LIS 5565: Information Needs of Young Adults
Section(s)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
Mode of Instruction:

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION
An overview of the characteristics and the information needs of young adults and the resources and strategies that may assist adults and youth in meeting these needs. Five developmental stages of young adults are taken into consideration in understanding their information needs: intimacy, intellect, independence, identity, and integrity.

This course focuses on fiction and nonfiction materials published specifically for ages 12-18 (grades 6-12, or middle and high school), but from time to time incorporates resources designed for younger children and for adults that are also appropriate for young adults.

Emphasis is on analyzing the resources from various perspectives, including their literary and artistic merit, their popularity with teens, their social and personal usefulness, and the issues they raise. Approaches for information professionals to use in locating and evaluating materials and in facilitating the match between the information and this user group are discussed.

COURSE OBJECTIVES
The student successfully completing this course will be able to:

1. Identify and describe a wide range of information needs of young adults;
2. Apply the terms young adult, adolescent, and teen;
3. Discuss the state of current research relating to information needs of young adults;
4. Comment on ways in which youth themselves speak of their needs;
5. Provide an overview of historical and contemporary characteristics of resources for young adults.
6. Recognize and facilitate information seeking behavior of young adults;
7. Define developmental tasks of young adults and how these relate to their information needs;
8. Name characteristics, representative titles, and well-known authors of specific genres and topics in young adult literature;
9. Identify social issues and how they are portrayed in information resources for young adults;
10. Combat censorship and promote intellectual freedom in meeting information needs of young adults;
11. Locate, analyze and evaluate resources for young adults from a variety of points of view, including literary and artistic merit, popularity, social and personal usefulness, and issues raised;
12. Implement strategies to facilitate the young adult user/information match process, including programming such as booktalks;
13. Articulate a personal strategy for keeping up with the information needs of young adults and the resources to meet those needs;
14. Speak with in-depth knowledge about some area concerning information needs of and resources for young adults.

COURSE MATERIALS:

Required Texts:
- Bros gol, Vera. *Any a's Ghost.*
- Johnson, Angela. *The First Part Last.*
- Latham, Don, and Gross, Melissa. *Young Adult Resources Today: Connecting Teens with Books, Music, Games, Movies, and More.*
- Sheinkin, Steve. *Bomb! The Race to Build and Steal the World's Most Dangerous Weapon.*

All of these books are available for purchase through the FSU Bookstore. They may also be purchased from other online vendors.

Recommended Texts:
Students who plan to work with young adults or who will be responsible for building resource/library collections for young adults will find these texts valuable reference material for personal ownership. The particular emphasis of each title is explained below.

- Anderson, Sheila B. *Extreme Teens: Library Services to Nontraditional Young Adults.* Libraries Unlimited, 2005. Considers services to teens out of the mainstream, including homeschooled teens, gifted teens, pregnant teens, juvenile delinquents, homeless teens, etc


- Cart, Michael. *Young Adult Literature: From Romance to Realism.* American Library Association, 2010. Provides a readable, entertaining, and thorough overview of the history of young adult literature
from the 1960s to the present.

- Dresang, Eliza T. *Radical Change: Books for Youth in a Digital Age.* H. W. Wilson, 1999. Provides an excellent discussion of the "radical change" evident in both content and format in many of today’s books for youth. Not limited strictly to young adult resources, this book deals with information materials--both fiction and nonfiction--for a wide range of ages.


**COURSE ASSIGNMENTS AND EVALUATION:**
1. Read assigned books and articles on a weekly basis.
2. Explore websites as assigned.
3. Submit written reactions to assigned books and other materials, using questions/thinking prompts provided as a guide.
4. Prepare a personal reading profile, describing your own reading interests and practices when you were a teen.
5. Interview a teen, assessing a particular information need of the teen, and provide a short resource list addressing that need.
7. Prepare an essay on several books for young adults, focusing on either a particular author or a particular theme.
8. Participate in weekly Collaborate sessions, preparing according to instructions.

**GRADE CALCULATION:**
There will be a total of 1000 points for the class as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class attendance &amp; participation (Collaborate sessions: 10 sessions min.) @ 10 points ea.</td>
<td>100</td>
</tr>
<tr>
<td>Reading response postings (10 on 10 different weeks) @ 10 points ea.</td>
<td>100</td>
</tr>
<tr>
<td>Personal reading profile</td>
<td>200</td>
</tr>
<tr>
<td>Book talk</td>
<td>200</td>
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</table>
Information needs assessment of a teen 200
Poetry anthology 200
**TOTAL** 1000

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>930-1000</td>
<td>A</td>
</tr>
<tr>
<td>900-929</td>
<td>A-</td>
</tr>
<tr>
<td>870-899</td>
<td>B+</td>
</tr>
<tr>
<td>830-869</td>
<td>B</td>
</tr>
<tr>
<td>800-829</td>
<td>B-</td>
</tr>
<tr>
<td>770-799</td>
<td>C+</td>
</tr>
<tr>
<td>730-769</td>
<td>C</td>
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<tr>
<td>700-729</td>
<td>C-</td>
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<tr>
<td>670-699</td>
<td>D+</td>
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<tr>
<td>600-629</td>
<td>D-</td>
</tr>
<tr>
<td>0-599</td>
<td>F</td>
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</tbody>
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**COURSE SCHEDULE:**
Week 1: History of YA resources & services
Week 2: YA development
Week 3: Information needs and information seeking of YA's
Week 4: Nonfiction resources for YA's
Week 5: Programming for YA's / Professional resources for YA librarians
Week 6: Fantasy & science fiction--part 1
Week 7: Fantasy & science fiction--part 2
Week 8: Graphic novels--part 1
Week 9: Graphic novels--part 2
Week 10: Realism--part 1 (romance & relationships, historical fiction) Week
11: Realism--part 2 (social issues)
Week 12: Realism--part 3 (multicultural literature)
Week 13: Poetry--part 1
Week 14: Poetry--part 2
Week 15: Issues in YA services

**Copyright Statement:**
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/)).
**Sexual Harrassment Policy:**
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. [http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

**iSchool Hardware and Software Requirements:**
A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location: [http://ischool.cci.fsu.edu/academics/online/requirements/](http://ischool.cci.fsu.edu/academics/online/requirements/)

**Student Eligibility for an Incomplete Grade:**
Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

**University Attendance Policy:**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy)).

**Americans With Disabilities Act:**
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.
This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact the:
Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
[http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)

**Syllabus Change Policy**
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”