

**INFO 6250 Services and Resources for Young Adults**  
**Winter 2025**  
**Mondays, 2:35pm-5:25pm**  
**Rowe 3001**

**Course Type:** In person

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

**Office:** Rowe 4028

**Email:** [alisonbrown@dal.ca](mailto:alisonbrown@dal.ca)

**Office hours:** If my door is open, come on in! You are also encouraged to book a virtual or in-person meeting; my Outlook calendar is kept up to date or email me to confirm. I typically respond to emails promptly.

**LAND ACKNOWLEDGEMENT**

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

I encourage you to check out *The Yellowhead Treaty Map* (<https://treatymap.yellowheadinstitute.org/>), an accessible introduction to Indigenous perspectives on treaties in Canada. It describes the context, negotiation process and terms of treaties – as well as the implications of failing to honor them.

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).

Dalhousie recognizes that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

Libraries were full of ideas – perhaps the most dangerous and powerful of all weapons. ~ Sarah J. Maas, *Throne of Glass*

**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.

**LEARNING OUTCOMES AND RELATIONSHIP TO MI CORE COMPETENCIES**

Your learning experiences in this course will cover the entire spectrum of the MI [core competencies](#). Through our readings, lectures, discussions, exercises, and assignments, you will develop knowledge and proficiency related to information managers' leadership competencies in the following areas:

COURSE LEARNING OUTCOME	RELEVANT MI CORE COMPETENCY
Determine the developmental assets, needs, and resilience of young adults and identify the ways in which libraries can support them	Commitment to equity, diversity, inclusion, accessibility, and decolonization; Evidence-based practice; Learning; User-centered design

Formulate goals, objectives and priorities in planning, implementing, managing, partnering, and advocating for library services, spaces (physical and digital), programming, policies, and engagement with young adults	Adaptation; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Communication; Digital and technological literacy; Evidence-based practice; Leadership; Learning; Management; User-centered design
Evaluate a broad range of young adult materials and other library resources in the service of a relevant, responsive collection and develop strategies to engage young adults with that collection	Communication; Commitment to equity, diversity, inclusion, accessibility, and decolonization Digital and technological literacy; Learning; User-centered design
Build skills in facilitating learning specifically in areas related to Connected Learning and gain an understanding of topics related to equity in teen services	Collaboration; Communication; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Learning; Management; User-centered design
Identify trends in human resource planning and emerging professional competency requirements in library services for young people	Adaptation; Collaboration; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Learning; Management
With a team, plan, research, and prepare for publication an issue of the YA Hotline	Collaboration; Communication; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Digital and technological literacy; Learning; Management; User-centered design

## INSTRUCTIONAL METHODS

The University's official accommodation statements are found below but I wish to state from the top that what is most important to me is that you feel able to show up fully to our work together. I trust you. Our world is increasingly complex. Not all of us are encountering this moment in the same ways, so each of us will have to make decisions about how we can engage. If you are finding it challenging to show up fully, come and talk with me.

My intention is to create an engaged community of inquiry where there are opportunities for interactive study and application of theory to practice. 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. In this class we will take a critical literacy stance. Questions to consider when thinking about the course readings as well as literature and other resources for young adults include: How is this text trying to make me feel? Who is represented and how? Who holds power and who does not? Whose voices are included? Whose voices are left out? What assumptions or biases might I be holding onto while reading?

This is a seminar course aimed at theoretical, methodological, conceptual, and personal discovery. Learning in the course will be achieved through readings, lectures, videos, in-class discussion *led by students*, in-class activities, engagement with guests, and assignments that require application of concepts to real world problems and practice.

## TECHNOLOGY REQUIREMENTS

The course site, hosted through Brightspace, has several functions: storage of digital copies of the syllabus and assignments, list of course readings, hosting of discussion boards, repository for assignments, and notifications of announcements or course updates. Students will use databases to access readings and support research. Assignment options include those which may provide opportunities to develop skills with supporting software (e.g., in creating TikToks, infographics, etc.)

