

**Course Type:** Online

**Instructor:** [Alison Brown](#) (she/her)

**E-mail:** [alisonbrown@dal.ca](mailto:alisonbrown@dal.ca)

**Virtual office hours:** By appointment, via Microsoft Teams

**Course website:** Brightspace

**Optional, recorded discussion:** Wednesdays, 2:35-3:35 pm AT OR Thursdays, 8-9 pm AT, via Microsoft Teams (see schedule below and link provided in Brightspace)

*The School of Information Management at Dalhousie University sits on traditional, ancestral, and unceded territory of the Mi'kmaq. We are all treaty people.*

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## **COURSE DESCRIPTION**

This course will examine the principles and practice of providing meaningful and responsive services and resources for teens and young adults in a library setting.

## **COURSE PRE-REQUISITES**

There are no pre-requisites for this course.

## **LEARNING OUTCOMES**

By the end of the course, students will be able to:

1. Explain the developmental assets and needs of young adults and identify the ways in which libraries can support those assets and needs.
2. Understand frameworks for managing, evaluating, and advocating for library services, spaces, programming, and engagement with young adults.
3. Reveal a personal familiarity with the reading habits, materials, and services for young adults.
4. Demonstrate hands-on experience using resources and developing library services for young adults.
5. With a team, plan, research, and prepare for publication an issue of the *YA Hotline*.

## **INSTRUCTIONAL METHODS**

My intention is to create an engaged community of inquiry. While I acknowledge my position of power and responsibility as the course instructor, I know I will often be as much the learner from experiences and expertise brought to the class by students and invited guests. To ensure the learning environment aligns with these principles, I will need your active, thoughtful participation.

This class will be conducted online, using the Brightspace Learning Management System and Microsoft Teams. In this virtual, largely asynchronous environment, teaching and learning will take place via recommended readings, webinars, podcasts, pre-recorded lecture videos, discussion boards, presentations, and synchronous discussions. The lectures may not summarize readings; students are expected to engage with the readings and incorporate citations from course materials into their assignments. As this class involves developing professional skills, active and experiential learning techniques are incorporated.

## **LEARNING MATERIALS**

This course has no required textbook. Readings and additional course materials are outlined in this syllabus and on Brightspace. Students are also expected to read a wide variety of young adult literature.

## METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE
<b>1. Participation</b>	Participation in discussion board (reflections on readings) AND select one week to moderate discussion board OR interview invited guest expert	Ongoing	20%
<b>2. Midterm Assignment</b>	Choose from four options: <ul style="list-style-type: none"> <li>• Thematic bibliography</li> <li>• Identity resources</li> <li>• Program planning</li> <li>• BookTok</li> </ul>	February 12, 2021	25%
<b>3. Reading Log</b>	A critical, creative record of your reading/viewing/listening this term	April 5, 2021	25%
<b>4. YA Hotline</b>	Group final project: the preparation of one complete issue of the YA Hotline, ready for online publication	March 29, 2021 (recorded presentations) April 5, 2021 YA Hotline issue	30%

## INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	1, 2, 4	1, 2, 4
User-centred Information Services	1, 3	2-4
Management of Information Technology	2, 4	2-4
Research and Evaluation	4, 5	1, 2, 4
Risk Management	2, 4	2, 4
Change Management	2, 4	2, 4
Workplace Skills & Attributes:		
Collaborate & communicate	5	1, 4
Organize, Plan & Manage	2, 4	2, 4
Develop Personally & Professionally	2	1-4

## CLASS POLICIES

### Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

### Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

### Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

### Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

## SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit [https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html) for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

## **ACADEMIC INTEGRITY**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### **Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

### **UNIVERSITY STATEMENTS**

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### **ACCESSIBILITY**

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

### **STUDENT CODE OF CONDUCT**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### **DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

### **RECOGNITION OF MI'KMAQ TERRITORY**

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### **FAIR DEALING POLICY**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

