

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: LIBT 235		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Library Services for Young Adults Course Short Title: Library Services Young Adults <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): Department of Information Studies															
Calendar Description: Students will explore and evaluate a range of diverse materials for young adults. Using these materials and other relevant professional resources, students will develop library programs that recognize and respect the unique and varied lives of young adults. Students will learn about cultural competency and its role in creating community partnerships for the purpose of supporting inclusive library services.																	
Prerequisites (or NONE):		None.															
Corequisites (if applicable, or NONE):		None															
Pre/corequisites (if applicable, or NONE):		None															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Christina Neigel		Date approved: December 7, 2020															
Faculty Council approval		Date approved: January 15, 2021															
Dean/Associate VP: Tracy Ryder Glass		Date approved: January 15, 2021															
Campus-Wide Consultation (CWC)		Date of posting: March 12, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: March 26, 2021															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Describe the typical benchmarks for young adult growth and development.
- Explain how discrimination and exclusion impact collection development and library services for young adults.
- Explain the importance of building respectful and constructive relationships with community organizations and families.
- Identify ways of collaborating with community partners to develop and promote library services for young adults.
- Develop and promote programs that provide appropriate activities that support young adults' personal and/or academic interests.
- Develop strategies for effectively engaging and responding to young adult needs and interests.
- Discuss and critically analyze sources of information for and about young adults.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Classes will consist mainly of lectures and learning activities.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. YALSA	The Cultural Competency Issue	<input type="checkbox"/>	YALSA	2017
2. Patricia Montiel Overall	Cultural Competence: A Conceptual Framework for Library	<input type="checkbox"/>	The Library Quarterly; Information Community Policy	2009
3. International Federation of Library Associations	Guidelines for Library Services for Young Adults	<input checked="" type="checkbox"/>	IFLA	
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	20%	Assignments:	70%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Students design teen programs, analyses of young adult literature, and other activities reflecting work performed in this area.

Assignments:

Book talk/trailer: 15%

Reading profile: 10%

Library program: 25%

Reading analysis: 20%

Typical Course Content and Topics

- Who are young adults and teens: Developmental considerations
- Young adult learning environments, learning experiences, and engagement
- Library services for young adults: scope and limitations
- History and current contexts of young adult publishing
- Evaluating materials for young adults
- Special genres in young adult literature
- Outreach and community partnerships
- Cultural competency and inclusion
- Interacting with young adults
- Creating engaging and diverse programs