## 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.

*A note on readings:* Traditionally, I have downloaded .pdf files or provided links to all course material within Brightspace and on the syllabus. However, we are reading scholarship of marginalized thinkers (in addition to those of relative privilege); it helps them to have their work repeatedly searched, accessed and downloaded. If you experience any challenges accessing any of the material, let me know.

## METHODS OF EVALUATION

Assessment for this course will be qualitative in nature as opposed to quantitative. While you will get a grade at the end of the term, as required by the University, instead of assigning grades to individual assignments, I will be providing feedback in the form of questions and comments that engage your work rather than simply evaluate it. My intention is to help you focus on formative learning and understanding rather than compliance to a prescribed rubric or idea of excellence. My goal is to encourage you to engage in reflective practice, deeper thinking, be creative, and take risks.

You will also be reflecting critically on your own work during the semester – completing a mid-term and final reflection in which you will discuss your learning, the elements of the course that excite and challenge you, and your assessment of your work (what are you proud of, what would you change, what questions do you have etc.).

If this process causes more worry than it alleviates, see me at any point to talk about your progress in the course to date. If you are worried about your grade, the best strategy is to be an active, engaged participant in class, do the readings, and complete the assignments.

Detailed instructions regarding each assignment will be provided.

COMPONENT	DETAILS	DUE DATE
<b>Midterm Assignment</b>	Choose from three options: <ul style="list-style-type: none"> <li>• Thematic bibliography</li> <li>• Program planning</li> <li>• BookTok</li> </ul>	February 10, 2025
<b>Reading Log</b>	A critical, creative record of your reading/viewing/listening this term	March 31, 2025
<b>YA Hotline</b>	Group final project: the preparation of one complete issue of the YA Hotline, ready for online publication	March 3, 2025 (Check-in with me and peers)  March 31, 2025 (Live presentations and submission of YA Hotline issue)  April 3, 2025 (Submission of YA Hotline)
<b>Self Reflection</b>	Twice during the term, you will be asked to complete a self-reflection discussing your learning.	February 24, 2025  March 31, 2025

<b>Participation</b>	Active engagement and discussion of course materials, including structured reading groups	Ongoing
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## COURSE SCHEDULE

The course readings are subject to change based on your interests, experiences, and responses to what we are learning – we may discover new and intriguing work we would like to share! I will send an email if the week’s readings change. Suggested” materials are optional but recommended if/when time allows. *Some of the invited guests are tentative, depending on their availability.*

<b>Dates and topics</b>	<b>Course materials</b>	<b>Notes, reminders, and assignments</b>
<p>Week 1 <b>Jan 6, 2025</b></p> <p>Introduction to each other, to the course, and to our perceptions of teens and young adults</p> <p>Core values and history of YA services</p>	<p>International Federation of Library Associations and Institutions. (2008). Guidelines for library services for young adults. (Revised).</p> <p>Bernier, A. (2011). Representations of youth in local media: Implications for library service. <i>Library &amp; Information Science Research</i>, 33(2), 158-167.</p>	<p>Ahead of class, email me a meme that best describes what you were like as a teen.</p> <p>Be sure to have read the syllabus in full.</p>
<p>Week 2 <b>Jan 13, 2025</b></p> <p>Critical youth studies</p> <p>The teenage brain</p>	<p>Rothbauer, P. (2020). Imagining today’s young adults in LIS: Moving forward with critical youth studies. In A. Bernier (Ed.), <i>Transforming young adult services</i>, 2nd ed. ALA</p> <p>Agosto, D. E. (2020). Envisaging young adult librarianship from a teen-centered perspective. In A. Bernier (Ed.), <i>Transforming young adult services</i>, 2nd ed. ALA</p> <p>Lavie-Ajayi, M., &amp; Krumer-Nevo, M. (2013). In a different mindset: Critical youth work with marginalized youth. <i>Children and Youth Services Review</i>, 35(10), 1698-1704.</p> <p><u>Suggested</u></p> <p>Project Ready: Reimagining Equity and Access for Diverse Youth. <a href="https://ready.web.unc.edu/">https://ready.web.unc.edu/</a></p> <p>Christens, B. D., &amp; Dolan, T. (2011). Interweaving Youth Development, Community Development, and Social Change Through Youth Organizing. <i>Youth &amp; Society</i>, 43(2), 528-548.</p> <p>Lerner R. M. (2009). The positive youth development perspective: theoretical and empirical bases of a strengths-based approach to adolescent development. In S. J. Lopez &amp; C. R. Snyder (Eds.), <i>The Oxford handbook of positive psychology</i>. (pp. 149–163). Oxford University Press.</p>	