## COURSE SCHEDULE

Dates and topics	Course materials	Notes, reminders, and assignments
<p>Week 1 (Jan 4-10, 2021)</p> <p>Introduction to each other, to the course, and to our perceptions of teens and young adults</p> <p>Optional but recommended: Core values and history of YA services</p>	<p><b>Optional but recommended:</b></p> <p>International Federation of Library Associations and Institutions. (2008). <a href="#">Guidelines for library services for young adults (Revised)</a>.</p> <p>Young Adult Library Services Association. (2015). <a href="#">Core professional values for the teen services profession</a>.</p>	<p>Sign up for discussion moderation <b>OR</b> guest interview</p>
<p>Week 2 (Jan 11-17, 2021)</p> <p>The teenage brain</p> <p>Developmental assets</p> <p>Role of the library and its resources in meeting the developmental needs of teens</p>	<p>[Video] PBS. Frontline. (2002). <a href="#">Inside the teenage brain</a>.</p> <p>Read pages 45-54 of McNeely, C., &amp; Blanchard, J. (2010). <a href="#">The teen years explained: A guide to healthy adolescent development</a>.</p> <p>Brautigam, P. R. (2008). Developmental assets and libraries: Helping to construct the successful teen. <i>VOYA</i>, 31(2), 124.</p> <p>Boeglen, T., &amp; Cherrington-Stoddart, B. (2017). Advocating for teens in public libraries: Exploring the ways library staff can advocate for teens in the library. <i>Young Adult Library Services</i>, 15(3), 25-29.</p> <p>Jones, J. L. (2003). "I build resiliency": The Role of the School Media Specialist. <i>School Libraries Worldwide</i>, 90-99.</p>	
<p>Week 3 (Jan 18-24, 2021)</p> <p>YA spaces</p> <p>YA programming</p>	<p>Bernier, A. (2009). "A space for myself to go:" Early patterns in Small YA spaces. <i>Public Libraries</i>, 48(5), 33.</p> <p>Kuhlmann, M., Agosto, D. E., Bell, J. P., &amp; Bernier, A. (2014). <a href="#">Learning from librarians and teens about YA library spaces</a>.</p>	<p>Invited Guest: Jessica Prince, Teen Services Librarian, Halifax Public Libraries: Teen Spaces and Programming (Wednesday, Jan 20, 2:35 pm AST)</p>

	<p>Velásquez, J. (2016). Lessons Learned from a New Teen Space: What Are the Results When a Teen Space Is Designed with Input from Teens and a Focus on Teen Needs? <i>Young adult library services</i>, 15(1), 31.</p> <p>Stivers, J. (2017). The Critical Piece: Building Relationships with Teens of Color and Native Youth: Creating Inclusive Library Spaces and Programs. <i>Young Adult Library Services</i>, 15(2), 12.</p> <p>Rhinesmith, C., Dettmann, M., Pierson, M., &amp; Spence, R. (2015). YouthStudio: Designing public library YA spaces with teens. <i>The Journal of Research on Libraries and Young Adults</i>, 6(4), 1-24.</p>	
<p>Week 4 (Jan 25-31, 2021)</p> <p>The teen reader: What does the research say?</p> <p>YA literature</p>	<p>Cart, M. (2010). A literature of risk. <i>American Libraries</i>, 41(5), 32-35.</p> <p>Howard, V. (2011). The importance of pleasure reading in the lives of young teens: Self-identification, self-construction and self-awareness. <i>Journal of Librarianship and Information Science</i>, 43(1), 46-55.</p> <p>Matthews, A., Bennett, G., Joian, M., &amp; Brancatella, J. (2019). Indigenous Young Adult Literature. <i>Emerging Library &amp; Information Perspectives</i>, 2(1), 165-179.</p> <p>Straw, M. R. (2020). Lesbian, Gay, Bisexual, Transgender, Queer, and Related (LGBTQ+) Young Adult Fiction Anti-Bias Selection Tool and Core Collection.</p> <p>Hughes-Hassell, S. (2013). Multicultural young adult literature as a form of counter-storytelling. <i>The Library Quarterly</i>, 83(3), 212-228.</p>	<p>Invited Guest: Vicki Grant, Author (Wednesday, Jan 27, 2:35 pm AST)</p>
<p>Week 5 (Feb 1-7, 2021)</p> <p>Identity Equity</p>	<p>Matthews, A. (2020). Racialized youth in the public library: Systemic racism through a critical theory lens. <i>Partnership: Canadian journal of library and information practice and research</i>, 15(1).</p> <p>Gorski, P. C., &amp; Swalwell, K. (2015). Equity literacy for all. <i>Educational leadership</i>, 72(6), 34-40.</p> <p>Takahashi, D. (2017). Libraries as Refuge for Marginalized Youth: Why It's Important for Library Staff to Continually Advocate for Marginalized Teens. <i>Young Adult Library Services</i>, 15(3), 36.</p> <p>Kumasi, K. D., &amp; Hughes-Hassell, S. (2017). <a href="#">Shifting lenses on youth literacy and identity.</a></p> <p>Campos, L. (2020). Eliminating Barriers: Building Stronger Relationships with Teen Library Patrons. <i>The Serials Librarian</i>, 1-8.</p>	<p>Invited Guest: Amber Matthews, PhD Candidate, Western University: Racialized Youth (Wednesday, Feb 3, 2:35 pm AST)</p> <p>[All of this PD Curriculum is excellent. I encourage you to make time to work through it at some point. For now, review module 13.] Project Ready: Reimagining Equity and Access for Diverse Youth. <a href="#">Module 13: Allies and antiracism.</a></p>

