

LIS 9367 Services for Children and Young Adults
MLIS Program, Faculty of Information & Media Studies, Western University
Winter 2023

Course Information

Online Course: Jan 9 – April 14, 2023

Time: Asynchronous. New weekly course material added on Tuesday mornings at 9:00am.

Instructor Information

Instructor: Dr. Davin Helkenberg

Email: dhelkenb@uwo.ca

“Office” Hours: I am available Mondays 1-2pm EST on Zoom. Please email me ahead of time if you need to meet as I only sign into Zoom if a student needs to meet. Meeting ID: 934 8232 9808 and Passcode: 985223

I check my e-mail regularly and will respond within 24 hours unless otherwise specified. I am not likely to respond on weekends, so please plan ahead if an assignment is due. Also keep in mind that I am located in the AKST time zone, 4 hours behind local London time.

COURSE DESCRIPTION

An introduction to library services for children and young adults. Topics include conceptualizing children and teens, information behaviour, media, multiple literacies, information spaces and places, programs, managing and evaluating services, diversity and inclusive services, community outreach, intellectual freedom and the information rights of children and young adults.

COURSE OUTCOMES

1. To contribute to an understanding of what it means to be a child or young adult, not only in terms of human development but also of changing constructions and representations of the notions of childhood and adolescence.
2. To identify, interpret and analyse research, professional and popular literatures related to children, young adults, information, media and library services.
3. To develop an understanding of the design, implementation and critical evaluation of library and information services and programming for children and young adults.

Upon successful completion of readings, assignments, and class participation, students will be able to:

1. apply a critical awareness of professional values, standards and ethics in the context of contemporary childhood and adolescence (Program-level learning outcomes 2, 3, 5);
2. prioritize from among a wide range of techniques to assess, recommend, evaluate and create access to information in a variety of formats and contexts for young people (Program-level learning outcomes 2, 6, 8)
3. define the needs of particular user groups of young people and their caregivers, and to develop services, programs and policies to meet these needs (Program-level learning outcomes 3, 5, 8);

4. prepare, design, write and deliver effective professional reports, presentations, and programs, working independently and/or cooperatively with others (Program-level learning outcomes 4, 7, 9).

COURSE MATERIALS

All required materials are available electronically through OWL within the Resources tab or directly in each week's module. The great majority of readings are also available through the Western Libraries catalogue (<http://lib.uwo.ca>) and the internet. Assigned book chapters have been scanned for you wherever possible or online access is provided. It may also be necessary to consult area libraries for assignment materials.

COURSE REQUIREMENTS

Expectations

The course will be structured primarily as an asynchronous learning experience where students work individually or in small or large groups (i.e. group work or forum participation). Students will be required to meet with assigned groups for group assignments at times decided by the group. Students should expect to spend *a minimum* of 10-12 hours per week on assignments, reading (i.e., assigned reading, research), and viewing and listening to resources.

Students are expected to "be present" in this class by exhibiting a regular online presence. Students are expected to read the required readings and complete the modules (any written or audio-visual lecture materials) in each week of the course, regardless of whether something is due or not that week. Students are responsible for this content.

Methods of Evaluation

Most assignments are due 11:55pm Monday evenings. All work will be submitted through OWL.

Please see separate assignments document for details:

4 Exercises: Weeks 2, 4, 5 and 6 (4 @ 10% each) = 40%

2 Topical Assignments: Week 4 (20%) and Week 8 (20%) = 40%

1 Group Assignment: Week 12 (20%)

SCHEDULE OF CLASSES

Each week the class modules will go live Tuesdays at 9:00am, so the schedule reflects a Tuesday-Monday weekly cycle. *Please see separate document for weekly schedule and readings.*

Weekly Topics:

Week 1: Introduction to Youth Services

Week 2: Professional Competencies

- Week 3:** Representations of Childhood and Adolescence
- Week 4:** Information Behaviour of Children and Teens
- Week 5:** Introduction to Youth Services Programming and Services
- Week 6:** Early Years (0-6 years) Library Programming
- Week 7: RESEARCH WEEK**
- Week 8:** School Age (6-12 years) Library Programming
- Week 9:** Teen (12-18+years) Library Programming
- Week 10:** Human Rights and Intellectual Freedom
- Week 11:** Cultural Competencies in Serving Young People in Libraries
- Week 12:** Managing Public Library Services for Children and Teens
- Week 13:** Library and Information Spaces for Children and Teens
- Week 14[*note: a short week*]:** Professional Development

COURSE POLICIES

Grading

Grading follows the [grading guidelines published in the MLIS Graduate Student Handbook](#).

Late Assignments and Extensions

Excluding the 48hr “grace period” for individual assignments, all late assignments will receive a 5% penalty per day including weekends. Extensions for medical, compassionate, or religious reasons will be considered if you notify me by e-mail *in advance* of the due date. *If I do not hear from you, I will assume that you are accepting the late penalty. I may not accept very late assignments if there is no communication with me.* In the case where you are unable to be in touch with me (e.g. debilitating illness), contact me as soon as you are able to. If you require ongoing flexibility or formal accommodation, please notify me and discuss your options with Brandi Borman (bborman@uwo.ca). Submit any documentation to support extensions to Brandi, not me.

- *Individual Assignments Grace Period* – there is a 48hr “grace period” for most individual assignments. I encourage you to submit on the due date lest you fall behind in the course, but if you need to submit up to 48hrs late you may do so without penalty and without seeking an extension from me.
- *Beyond the 48hr Grace Period* - assignments submitted more than 48 hours past the due date will receive a 5% penalty per day including weekends. Longer extensions will be considered if you notify me by e-mail *in advance* of the due date.
- *Group Assignments* – there is no grace period for group assignments, due to the nature of these assignments. Group assignments submitted past the due date will receive a 5% penalty per day including weekends. Extensions will be considered if you notify me by e-mail *in advance* of the due date.
- *End of Term* – there is no grace period and extensions may not be granted for assignments that are due on or near the end of term. All assignments must be submitted by the last day of term because I am required by the university to submit final grades shortly after classes have ended.

Potentially Re-Traumatizing Subjects

Some of the topics, lectures, readings, or other audio-visual materials for this course may deal with difficult subjects such as genocide, gender violence, racism, and other inappropriate uses of power. I have done my best to provide an exhaustive list of topics and readings for you to investigate beforehand. If you have a previous, or continuing, history of emotional trauma and think some subjects may be difficult for you, please prepare ahead to address these concerns. Please speak to me or Brandi Borman if you have any concerns about your mental health regarding course content and I will do my best to accommodate. And of course, please consult the appropriate resources if you require ongoing medical accommodations or support.

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, 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.

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 in the [UWO Academic Handbook](#) or [Academic Offences in the MLIS Student Handbook](#).

Support Services

Students who are in emotional/mental distress should refer to [Western's "Health and Wellness"](#) website for a complete list of options about how to obtain help.