

**LIS 9364 Young Adult Materials**  
Master of Library and Information Science Program  
Faculty of Information and Media Studies  
The University of Western Ontario  
Fall 2023

*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

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**Time:** Thursdays, 9am-11:50am September 7 – December 13, 2022

**Class Location:** FNB 3220

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

### 2. INSTRUCTOR INFORMATION

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

**Email:** For general course communication **use the OWL message system**. If you need to contact me with an urgent matter, use [lcedeir@uwo.ca](mailto: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 FNB 4050, on Thursdays after class. Possibility of Zoom appointments if requested in time.

**Instructor's OWL site:** TBD

### 3. COURSE DESCRIPTION

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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 REQUIREMENTS**

- o Course preparation and engagement is crucial, we will work on exercises and discussions during class time. 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. 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 reading materials required for the course, 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. *[If you read this, send me an email with your favourite piece of teen media]*
- 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	76-74 B	66-64 C
84-80 A-	73-70 B-	63-60 C-

**5. COURSE TIMELINE (TENTATIVE DATES)**

Week	Class	Topics	Methods of evaluation due
1	Sept 7	Course introduction	
2	Sept 14	Situating teens and their media consumption	
3	Sept 21	The teen literature market	<i>Presentations start (x2)</i>

		Classics	
4	Sept 28	Teen fiction (realism)	<i>Presentations continue (x2) Review sources comparison and evaluation due</i>
5	Oct 5	Teen fiction (speculative fiction)	<i>Presentations continue (x2)</i>
6	<b>Week</b>	<b>More fiction genres and blends (online)</b>	<i>Genre submission and comment (forum) due</i>
7	Oct 19	Narrative nonfiction	<i>Presentations continue (x3) Final project proposal due</i>
8	Oct 29	Informational nonfiction	<i>Presentations continue (x3)</i>
<b>Reading Week (RW) Oct 31-Nov 3</b>			
9	Nov 9	Comics and gaming	<i>Presentations end (x3)</i>
10	Nov 16	Intellectual Freedom lecture	<i>Final project due</i>
11	Nov 23	Catch-up week	<i>No lecture or class work, the instructor will be available for questions about final coursework</i>
12	Nov 30	Class debate and discussion about IF	
13	Dec 7	Final Project presentations Wrap-up	

## 6. METHODS OF EVALUATION (*TENTATIVE DATES*)

Work	Description and due dates	Weight
Preparation and engagement	<ul style="list-style-type: none"> <li>• Presence in class.</li> <li>• Active, prepared, and engagement with course materials, class exercises, and the instructor and other participants' contributions.</li> <li>• Choice of primary materials to read for class (Weeks 4-9)</li> </ul> <p><i>Due date:</i> Ongoing during the term</p>	15%
Teen materials discovery and evaluation	<ul style="list-style-type: none"> <li>• Formal class presentation of a teen literature item</li> <li>• Review sources comparison and evaluation (pairs)</li> <li>• Week 6 online exercise about teen genres (in OWL)</li> </ul> <p><i>Due date:</i> Week 3 and Week 7</p>	10% x 3
Final project	<ul style="list-style-type: none"> <li>• Choice between a collection management or a reader's advisory focused project</li> <li>• Short proposal and project type due on Week 6</li> <li>• Presentation of the projects and feedback – Week 13</li> </ul>	25%+10%

	<i>Due date:</i> Week 10 and Weeks 13	
<b>Intellectual Freedom exercise</b>	<ul style="list-style-type: none"> <li>• Debate activity in groups created during Week 10</li> <li>• IF letter exercise (pairs)</li> </ul> <p><i>Due date:</i> Week 12</p>	15%+5%

## 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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

See also the section on [Academic Offences in the MLIS Student Handbook](#).

Students in this class are reminded that plagiarism – using another’s work, ideas, or words without giving credit -- is a serious scholastic offence. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own.

## 7. SUPPORT SERVICES

**Health and Wellness Support Services:** Students who are in emotional or mental distress should refer to Health and Wellness at Western for a complete list of options about how to obtain help. Also see the Mental Health and Wellness Resource Guide for additional information: <https://www.uwo.ca/health/MHWRG2018.pdf>

### **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.

**Indigenous Student Centre:** For culturally relevant, wholistic and strength-based programs and services geared toward Indigenous students at Western. See also, [Indigenous Initiatives at Western](#).

**FIMS Graduate Library:** For help with research in FIMS graduate programs, consult with the FGL staff.