IRLS582 - 002 : Young Adults and Public Libraries

Updated Wed, 04/21/2010 - 08:59

COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor: Elaine Meyers, Adjunct Lecturer

COURSE DESCRIPTION:

Course Overview:

The lives of teens, their families and the institutions that contribute to their growth and well being are changing and in many communities experiencing stress. While concern for teens and their educational and social success appear at the top of our country's opinion polls, resources do not always follow public sentiment. Our awareness of teens is also being transformed by the media, research, and public policy driven by the field of youth development. Daily advances in technology push us to use this mighty force in the most beneficial way for our digital natives who continue to explore distinctive social, educational, political and economic applications of new technologies.

The role of the public library in serving teens has experienced peaks and valleys throughout our history. While the public library has the unique community mandate to serve all citizens from birth through old age, we have often overlooked our duty to youth in the second decade of life. Teen services librarians need a broad range of skills to effectively meet the needs of teens and to create developmentally appropriate services, resources and spaces for teens that allow libraries to provide holistic and seamless library service from childhood to the adult years.

This course will enable you to examine the full range of skills needed for working with teens in today's public library. It will provide theory and practice and give you a framework for thinking about services to teens. Assignments are designed to have students work in teams and often require connections with teens, fellow professionals and community representatives. Students will be challenged to envision the best in library service to teens and to envision themselves as leaders in their libraries and communities in the next critical decades.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the A1, A2, A3, B1, B2, B3, B4, C1,C2 and C3 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the semester, students will be able to:

- To understand the history of public library service to teens.
- To develop strategies and tools for effectively planning, implementing, and evaluating teen collections, programs and services within the library and community in keeping with Walter and Meyers’ Five Promises
- To discuss issues facing the profession and the professional with a special emphasis on community involvement.
- To demonstrate competencies in the principles of youth development and the importance of teen participation in implementation and delivery of services.

REQUIRED COURSE MATERIALS:


Harris, Frances Jacobson. “Challenges to Teaching Credibility Assessment in Contemporary Schooling.” Digital Media, Youth, and Credibility.
COURSE REQUIREMENTS:

SCHEDULE: Syllabus reflects student assignments and readings begin on July 12.

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<tr>
<th>Topic</th>
<th>Readings/Assignments</th>
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| July 12-16 | Independent Reading Interview and Paper  
Edwards book, Walter Chapters 1, 2, 3, 6, 7  
Assignment One: Teen Services Leader /Due July 16  
Assignment Two: Teen Interview/Due July 17  
| July 16 | Overview: Thinking About Teen Services  
Where We Came From  
The Legacy of Margaret Edwards  
Learning to Think Like MBA’s  
Three Pillars  
All of Edwards, Walter Part One  
Chapter 1, 2  
Assignment 1: Teen Services Leader |
| July 17 | Youth Development  
Teen Interview and Teen Voices Evaluation  
Walter, Chapters 3, 6, 7  
Assignment 2: Teen Interview  
Positive Youth Development: Individual, Setting and System Level Indicators, by Kara Dukakis, Rebecca A. London, Milbrey McLaughlin, Devon Williamson [<http://jgc.stanford.edu/docs/Positive_Indicators_Issue_Brief_091027.pdf>](http://jgc.stanford.edu/docs/Positive_Indicators_Issue_Brief_091027.pdf)  
October 2009 |
| July 18-26 | Complete Walter Part Two, YALSA and FYI sites  
Complete “Perks of Being Wallflower”  
Assignments 3, 4, 5 |
| July 26 | Library Spaces for Teens: Real and Virtual  
Walter Ch 3, YALSA and FYI websites, Part Four: Toolkit, Assignments 3 and 4. |
### Assignments

**Assignment One:** (20 points) Due July 16

Report on one of the following leaders in teen services. A team of students (up to three) can report as a group on this individual. If you have your own leader, submit your choice and your rationale for selection.

