

INFO 5445: History and Culture of Youth Information Services

Instructor Contact

Name: Dr. Sarah A. Evans

Office Location: Discovery Park E295C

Phone Number: (940) 369-8102

Office Hours: Course contact will be online. Please email within the Canvas course. Standard office hours on campus are Tuesdays, 12pm to 4pm. Live chat sessions via Zoom will be scheduled within the first two weeks of the semester.

Email: sarah.evans@unt.edu

Communication Expectations: If you have questions about the course, the best place to go is the General Questions forum of the discussion board. Think of it as raising your hand to ask a clarifying question in the classroom. Your colleagues likely had the same question! We check this forum daily, so you will get a response from myself or the teaching assistant. Also, be sure to check the course announcements regularly.

If you need to ask a personal question, please send me an email within the Canvas system and I will do my best to respond within 24 hours. If you choose to contact me via my UNT email address, I request that you include the following information in the subject line:

Course Number Students Last Name: Topic of the Email

You may also leave a message on my office phone number (940-369-8102) and I will respond within 48 hours. In urgent situations, you may use my mobile phone number (206-409-9573) for text messages or calls, but please use this sparingly.

In addition to my standard office hours, I am also available by appointment for in person meetings, telephone calls, or video chats. My goal is to support you in your journey to the library profession, so please reach out as needed.

Course Description

History of youth services librarianship. Theory and methods of ethnographic evaluation. Community assessment and interviews. Users and designers of youth information services and systems. Current trends.

Course Structure

This course is taught exclusively online, through Canvas, and it is the student's responsibility to be able to access, and appropriately use, online materials and complete course requirements as assigned in the course schedule. Materials for this course are organized into weekly modules that begin on Mondays and end on Sundays. Assignments will be identified in the appropriate module with due dates given, and linked from the module with instructions. You should expect to devote at least nine hours per week to the work for this course. Many of you have full-time commitments outside of your educational pursuit (job, families, etc.). Please plan and prepare accordingly.

Course Prerequisites

None

Course Objectives

By the end of this course, students will be able to:

1. Knowledgeably discuss the history and development of youth services librarianship in the United States and how it informs the work of librarians today.
2. Apply ethnographic theories and methods in order to assess the needs and interests of youth in relation to library services.
3. Examine current trends and future directions in youth information services.
4. Design library programming for a specific youth audience.
5. Communicate the value of assessing the needs and interests of youth for the purpose of developing effective library programming.
6. Recognize their role within youth communities in order to plan for improving their professional practices.

Materials

The required and recommended texts are available for purchase from the [UNT bookstore](https://unt.bncollege.com/shop/unt/home) (<https://unt.bncollege.com/shop/unt/home>)

Required Texts:

- Heath, S. B., & Street, B. V. (2008). *On ethnography: Approaches to language and literacy research*. New York: Teachers College Press.
- Campana, K., In Mills, J. E., & Hildreth, S. (2019). *Create, innovate, and serve: A radical approach to children's and youth programming*. ALA Publishing.

Recommended Texts:

- Itō, M., Baumer, S., Bittanti, M., boyd, d., Cody, R., Herr-Stephenson, B., Horst, H. A., ... Tripp, L. M. (2019). *Hanging out, messing around, and geeking out: Kids living and learning with new media*.
- González, N., Moll, L. C., & Amanti, C. (2009). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New York, N.Y: Routledge.

Additional articles will be made available in the Canvas course.

Teaching Philosophy

Great teaching comes with a commitment to learn, especially as students join in the spirit of co-learning. I believe the most effective teachers will always be those who want to motivate and guide students to recognize their own knowledge and skills and plan ways of expanding that knowledge. The activities in this course are designed to bring you into the librarian community of practice through the deliberation

of relevant issues and the creation of practical products. As a teacher, I strive to create with you all a course experience that is **relational, respectful, real, reflective, and responsive**.

Technical Requirements & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Willingness to experiment with new applications

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail
- Most importantly, please treat everyone, including yourself, with compassion and respect. This semester we are a learning community and in the future we will be librarian colleagues. We can be professionals that provide both constructive feedback and support.

See these [Netiquette Guidelines](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) (http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) for more information.

Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that you may not be aware of. For useful tips in navigating on online course, visit [“How to Succeed as an Online Student”](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (<https://clear.unt.edu/teaching-resources/online-teaching/succeed-online>).

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT Help Desk (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Student Affairs Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
- [MathLab](https://math.unt.edu/mathlab) (<https://math.unt.edu/mathlab>)

Course Requirements

Assignment	Points Possible
Reflections on Childhood	25 points
Discussions – 15 discussions / 25 points per discussion	375 points
Historical Research Paper	175 points
Ethnographic Fieldwork Project	225 points
Programming Plans	175 points
Reflections on Youth Librarianship	25 points
Total Points Possible	1000 points

Grading Policies

Final Grade Scale

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 500-599

Students may earn **extra credit** by prior approval of the instructor up to three times during the course. To do so, interview a child between ages 5 to 18 about their favorite texts. If you do this multiple times, you must interview a child from a different school level (elementary, middle, high). To receive the credit (10 points per interview), you must visit the Extra Credit forum on the Canvas Discussion Board and briefly answer the following in a new thread:

- Describe the child’s age and current school situation (i.e. grade, private/public/homeschool, etc.)
- What did the child say about their favorite books, shows, games, etc.?
- How did the child find out about and then access these texts?
- Did you discern any kind of theme in their favorites?
- What surprised or interested you most about the interview?

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

I will also ask you to answer a couple questions around the middle of the semester as a “pulse check” on your course experience.

