THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hәn̓q̓әmin̓әm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 528 Course Syllabus (3)

Program:	Master of Library and Information Studies
Year:	Winter Term 2, Jan - Apr 2022
Course Schedule:	Tuesday's 18:00-20:50
Location:	The Leon and Thea Koerner University Centre (6331 Crescent Road), Room 101
Instructor:	Cristina Freire
Office location:	iSchool Adjunct Office
Office phone:	604-822-0051
Office hours:	By appointment
E-mail address:	TBA
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Calendar Description:
The goal of this course is to provide students with the knowledge required to plan, implement, and evaluate a program of library and information services for young adults.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Determine the needs of young adults required for the planning and implementing of young adult services [1.1]*
2. Apply information on adolescent psychology, growth, development to design of services for young adults [1.1]*
3. Identify and discuss the current issues and trends associated with service to young adults [2.1]*
4. Evaluate a broad range of young adult materials and other library resources in the service of a balanced, relevant collection [1.2]*
5. Employ strategies to engage young people with a wide variety of print and non-print media [1.3]*
6. Describe the elements of a welcoming environment to attract young adult use of the library [2.1]*
7. Compare and contrast promotion, marketing and communication regarding libraries' young adult services [4.1]*
8. Identify and evaluate the resources available for reference and reader's advisory services to young adults [1.3]*
10. Instruct young adults in the effective use of library resources [2.2]*

11. Formulate goals, objectives and priorities in planning and implementing programs for young adults [3.2]*
12. Plan and evaluate programs for young adults [4.2]*
13. Involve young adults in the planning and implementing of services and programs [5.2]*
14. Develop outreach services, school and public library relationships and liaison with other youth-serving agencies in the community [5.3]*
15. Demonstrate the soft skills required to work effectively with a wide range of young adults and their support networks [5.1]*

Course Topics:

- Adolescent development and literature
- Changing patterns in library services to young adults
- Reference and reader's advisory services
- Collection development and management
- Censorship and intellectual freedom
- Programming and space planning
- Electronic resources and services
- Outreach and community engagement
- Administration and management

Prerequisites:
MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor
MAS: completion of MAS core and permission of the SLAIS Graduate Advisor

Format of the course:
Class sessions will combine lectures, small group discussions, guest speakers, and one field trip.

Required and Recommended Reading:
There is no required textbook or custom course material for this course. Readings will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing.

Course Assignments and Assessment,

Assignment Name	Due Date	Weight	Learning Outcomes	Program Competencies
Teen Program Development and Proposal Paper	Feb 8	30%	LO1, LO2, LO4, LO5	1.1, 1.2, 1.3, 1.4, 2.1, 4.2, 5.1
YA author and book talks	Mar 29 and April 5	30%	LO1, LO2, LO4, LO5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 5.1
Group Presentation – assessing teen spaces	Mar 15 and Mar 22	30%	LO1, LO2, LO3, LO4, LO5	3.1, 3.2, 5.1
Participation in small group discussions		10%	LO2	5.1, 3.1

Course Schedule [week-by-week]:

Topic	Date
Class introductions Introduction to course, syllabus & assignments Introduction to youth services Youth development and Gen Z Intro to teen programming	Jan 11 (Week 1)
Guest speaker - Community-led model and programming for neurodiverse teens Teen Programming	Jan 18 (Week 2)
Field trip to Tommy Douglas library's teen space **Guest speakers** Class will end by 7:30pm to allow travel time	Jan 25 (Week 3)
Guest speaker - Collecting non-print materials Censorship, Intellectual freedom and YA Request for reconsideration process	Feb 1 (Week 4)
Collections development and management YA publishing part 1 : YA genres, YA authors, Own Voices, reader's advisory for teens, parents and high school teachers, hi-lo readers Collections management	Feb 8 (Week 5) **Teen Program Development and Proposal Paper due today**
Guest speaker - YA publishing part 2 YA advisory tools Electronic resources and services for teens	Feb 15 (Week 6)
Midterm break – no class	Feb 22
Guest speakers - working with marginalized youth Outreach and community engagement Community partnerships	Mar 1 (Week 7)
Guest speakers - working with young adults transitioning from high school to post-secondary Space planning Outreach Job market	Mar 8 (Week 8)
YA author and book talks (12 students)	Mar 15 (Week 9)
YA author and book talks (12 students)	Mar 22 (Week 10)
Group project presentations (4 groups of 3 students)	Mar 29 (Week 11)
Group project presentations (4 groups of 3 students)	April 5 (Week 12)

Evaluation:
all assignments will be marked according to UBC grading policy

Required Materials:
There is no required textbook or custom course material for this course. Readings will be provided in print or electronic form by the instructor in accordance with the rules of fair dealing.

Academic Concession: If you miss marked coursework (assignment, exam, presentation, participation in class) and are an Arts student, review the Faculty of Arts' academic concession page and then complete Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959 (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.