- Alessio, Amy
- Aronson, Marc
- Bodart, Joni
- Braun, Linda
- Braverman, Miriam
- Broderick, Dorothy
- Campbell, Patty
- Carlsen, G. Robert
- Cart, Michael
- Carter, Betty
- Caywood, Carolyn
- Chelton, Mary K.
- Donelson, Kenneth L.
- Dresang, Eliza T.
- Harris, Frances Jacobson
- Jones, Patrick
- Munson, Amelia
- Neiburger, Eli
- Nilsen, Alleen Pace

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<th>July 27</th>
<th>Teen Participation and Evaluation</th>
<th>Assignment 5 and proposal for final project</th>
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<td>July 28-August 6</td>
<td>Independent Reading Final Project</td>
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<th>August 6</th>
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<th>August 7</th>
<th>The Meta-Narrative Final Presentations: 5 minute “sell” Submit Final Project Written Paper</th>
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To avoid duplication in reports, instructor must pre-approve all selections. The report should not exceed 1000 words per student (committee reports will be 1000 words per member) and students must site their resources in an attached bibliography (not included in word count.) Reports should include the following:

1. Brief biographic information.
2. Why they are a leader in the field of teen services.
3. Reflection on why they are a leader that you could follow/learn from.
4. How they contribute to the current and future success of services for teens in public libraries.

Assignment Two: Youth Interview (10 points) Due July 17

Interview a youth (age 12 to 18) using the following questions and submit a written transcript

Name: Age: Grade:

1. Tell me a little about yourself: school, work, family, neighborhood, friends, hobbies, favorite books, music, movies.
2. What do you do for fun?
3. What is the hardest thing about being a teen? How do you handle it?
4. What five words best describe you?
5. Can you tell me about any adults who have been especially influential or supportive during your teen years?
6. Tell me about your experience with the public library. When did you begin using the library – and why? What do you do there now? What do you like? What do you hate? If you ran the library, how would it be different? How would it be the same?

For non-users: ask why they don’t go to the library. Do they have other sources for reading materials or information? Or do they just not read or use information?

7. What else do I need to know about you as a teen or a library (or non-library) user?

Assignment Three: Library Site Visit (10 points) Due July 26

Select a public library that you are not familiar with. Begin the visit with an online search and determine the name of the staff person you hope to interview. Call for an appointment.

Your report must include basic data on the library’s mission, range of teen programs and services, planning and evaluation processes, and it’s role in the community. Compile this information from the library website and publications and from your staff interviews.

A special section on teen place is part of this visit. Using Clark’s vision of place, comment on the physical place, cultural place and evocative place
of the teen space you visit. Document any teen participation in the design and maintenance of the teen space.

Email instructor your proposed site, name of staff member you will be interviewing, and interview questions. All sites and questions must be approved by the instructor prior to visit.

Report is due May 12 and should not exceed 500 words.

Assignment Four: Evaluation of a Teen Website (10 points) Due July 26

Find a website that would appeal to teens for help with homework, independent research, the arts and culture, finding a job or getting help with their health or safety. Be prepared to share the website in class. Report should include the website, why it has teen appeal and why you consider it a quality site to recommend to teens.

Assignment Five: Outcome Measurement (10 points) Due July 27

Create an outcome measurement plan for a teen service that you would like to implement for your final project assignment. Using Figure 7-1 in Walter/Meyers text, list your desired outcome and indicators for this outcome. If you wish create a test or survey that would let you collect data to establish baseline and progress in achieving your outcomes.

Final Project and Five Minute Class “Sell” (25 points) Due August 6, 7

Final Project: Design a teen service for a public library. Select a particular clientele or existing need (real or imagined) within a public library. Students who work for a public library are encouraged to talk to administrators in their library for suggestions of services that are already identified in strategic plans. Services can include the implementation of any of the teen services studied in the course or services conceived by the group based on best practice or research.

You will need to develop:

1. Accessed need for creating the service including background information and a thorough description of the need you are addressing. (5 points).

2. Outcomes: Outcomes describe the benefits of your program or service to the participant. United Way defines outcomes as: “Outcomes are benefits or changes for individuals or populations during or after participating in program activities. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, status or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition its, that is different following the program.” There may be a number of outcomes for your project. Remember to define the outcomes, but know that you do not need to measure all outcomes. Just those that are most important for tracking program benefits and for adjusting aspects of program that are not working. (Same information as Assignment Five)

3. Content and structure/activities and indicators (7 points) The activities are the strategies or groupings of specific actions that the library will carry out to achieve participant outcomes. The indicators identify what is being measure to track the program’s success on an outcome. An indicator is observable and measurable. An example of an indicator is “75% of all parents attending a parent book talk on the importance of daily reading, will report reading to their children 2-3 years for 15 minutes a day.”

