LIS 9367 Services for Children and Young Adults
MLIS Program, Faculty of Information & Media Studies, Western University
Summer 2024

Course Information
Online Course: May 6 – Aug 9, 2024
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 to meet on Zoom by appointment. Please email me to arrange a time. 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 Brightspace. 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 units (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 Brightspace.

Please see separate assignments document for details:

> 4 Exercises: Weeks 2, 4, 7 and 11 (4 @ 10% each) = 40%

> 2 Topical Assignments: Week 5 (20%) and Week 9 (20%) = 40%

> 1 Group Assignment: Week 13 (20%)

SCHEDULE OF CLASSES

Each week the class units 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: School Age (6-12 years) Library Programming
Week 8: Teen (12-18+years) Library Programming
Week 9: RESEARCH WEEK
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 FIMS Graduate Student Services. Please submit any documentation to support extensions to FIMS Graduate Student Services, 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.

Use of AI Tools
AI tools like ChatGPT can be helpful for providing exemplars of different writing genres. They can therefore provide some support for students learning new genres of writing and/or working in English as a foreign language. If you choose to use ChatGPT or another AI tool in preparing an assignment, I encourage you use it for the earliest stages and to reflect critically on the prompt you use and the quality, trustworthiness, and appropriateness of the content the engine returns.

If you use an AI tool for any aspect of assignment preparation, you must submit your prompt and the AI content along with your assignment. Assignment wording should be your own: If you use any of the AI content directly in your assignment, you must acknowledge that content fully and clearly to avoid a scholastic offence.

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.