Course Policies

Assignment Policy

Assignments are due by 11:59pm Central Time by the end of the module or the date listed in the syllabus. You will submit all assignments through Canvas. Do not email assignments unless instructed otherwise.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All assignments are expected to conform to basic standards for scholarly writing. In this course, you are expected to follow American Psychological Association (APA) 6th edition manual of style in all of your reference and citation formatting for this course. Proper documentation of sources is the best defense against plagiarism. When citing references (books, journal articles, and websites) in any assignment, you must adhere to the APA citation guidelines.

Examination Policy

There are no examinations in this course.

Assignment Feedback

For assignments turned in on-time, we strive to provide feedback within two weeks through Canvas. If the assignment is late, you will receive feedback at our convenience. Feedback on your work may take the form of an overall narrative comment, specific comments on particular areas of your work, both, or some other form. Grading rubrics, when used, will be provided with the assignment so that students may use them to assess their own work in advance of submission. If you are unsatisfied with your grade on an assignment, you may submit a revised version within a week of receiving feedback. All assignments, revised or original, must be turned in by 11:59pm on the last day of class to receive credit.

Late Work

If there are extenuating circumstances **and** you contact me before an assignment's deadline, we can negotiate another due date. Otherwise, **late work** will lose 10% per day late until a full week has passed, after which it will not be accepted.

Attendance Policy

Students are required to log into the course through Canvas multiple times a week to view class announcements, check grades, and complete assignments. University policy states the conditions and remedies for school and personal related absences. Visit the [University of North Texas' Attendance Policy](http://policy.unt.edu/policy/15-2-) (<http://policy.unt.edu/policy/15-2->) to learn more.

Class Participation

Interaction with course material is critical to your own learning. Your learning achievement will be

magnified if you engage with your fellow students. Participating in discussions and other assignments **in a timely manner** will create a learning community that benefits us all.

Syllabus Change Policy

As the instructor, I reserve the right to make changes to this syllabus if needed. Notices will be posted in the course announcement section in advance of changes being made.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum

at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.

- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Calendar of Modules and Assignments:

Unless otherwise stated, all course work is due by 11:59pm CST on the last day of the weekend (Sunday)

Wk	Dates	Module	Weekly Topic	Readings	Discussion Topic	Activities
1	1/13-1/19 Canvas Outage Sat 8p to Sun 12p	Course Introduction	Welcome	CIS: Forward, Intro, Part I Intro (pp 1-5); Select articles listed in Canvas	Self-Introductions	Due: Reflections on Childhood
2	1/20-1/26 (MLK Day, Lunar New Year)	History of Libraries & Youth	What is Childhood?	CIS: Ch 8, 14, 19; Select articles listed in Canvas	Share your possible topic for the historical research paper	Peer Feedback
3	1/27-2/2	History of Libraries & Youth	A Progressive Movement	Select articles listed in Canvas	The Role(s) of American Public Libraries	
4	2/3-2/9 (Setsubun-sai)	History of Libraries & Youth	Golden Ages	Select articles listed in Canvas	Youth Librarians' Contributions	
5	2/10-2/16 (Valentine's Day, Nirvana Day)	History of Libraries & Youth	Where We Are Now	CIS: Ch 13, 18, 24, 1; Select articles listed in Canvas	Post a draft of your historical research paper	Peer Feedback
6	2/17-2/23 (Pres' Day, Maha Shivaratri)	Ethnographic Methods	What is Culture?	OE: Ch 1; Select articles listed in Canvas	Ethics in Research	Due: Historical Research Paper
7	2/24-3/1 (Mardi Gras, Ash Wednesday)	Ethnographic Methods	Defining and Entering the Field	OE: Ch 2-3; Select articles listed in Canvas	Describe population of study and how you will observe and learn more	Peer Feedback

8	3/2-3/8	Ethnographic Methods	Asking Questions of People and Data	OE: Ch 4-5; Select articles listed in Canvas	Share your interview plans, potential data sources, and final product ideas	Peer Feedback
SPRING BREAK 3/9-3/15 (Purim, Holi)						
9	3/16-3/22 (St. Pat's Day, Vernal Equinox)	Ethnographic Methods	Writing with Respect	OE: Ch 6; Select articles listed in Canvas	Describe emergent themes from your data and reflect on your role in study	Peer Feedback
10	3/23-3/29	Youth Information Services	Doing Good	CIS: Part 2 Intro (pp 93-96), Ch 2-4; Select articles listed in Canvas	Trends, Needs, & Interests in Youth Services	
11	3/30-4/5	Youth Information Services	Doing Better	CIS: Ch 5-7; Select articles listed in Canvas	Connecting to the Community You Serve	Due: Ethnographic Fieldwork Project
12	4/6-4/12 (Easter, Passover)	Youth Information Services	Early Childhood	CIS: Ch 9-12; Select articles listed in Canvas	Share your ideas on a set of programs for a specific community	Peer Feedback
13	4-13-4/19 (Passover, Vaisakhi)	Youth Information Services	Middle Childhood	CIS: Ch 15-17; Select articles listed in Canvas	Post a draft of your programming plans	Peer Feedback
14	4/20-4/26 (Yom Hashoah, Ramadan)	Youth Information Services	Adolescence	CIS: Ch 20-23; Select articles listed in Canvas	Revisiting Childhood	Due: Programming Plans
15	4/27-4/30 (Last Week of Classes, Ramadan)	Course Wrap-Up	Moving Forward	CIS: Conclusion; Select articles listed in Canvas	Well-Wishing	Due Thursday: Reflections on Youth Librarianship

16	5/2-5/7 (Finals Week, Ramadan, Vesak)					Due Thursday: Extra Credit and (Optional) Revisions
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