will certainly also be part of your profession. Therefore, your active participation in the course will be welcomed and encouraged, so we can all also learn from each other. Course preparation and engagement is crucial in this course and we will work on exercises and discussions during class time. Coming to class having read the materials and prepared with notes is crucial for your participation and the development of a rich learning community.
- o Beyond the materials required for reading, the OWL site for the course will include a set of materials that will support your work, both in class and for your assignments.
- o Students should prepare to **spend approximately 10-12 hours per week** on reading, group work, class exercises, course assignments, and viewing and listening to resources. **Learning both needs and takes time**, so students should try to plan accordingly as much as they can.
- o **Coursework evaluation** follows the [MLIS Grading System](#), available on the FIMS intranet for consultation. During the term this course will use 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)

Week		Topics	Coursework
1	Sept 14	Introduction: Course expectations, organization, and relation to the MLIS program	
2	Sept 21	Situating teens and their media consumption, historically and in the present	
3	Sept 28	The teen literature market – some basics	<i>Presentations start</i> <i>Visit report (due Oct 7)</i>
4	Oct 5	Teen fiction (realism)	<i>Presentations continue</i>
5	Oct 12	Discover a teen lit genre (online activity)	<i>Possibility of recorded presentations</i>
6	Oct 19	Teen fiction (speculative fiction)	<i>Presentations continue</i>
7	Oct 26	Narrative nonfiction	<i>Presentations continue</i> <i>Final report (Oct 29)</i>
Reading Week (RW) Oct 31-Nov 4			
8	Nov 9	Informational nonfiction	<i>Presentations continue</i>
9	Nov 16	Comics and gaming	<i>Presentations end</i>
10	Nov 23	Intellectual Freedom lecture	<i>RA submit (Nov 25)</i>
11	Nov 30	Preparation Week	<i>No lecture or class work, the instructor will be available for questions about coursework</i>
12	Dec 7	IF discussions – Start RA projects presentations	
13	Dec 14	End of RA projects presentations (depending on enrollment) Wrap-up	<i>Submit IF letter (Dec 14)</i>

6. METHODS OF EVALUATION (TENTATIVE DATES)

Work	Description and due dates	Weight
Preparation and engagement Individual	<ul style="list-style-type: none"> • Presence in class • Active, prepared and engaged with course materials and the instructor and other participants' contributions • Week 5 genre submission in OWL • One class presentation • Course self-assessment analysis <p>Due date: Ongoing</p>	20%

Professional report Individual and pairs	<ul style="list-style-type: none"> • Library and bookstore visit - Week 3 (individual) • Organized in pairs by Week 5 • Final report – Week 7 (pairs) <p><i>Due date:</i> Week 3 and Week 7</p>	15%+10%
RA project Pairs	<ul style="list-style-type: none"> • Teen material selection presented in 3 ways - Week 10 • Organized in pairs by Week 6 • Presentation of the projects and feedback – Week 12 and Week 13 (depending on course enrollment) <p><i>Due date:</i> Week 10 and Weeks 12-13</p>	20%+10%
Intellectual Freedom exercise	<ul style="list-style-type: none"> • Debate activity (challengers and librarians) Week 12 • Organized in groups by the end of Reading Week • IF letter response – <u>Dec 14</u> (individual) <p><i>Due date:</i> Week 12 and Dec 14</p>	12%+13%

Submissions are due on OWL, on Fridays (end of day) on the indicated week

7. HEALTH/WELLNESS SERVICES

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

8. ACCESSIBLE EDUCATION WESTERN (AEW)

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.

9. 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