<p>Week 6 (Feb 8-14, 2021)</p> <p>YA engagement</p> <p>Partnership development</p> <p>Community-led model</p>	<p>Winkelstein, J.A. (2014). <a href="#">Public libraries: Creating safe spaces for homeless LGBTQ youth.</a></p> <p>HeartWood Centre for Community Youth Development. (n.d.). <a href="#">A framework for community youth development.</a></p> <p>Hartman, M. L. (2012). Good Teen Librarians Make Great Library Advocates. <i>Young Adult Library Services</i>, 11(1), 10.</p> <p>Subramaniam, M. (2016). Designing the library of the future for and with teens: Librarians as the “connector” in connected learning. <i>The Journal of Research on Libraries and Young Adults</i>, 7(2), 1-18.</p> <p>Ozirny, S. (2013). “We just built it:” The Room 14 community consultation process. <i>BCLA Browser: Linking the Library Landscape</i>, 5(2).</p>	<p>Invited Guest: Julie Winkelstein, Lecturer, University of Tennessee: Homeless LGBTQ Youth and Library Support (Thursday, Feb 11, 8 pm AST)</p> <p><b>Midterm Assignment due February 12 @ 12:00 pm</b></p> <p>[Optional video]. Programming Librarian. (2017). <a href="#">Read, discuss, meet, and act: The power of words.</a></p>
<p>Winter Study Break Feb 15-21, 2021</p>		
<p>Week 7 (Feb 22-28, 2021)</p> <p>Teen information seeking behavior</p> <p>What kind of information sources do teens use?</p> <p>Reference and reader’s advisory services</p>	<p>Moore, C. L. (2016). A study of social media and its influence on teen information seeking behaviors. <i>The Serials Librarian</i>, 71(2), 138-145.</p> <p>Banas, J. R., Oh, M. J., Willard, R., &amp; Dunn, J. (2020). A Public Health Approach to Uncovering the Health-Related Needs of Teen Library Patrons. <i>The Journal of Research on Libraries and Young Adults</i>, 11(1).</p> <p>Buchanan, S. &amp; Tuckerman, L. (2016). The information behaviours of disadvantaged and disengaged adolescents. <i>Journal of Documentation</i>, 72.3, 527 – 548.</p> <p>Maxwell, L. (2018). <a href="#">Tips for a successful author visit.</a></p> <p>Irvin, V. (2015). <a href="#">Book Tweets and snappy reads: Booktalking to engage Millennial teens.</a></p>	<p>Invited Guest: Lucas Maxwell, School Librarian, Glenthorne High School (London, UK) (Wednesday, Feb 24, 2:35 pm AST)</p>
<p>Week 8 (Mar 1-7, 2021)</p> <p>Tech in YA librarianship</p> <p>Electronic/virtual resources and services</p>	<p>Subramaniam, M., Scaff, L., Kawas, S., Hoffman, K. M., &amp; Davis, K. (2018). Using technology to support equity and inclusion in youth library programming: Current practices and future opportunities. <i>The Library Quarterly</i>, 88(4), 315-331.</p> <p>Vroblick, L. (2020). Bringing Tech, Teens, and Talent Together: Recording Audiobooks for Children with Disabilities. <i>Children and Libraries</i>, 18(1), 28-30.</p> <p>Gray, R., &amp; Howard, V. (2017). Young adult use of eBooks: An analysis of public library services and resources. <i>Public Library Quarterly</i>, 36(3), 199-212.</p>	<p>Invited Guest: Calum Johnston, Owner, Strange Adventures (Wednesday, Mar 3, 2:35pm AST)</p>