	Watts, R. J., & Flanagan, C. (2007). Pushing the Envelope on Youth Civic Engagement: A Developmental and Liberation Psychology Perspective. <i>Journal of Community Psychology</i> , 35(6), 779-792.	
<p>Week 3 <b>Jan 20, 2025</b></p> <p><b>Field Trip!</b> We'll meet in the BMO Room at Central Library for a tour and talk with teen services library staff and newcomer specialist Teen spaces</p>	<p>Agosto, D. E., Bell, J. P., Bernier, A., &amp; Kuhlmann, M. (2015). "This Is Our Library, and It's a Pretty Cool Place": A User-Centered Study of Public Library YA Spaces. <i>Public Library Quarterly</i>, 34(1), 23-43.</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>Li, X., Ha, Y., &amp; Aristeguieta, S. (2023). Teens' Vision of an Ideal Library Space: Insights from a Small Rural Public Library in the United States. <i>Evidence Based Library and Information Practice</i>, 18(4), 52-67.</p> <p><u>Suggested</u></p> <p>IMLS. (2014) Learning Labs: Transformative Spaces for Teens</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>Bolan, K. (2016) The Need for Teen Spaces in Public Libraries: A YALSA White Paper on the need for teen spaces in public libraries.</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>	Field Trip! We'll meet in the BMO Room at Central Library (at regular class time, 2:35) for a tour and talk with teen services library staff
<p>Week 4 <b>Jan 27, 2025</b></p> <p>The teen reader Diversity of representation in YA literature</p>	<p>Boffone, T., &amp; Jerasa, S. (2021). Toward a (queer) reading community: BookTok, teen readers, and the rise of TikTok literacies. <i>Talking Points</i>, 33(1), 10-16.</p> <p>Wilkinson, K., Andries, V., Howarth, D., Bonsall, J., Sabeti, S., &amp; McGeown, S. (2020). Reading during adolescence: Why adolescents choose (or do not choose) books. <i>Journal of Adolescent &amp; Adult Literacy</i>, 64(2), 157-166.</p> <p>Jensen, K. (2024, September 20). Why teens across the country are acquiring Brooklyn Public Library's Free Digital Cards. <i>Book Riot</i>.</p>	Invited guest: Andre Fenton, author

	<p>Kumasi, K., &amp; Hughes-Hassell, S. (2017). Shifting lenses on Youth Literacy and Identity. <i>Knowledge Quest</i>, 45(3), 12-21.</p> <p><u>Suggested</u></p> <p>Moeller, R. (2022). “When the switch happened”: The comics reading histories of emerging adults in the United States. <i>School Libraries Worldwide</i>, 27(1), 1–17.</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>Durand, E. S. &amp; Jimenez-Garcia, M. (2018). Unsettling representations of identities: A critical review of diverse youth literature. <i>Research on Diversity in Youth Literature</i>, 1(1).</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>Evans, Sarah. (2019) Book Nerds” United: The Reading Lives of Diverse Adolescents at the Public Library. <i>The International Journal of Information, Diversity, &amp; Inclusion (IJIDI)</i>, 3(2)</p>	
<p>Week 5 <b>Feb 3, 2025</b></p> <p>Collection Development</p> <p>**Early dismissal from class to attend Horrocks Lecture (Rowe, 3089, 5pm-6:30)</p>	<p>Merga, M. K. (2021). How can Booktok on TikTok inform readers' advisory services for young people?. <i>Library &amp; Information Science Research</i>, 43(2), 101091.</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>Jensen, K. (2020, July 20). A great big list of MG and YA collection development resources. <i>School Library Journal</i>.</p> <p><u>Suggested</u></p> <p>Robinson, T. (2016). Overcoming social exclusion in public library services to LGBTQ and gender variant youth. <i>Public Library Quarterly</i>, 35(3), 161-174.</p>	<p>Invited guest: Emily Blackmore, Children's and Youth Collections and Services Librarian, Newfoundland and Labrador Public Libraries</p> <p>Each YA Hotline group must send me an e-mail indicating the group’s members, topic/theme and a tentative list of articles (I know this will change but I can give you feedback on your preliminary ideas) by end of day Friday, Feb 7.</p>
<p>Week 6 <b>Feb 10, 2025</b></p> <p>Programs for Teens</p>	<p>[Browse through/check out details of some of the following] School Library Journal. (n.d.) Teen librarian toolbox: Teen programming in a box. <a href="https://teenlibrariantoolbox.com/tpib-programs/">https://teenlibrariantoolbox.com/tpib-programs/</a></p> <p>YALSA. (2015). Teen programming guidelines.</p>	<p><b>Midterm Assignment due Feb 10, 11:59pm</b></p> <p>Invited guest: Lucas Maxwell, School Librarian, Glenthorne High School (London, UK)</p>

