



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS 5565: INFORMATION NEEDS OF YOUNG ADULTS

Section(s)

TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION

Mode of Instruction: Online

Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.

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. Developmental stages of young adults are taken into consideration in understanding their information needs. 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.

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. Describe ways in which youth themselves speak of their needs;
5. Describe historical and contemporary characteristics of resources for young adults.
6. Describe how to 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. Discuss how to 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. Describe how to 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. Discuss key issues in the information needs of and resources for young adults.

COURSE MATERIALS:

Required Texts:

Materials used will vary each semester. A sample of course materials is provided below.

- Alexie, Sherman. *The Absolutely True Diary of a Part-time Indian*.
- Brosgol, Vera. *Anya's Ghost*.
- Dashner, James. *The Maze Runner*.
- Frost, Helen. *Keesha's House*.
- 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.

- Aronson, Marc. *Exploding the Myths: The Truth About Teenagers and Reading*. Scarecrow, 2001.
An issues-oriented approach to young adults and their reading habits. Aronson is irreverent, funny, sophisticated, and a tireless advocate for youth. This book can be read in place of another of the "what adults say" books on the bibliography.
- Booth, Heather. *Serving Teens Through Readers' Advisory*. American Library Association, 2007.
A thorough discussion on how to provide readers' advisory services to teens. Includes information on both fiction and nonfiction.
- 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.
- Gorman, Michele, and Tricia Suellentrop. *Connecting Young Adults and Libraries: A How to Do it Manual*. 4th ed. Neal-Schuman, 2009.
Provides a ton of practical advice about setting up youth services programs, developing young adult collections, and managing and evaluating youth services departments. Contains a particularly good chapter on preparing and delivering book talks.
- Pierce, Jennifer Burek. *Sex, Brains, and Video Games: A Librarian's Guide to Teens in the Twenty-first Century*. ALA, 2008.
A discussion of teens and their information needs, based on research from the neurosciences, psychology, and education.
- Walter, Virginia and Elaine Meyers. *Teens & Libraries: Getting it Right*. ALA, 2003.
An exploration of library service to young adults that includes practical strategies for building excellence in young adult services.

COURSE ASSIGNMENTS AND EVALUATION:

1. Submit written reactions to assigned books and other materials, using questions/thinking prompts provided as a guide. These reading responses will be posted to the class discussion board each week.
2. Prepare a personal reading profile, describing your own reading interests and practices when you were a teen.
3. Prepare and present an original book talk or book trailer on a YA novel.

4. Write a comparative essay using two books for young adults and focusing on a particular theme. One of the books should be a book that the class is reading together (your choice).
5. Compile an anthology of ten poems for young adults on a particular theme.
6. Attend weekly synchronous class sessions.

GRADE CALCULATION:

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

Class attendance (Collaborate sessions: 10 sessions min.) @ 10 points ea.	100
Reading response postings (10 on 10 different weeks) @ 10 points ea.	100
Personal reading profile	200
Book talk/book trailer	200
Comparative essay	200
Poetry anthology	200
TOTAL	1000

GRADING SCALE:

930-1000	A	730-769	C
900-929	A-	700-729	C-
870-899	B+	670-699	D+
830-869	B	630-669	D
800-829	B-	600-629	D-
770-799	C+	0-599	F

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)
- Week11: 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

UNIVERSITY POLICIES:

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/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.)

Plagiarism

Plagiarism of any type, including material from Internet sources, will not be tolerated. Cases of academic dishonesty such as plagiarism and cheating will be investigated & pursued vigorously according to departmental and (if needed) university procedures. Before submitting any work for this class, please read the "Academic Honor System" in its entirety (see link above) and ask me to clarify any of its expectations that you do not understand.

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.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

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/>

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 advanced notice.

SCHOOL OR DISCIPLINARY POLICIES:

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/).

Sexual Harassment 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/graduate/information/university_notices/

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/>

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).