4. Job descriptions for staff assigned to the project (2 points): [http://phoenix.gov/JOBSPECS/30210.html](http://phoenix.gov/JOBSPECS/30210.html) (Librarian I)

   [http://phoenix.gov/JOBSPECS/30200.html](http://phoenix.gov/JOBSPECS/30200.html) (Library Assistant)

5. Memos of Agreement with any partners involved in the service (1 point)

   Memorandum of Understanding

   Anytown Public Library

   The mission of Partnerships for Youth is to increase the capacity of Anytown Public Library to provide high-quality programs for youth in low-income neighborhoods in Anytown.

   Anytown Public Library will partner with Anytown community-based organization to create a county-wide web of support for middle grade students
with ongoing, high quality, library-based programs for after school hours by:

- Providing access and training in technology
- Creating Youth Tech Teams and a Youth Advisory Council, and
- Providing educational and career exploration activities

In order to support Anytown Public Library in this effort, Anytown Community Based Organization will commit to the following:

- Provide space for tech teen center with computers, books and activities for the library-based outreach program after school for at least two hours a day, four days a week.
- Staff person to oversee program at site
- Statistics kept and reported as requested
- Support for quarterly site-based and annual county-wide Youth Advisory Committee meetings,
- Participation in evaluation of the program, and
- One representative to serve on the Community Advisory Committee, and attend a minimum of 3 meetings per year.

Anytown Public Library will provide the following:

- 5 computers
- 2 color printers
- 1 Internet connection including installation and monthly charges
- 3 tables and 10 chairs
- deposit book collection for reference and recreational reading,
- Tech Teens to assist with programs for at least one hour 4 hours days a week
- Staff training on computer literacy, the Internet, software programs, and information access
- Technical support

Required signatures:

6. Budget that includes costs for staff, materials, equipment, travel, training, etc. (2 points)
7. Project evaluation based on outcomes determined at the beginning of the project and output measures (3 points)

The second option is to create an LSTA grant application. See [http://www.lib.az.us/lsta/](http://www.lib.az.us/lsta/)

Copy for the entire project will be submitted in written form to the instructor on the final day of class.

A second segment of this assignment will be a class presentation on August 7. (5 points) This segment will be a five-minute presentation designed for a library committee of administrative staff, young adult librarians, community partners and teens. This body has the power to fund and approve your project and should be viewed as a competitive process that you want to win. Students are encouraged to consider this audience and create the most compelling case to build support for your project. Projects will be discussed by class members following presentations. Instructor time presentations and stop presenters after five minutes.

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

**Academic Code of Integrity**
Students are expected to abide by The University of Arizona Code of Academic Integrity. "The guiding principle of academic integrity is that a student's submitted work must be the student's own." If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

<Put your own material for the stuff in red>

- **How to submit your assignments**: How do you want students to submit assignments? Do you want them to include any particular identifying information on their assignments? Will assignments be returned to them, or will they just see a posted grade? Anything else that they need to know?

- **Assignment due dates**: Since the Course Schedule section (above) will spell out specific due dates, this section is used to describe any late penalties and any particulars about exactly when items are due (e.g. "Surface-mailed assignments must be postmarked no later than the stated due date.")

- **Writing style**: Are students supposed to use any particular writing style, such as APA or Chicago Manual? Are there any on-line writing resources that might be helpful to your students as they prepare their assignments? What if English is not their native tongue...is help available to them?

- **Late Policy**

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

**GRADING:**

Evaluation:

15% Participation: Participation is defined as attending all class sessions, quality classroom discussion, coming to class prepared with readings and critiques, and quality group work. Students who do not attend classes will have up to 15 points deducted from their total point scores.

60% Assignments

25% Final Project

Total 100% Grading Scale: A=90-100; B=80-89; C=70-79; D=60-69; E=59 and down

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

School of Information Resources and Library Science (SIRLS)

IRLS 582 - 002: Young Adults and Public Libraries

Elaine Meyers, Adjunct Lecturer
Office hours: class lunch break or by appointment

Telephone: 602-318-8603 or 602-482-6661 eemeyers@email.arizona.edu or elaine.meyers@cox.net

July 16, 17, July 26, 27 and August 6, 7 in Tucson

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    - IRLS520 Ethics for Library and Information Professionals (Summer 2010)
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Guided exploration

Click a term to initiate a search.

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