	<p>Thorpe, K., &amp; Galassi, M. (2018). Diversity, inclusion &amp; respect: Embedding Indigenous priorities in public library services. <i>Public Library Quarterly</i>, 37(2), 180-194.</p> <p><u>Suggested</u></p> <p>Natanson, H. (2022, May 3). Teens fight for the right to read with ‘banned-book clubs’ and lawsuits. <i>Washington Post</i>.</p> <p>Maxwell, L. (2018). Tips for a successful author visit.</p> <p>[Webjunction webinar; you will need to register for a free WebJunction account to access this webinar]. Saldana, C. (2016). Teen programming: A mover and shaker’s recipe for impact and success.</p>	
<p>Winter Study Break Feb 17-21, 2025</p>		
<p>Week 7 <b>Feb 24, 2025</b></p> <p>Youth engagement Partnership development Community-led model</p>	<p>Ornstein, E., &amp; Reid, P. H. (2022). ‘Talk to them like they’re people’: A cross-cultural comparison of teen-centred approaches in public library services. <i>Journal of Librarianship and Information Science</i>, 54(3), 451-468.</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>Urban Libraries Council. (2017) <i>Leadership brief: Partners achieving community outcomes</i>.</p> <p><u>Suggested</u></p> <p>Winkelstein, J. A. (2019). The role of public libraries in the lives of LGBTQ+ youth experiencing homelessness. In <i>LGBTQ+ librarianship in the 21st century: Emerging directions of advocacy and community engagement in diverse information environments</i>. Emerald Publishing Limited.</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>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>Invited Guest: Anneka Janes, Community Learning Lead, Halifax Public Libraries, Western District</p> <p><b>Self-Reflection Due Feb 24, 11:59pm</b></p>
<p>Week 8 <b>March 3, 2025</b></p>	<p>Bartlett, J. C. (2020). Consumer health information literacy and information behavior of young adults. In <i>Roles and responsibilities of libraries in increasing</i></p>	<p><b>YA Hotline Check-in</b></p> <p>Invited guests: Kimberly Van Ryn, Founder, Branching Out</p>