	<p>Buchholz, B. A., DeHart, J., &amp; Moorman, G. (2020). Digital Citizenship During a Global Pandemic: Moving Beyond Digital Literacy. <i>Journal of Adolescent &amp; Adult Literacy</i>, 64(1), 11-17.</p> <p>Fisher, K. E., Bishop, A. P., Magassa, L., &amp; Fawcett, P. (2014, June). Action! codesigning interactive technology with immigrant teens. In <i>Proceedings of the 2014 conference on Interaction design and children</i> (pp. 345-348).</p>	
<p>Week 9 (Mar 8-14, 2021)</p> <p>Managing YA services</p> <p>Service assessment / outcome-based evaluation</p>	<p>Kolderup, G. (2013). <a href="#">What I Wish I'd Known About Building Teen Services From Scratch.</a></p> <p>McNair, K. (2017). Leading with the Futures Report: From Talk to Action: Connecting Teen-First Priorities with Those of Your Library. <i>Young Adult Library Services</i>, 15(4), 26.</p> <p>Braun, L. W. (2011). <a href="#">The importance of a whole library approach to public library young adult services: A YALSA issue paper.</a></p> <p>Institute of Museum and Library Services. <a href="#">Outcome based evaluation basics.</a></p> <p>Rockefeller, E. (2013). Effectively Managing Teen Services Departments in Public Libraries: Basic Steps for Success. <i>Young Adult Library Services</i>, 12(1), 16.</p>	<p>Invited Guest: Youth Collection Development Librarian, Halifax Public Libraries (day/time to be confirmed)</p>
<p>Week 10 (Mar 15-21, 2021)</p> <p>Competencies</p> <p>Exemplars</p>	<p>Koh, K., &amp; Abbas, J. (2016). Competencies needed to provide teen library services of the future: A survey of professionals in learning labs and makerspaces. <i>Journal of Research on Libraries &amp; Young Adults</i>, 7(2).</p> <p>Young Adult Library Services Association. (2017). <a href="#">Teen Services Competencies for Library Staff.</a></p> <p>Young Adult Library Services Association. (2017). <a href="#">Case studies: Real-world examples of how libraries are re-envisioning teen services.</a></p> <p>Association for Library Service to Children. (2017). <a href="#">The path to youth library leadership.</a></p>	<p>Invited Guest: Damini Awoyiga, Digitally Lit Youth Ambassador and Founder, Afro-Indigenous Youth Book Club (Thursday, Mar 18, 8 pm ADT)</p> <p>[Optional webinar]. Saldana, C. (2016). <a href="#">Teen programming: A mover and shaker's recipe for impact and success.</a></p> <p>You will need to register for a free WebJunction account to access this optional webinar.</p>
<p>Week 11 (Mar 22-28, 2021)</p> <p>Intellectual freedom and censorship</p> <p>Emerging issues</p>	<p>Yorio, K. (2020). <a href="#">ALA releases top 100 most banned and challenged books of the decade.</a></p> <p>American Library Association (2018). Challenge Support. Retrieved from <a href="http://www.ala.org/tools/challengesupport">http://www.ala.org/tools/challengesupport</a></p> <p>Chelton, M. K. (2017). <a href="#">The library's role in protecting teen's privacy: A YALSA position paper.</a></p>	<p>Invited Guest: Denise Agosto, Professor and Director of MS in Information Program, Drexel University: Media Literacy, Future of YA Library Services (Wednesday, Mar 24, 2:35 pm ADT)</p>

	Agosto, D. E. (2016). What's next in US public library services for teens? A peek into a promising future. <i>Public Library Quarterly</i> , 35(4), 344-350.	
Week 12 (Mar 29-Apr 4, 2021)  YA Hotline mini-presentations		<b>YA Hotline recorded presentations due March 29, 9:00am ADT</b>  <b>YA Hotline due April 5, 12:00 pm ADT</b>  <b>Reading Log due April 5, 12:00 pm ADT</b>