<p>What kind of information sources do teens use?</p>	<p><i>consumer health literacy and reducing health disparities</i>. Emerald Publishing Limited.</p> <p>Gibson, A. N., Hughes-Hassell, S., &amp; Bowen, K. (2021). Navigating ‘danger zones’: social geographies of risk and safety in teens and tweens of color information seeking. <i>Information, Communication &amp; Society</i>, 1-18.</p> <p>Acker, A., &amp; Bowler, L. (2018). Youth data literacy: teen perspectives on data created with social media and mobile devices.</p> <p><u>Suggested</u></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>Support Services and Kim Trusty, Youth Services Specialist, Toronto Public Library – “Unmasking Neurodiversity: Strategies and Lived Experience For Building Authentic Bonds With Youth”</p>
<p>Week 9 <b>Mar 10, 2025</b></p> <p>Issues in Media and Digital Literacy</p>	<p>Weinstein, E., Davis, K., &amp; James, C. (2024). From “The Grind” to “Meaningful Technology Use”: Partnering with youth to co-design digital wellbeing interventions. <i>Youth wellbeing in a technology rich world</i>. <a href="https://wip.mitpress.mit.edu/pub/habeipxt/episode/1">https://wip.mitpress.mit.edu/pub/habeipxt/episode/1</a></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>[Browse Website] Media Smarts. Canada’s Centre for Digital Media Literacy.</p> <p><u>Suggested</u></p> <p>Tamboer, S. L., Kleemans, M., &amp; Daalmans, S. (2022). ‘We are a neeeew generation’: Early adolescents’ views on news and news literacy. <i>Journalism</i>, 23(4), 806-822.</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>Nielsen, J. and Alita Joyce. (2019) Teenager’s UX: Designing for Teens. Nielsen Norman Group.</p> <p>Fisher, K. E., Bishop, A. P., Magassa, L., &amp; Fawcett, P. (2014, June). Action! codesigning interactive technology with immigrant teens.</p>	<p>Invited guest: Matteo L. Cerilli, author and activist - Supporting Our Youth: A Retrospective On Queer Youth Activism And Autonomy”</p>



	In <i>Proceedings of the 2014 conference on Interaction design and children</i> (pp. 345-348).	
<p>Week 10 <b>Mar 17, 2025</b></p> <p>Advocacy Connected Learning</p>	<p>Connected Learning Alliance. (2024). Transformative outcomes through community engagement: How public library staff foster connected learning teen services. <a href="https://clalliance.org/wp-content/uploads/2024/07/CL-Libraries_Report_Staff_FINAL.pdf">https://clalliance.org/wp-content/uploads/2024/07/CL-Libraries_Report_Staff_FINAL.pdf</a></p> <p>Merga, M. (2020). How can school libraries support student wellbeing? Evidence and implications for further research. <i>Journal of library administration</i>, 60(6), 660-673.</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><u>Suggested</u></p> <p>Campos, L. (2020). Eliminating barriers: building stronger relationships with teen library patrons. <i>The Serials Librarian</i>, 79(1-2), 49-56.</p> <p>Chicago Learning Exchange. (2019). Connected learning guide. (<a href="https://chicagolx.org/resources/connected-learning-guide">https://chicagolx.org/resources/connected-learning-guide</a>)</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), 36-39.</p> <p>Hartman, M. L. (2012). Good Teen Librarians Make Great Library Advocates. <i>Young Adult Library Services</i>, 11(1), 10.</p>	<p>Invited guest, Kimberly Hirsch, school librarian and postdoctoral scholar at the University of California Irvine's Connected Learning Lab (and co-creator of the Project READY racial equity professional development curriculum!)</p>
<p>Week 11 <b>Mar 24, 2025</b></p> <p>Managing youth services Competencies Service assessment / outcome-based evaluation</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>Colvin, S., White, A. M., &amp; Akiva, T. (2021). Learning in the library: A national study of youth services public library workers. <i>Journal of Community Psychology</i>, 49(6), 2040-2058.</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><u>Suggested</u></p>	

	<p>Institute of Museum and Library Services. <i>Outcome based evaluation basics</i>.</p> <p>Young Adult Library Services Association. (2017). Teen Services Competencies for Library Staff.</p> <p>2017 ALSC Emerging Leader Team (2017, June 12). The path to youth library leadership. <a href="https://www.ala.org/sites/default/files/education/careers/content/leadership/emergingleaders/EL17_TeamJ_Report.pdf">https://www.ala.org/sites/default/files/education/careers/content/leadership/emergingleaders/EL17_TeamJ_Report.pdf</a></p>	
<p>Week 12 <b>Mar 31, 2025</b> Emerging issues YA Hotline mini-presentations</p>	<p>Bernier, Anthony. (2020). "Moving beyond YA as 'Citizens': The promise of membership." In <i>Transforming Young Adult Services</i> (2nd ed.). Chicago: ALA.</p> <p>Pickering, G. (2023). "Harmful to minors": How book bans hurt adolescent development. <i>The Serials Librarian</i>, 84(1-4), 32-45.</p> <p>Hoffman, K., Subramaniam, M., Kawas, S., Scaff, L., &amp; Davis, K. (2016). <i>Connected libraries: Surveying the current landscape and charting a path to the future</i>.</p> <p><u>Suggested</u></p> <p>Morrow, A. (2023). High-school students lead fight against book bans in US As the education culture war continues, teens stress that it's important to read about social issues, not censor them. <i>Globe &amp; Mail</i>. A7-A7.</p> <p>MediaSmarts (2020). <i>Young Canadians speak out: A qualitative research project on privacy and consent</i>.</p> <p>Chelton, M. K. (2017). <i>The Library's Role in Protecting Teens' Privacy: A YALSA Position Paper</i>.</p>	<p><b>YA Hotline live presentations in class March 31</b></p> <p><b>Reading Log due March 31, 11:59 pm</b></p> <p><b>YA Hotline due April 3, 11:59pm</b></p> <p><b>Self Reflection due March 31, 11:59pm</b></p>

## CLASS POLICIES

### Attendance

Class attendance is required in all MI courses.

### General Guidelines for Written Assignments

To aid you in meeting professional expectations, these guidelines suggest points to consider when preparing, writing and presenting your work.

1. Submit your assignments via Brightspace as attached files in MS Word (not PDF). Name files clearly, following the template:  
YourSurname\_INFO6070\_AssignmentTitle, e.g. Brown\_INFO6250\_Midterm Booktok
2. All assignments should have a header with your name, course number, and assignment title.
3. All sources of information should be cited. Please use APA citation style. This point refers to all sources of information: published documents in any format, electronic mail, or personal (spoken) communication. The APA Style Quick Guide prepared by Dalhousie Libraries

([https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Style\\_Guides/apa\\_style7.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style7.pdf)) and The Purdue Writing Lab (<http://owl.english.purdue.edu/>) can help you to format your papers properly.

4. The Faculty guidelines regarding Academic Integrity (AI) are included as a part of this syllabus.
5. Please take care with spelling and grammar as these matter in professional life. Read your work over carefully before submitting it. Usually automated spell-checking and grammar-checking are not sufficient. Spelling, grammar, punctuation, and clarity of expression are incorporated into the evaluation of every written assignment.
6. Questions are welcome at any time!

### **Citation Style**

MI 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

### **Statement on Use of AI Tools**

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Exercises and written assignments students' own thoughts and independent written work.

Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking and independent inquiry.

Inappropriate use of AI tools, including representing AI-generated written works as your own, is an academic offense equivalent to plagiarism (for more detail, please review Academic Policies on Academic Integrity below) and will be processed in line with the general policy for academic offense in the Faculty of Management.

### **Late penalties for assignments**

Assignment requirements, including due dates and submission details, are established and made clear at the beginning of the course and apply equally to every student. Though extensions rarely improve the quality of the work submitted, they are sometimes necessary or very helpful. If you need more time with an assignment, please get in touch with me. Communicating this need clearly and early is important.

### **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 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.

### **MI GRADING POLICY**

A+	90-100	Demonstrates original work of distinction.
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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

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.

## **LAND ACKNOWLEDGEMENT**

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada. 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).

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

## **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.

## **LINKS TO ADDITIONAL INFORMATION AND SUPPORTS**

[Sexualized Violence Policy](#)

[Mental Health Resources](#)

[Scent-Free Program](#)

[Writing Centre](#)

[Study Skills/Tutoring](#)

[Student Health & Wellness Centre](#)

[Indigenous Student Centre](#). See also: [Indigenous Connection](#).

The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.

[Black Student Advising Centre](#)

[International Centre](#)

[South House Sexual and Gender Resource Centre](#)

[LGBTQ2SIA+ Collaborative](#)

[Office of Equity & Inclusion](#)

[Dalhousie Ombudsperson](#)

[Dalhousie Student Advocacy Service \(DSAS\)](#)

[Dal Awards and Financial Aid](#)

[Dalhousie Student Union Funding](#)

[Dalhousie Student Union Food Bank](#)

[Dalhousie Student Union](#)

[Dalhousie Libraries](#)

[Copyright Office](#)