INFO 5445: History and Culture of Youth Information Services

Instructor Information
Name: Dr. Sarah A. Evans
Pronouns: she/her/hers
Email: sarah.evans@unt.edu
Phone Number: (940) 369-8102
Office Location: Discovery Park E295C

Teaching Assistant: Ziyad Alghamdi

Course Description, Structure, and Objectives
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.

There are no prerequisites for this course.

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

1. Knowledgably 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.

NOTE: Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (PDF) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to Succeed in this Course

Instructor Office Hours: Course contact will be online. Please email within the Canvas course. Online office hours will be posted within the course website.

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 regularly, 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, first reach out via the Canvas inbox and I will do my best to respond within 24 hours. **Canvas is the preferred method of communication.** If for some reason you use email, I receive many messages, so 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 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.

If you have not already done so, please subscribe to is-announce mailing list through https://lists.unt.edu/mailman/listinfo/is-announce. The Department uses this mailing list to distribute information relevant to our students, alumni, and friends, such as UNT announcements, departmental/college newsletters, and job postings for ALL our programs. This mailing list is automatically managed and is easy to subscribe and unsubscribe.

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**.

ADA Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For

additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

Academic Support Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Supporting Your Success and Creating an Inclusive Learning Environment

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. In my courses, I ask that we each strive to follow the Principles of Engagement, created by our previous UNT Division of Inclusion, Diversity, Equity and Access.

UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these Online Communication Tips (https://clear.unt.edu/online-communication-tips) for more information.

Required/Recommended Materials

The required and recommended texts are available for purchase from the UNT bookstore (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.

Supplementary materials, both required and optional, will be located in each module in the Canvas course.

Technology Materials

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and speakers or headphones, microphone, webcam, and Microsoft Office Suite. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

Course Requirements/Schedule

NOTE: If you are taking this course as a PhD student, please contact me for an individual meeting to discuss your goals in taking this class. We will adjust the assignments to best match your research interests.

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)
- **Initial Canvas discussion and Flip posts must be made by Thursday at 11:59pm.**
- Major holidays indicated in date column with parenthesis.
- Readings Abbreviations
  - CIS refers to *Create, Innovate, and Serve: A Radical Approach to Children's and Youth Programming*
  - OE refers to *On Ethnography: Approaches to Language and Literacy Research*
  - FOK refers to *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (optional text)
  - HOMAGO refers to *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (optional text)
- Additional required and optional readings indicated on module pages in Canvas course site.

Wk	Dates	Module	Topic	Readings	Discussions	Activities
1	1/16 – 1/21	Course Introduction	Welcome	CIS: Forward, Intro, Part I Intro (pp 1-5); Select articles listed in Canvas	#1 – Self-Introductions; Flipgrid Textbook Talk #1	**Due:** Reflections on Childhood
2	1/22 – 1/28 (World Religion Day; Tu Bishvat;	History of Libraries & Youth	What is Childhood?	CIS: Ch 8, 14, 19;	#2 – Historical Research Topics;	Peer Feedback

	Mahayana New Year			Select articles listed in Canvas	Flipgrid Textbook Talk #2	
3	1/29 – 2/4	History of Libraries & Youth	A Progressive Movement	Select articles listed in Canvas	#3 – The Role(s) of American Public Libraries; Flipgrid Textbook Talk #3	
4	2/5 – 2/11 (Lunar New Year)	History of Libraries & Youth	Golden Ages	Select articles listed in Canvas	#4 – Youth Librarians' Contributions; Flipgrid Textbook Talk #4	
5	2/12 – 2/18 (Mardi Gras; Ash Wednesday; Maha Shivratri)	History of Libraries & Youth	Where We Are Now	CIS: Ch 13, 18, 24, 1; Select articles listed in Canvas	# 5 – Historical Influences; Flipgrid Textbook Talk #5	Peer Feedback
6	2/19 – 2/25 (President's Day; World Day of Social Justice; International Mother Language Day; Makha Bucha Day)	Ethnographic Methods	What is Culture?	OE: Ch 1; Select articles listed in Canvas; Optional - *FOK: Ch 1 & 16; HOMAGO: Intro, Conclusion, and Appendices I, II, and III*	Ethics in Research; Flipgrid Textbook Talk #6	**Due:** Historical Research Paper
7	2/26 – 3/3	Ethnographic Methods	Defining and Entering the Field	OE: Ch 2-3; Select articles listed in Canvas; Optional - *FOK: Chapters 2-5*	#7 – Population of Study; Flipgrid Textbook Talk #7	Peer Feedback
8	3/4 – 3/10 (International Women's Day; Ramadan)	Ethnographic Methods	Asking Questions of People and Data	OE: Ch 4-5; Select articles listed in Canvas; Optional - *FOK: Chapters 6-11*	#8 – Data Collection; Flipgrid Textbook Talk #8	Peer Feedback
Spring Break 3/11 – 3/17						
9	3/18 – 3/24 (Nowruz; International Day	Ethnographic Methods	Writing with Respect	OE: Ch 6; Select articles listed in	#9 – Emergent Themes; Flipgrid Textbook Talk #9	Peer Feedback

	for the Elimination of Racial Discrimination; Purim; Palm Sunday)			Canvas; Optional - *FOK: Chapters 12-15*		
10	3/25 – 3/31 (Holi; Good Friday; Easter)	Youth Information Services	Doing Good	CIS: Part 2 Intro (pp 93-96), Ch 2-4; Select articles listed in Canvas; Optional - *HOMAGO: Chapter 1*	#10 – Trends, Needs, & Interests in Youth Services; Flipgrid Textbook Talk #10	
11	4/1 – 4/7	Youth Information Services	Doing Better	CIS: Ch 5-7; Select articles listed in Canvas; Optional - *HOMAGO: Chapter 6*	#11 – Connecting to the Community You Serve; Flipgrid Textbook Talk #11	**Due:** Ethnographic Fieldwork Project
12	4/8 – 4/14 (Eid al-Fitr; Vaisakhi)	Youth Information Services	Early Childhood (0 to 5)	CIS: Ch 9-12; Select articles listed in Canvas; Optional - *HOMAGO: Chapter 4*	#12 – Ideas on Programs for a Community; Flipgrid Textbook Talk #12	Peer Feedback
13	4/15 – 4/21	Youth Information Services	Middle Childhood (6 to 12)	CIS: Ch 15-17; Select articles listed in Canvas; Optional - *HOMAGO: Chapters 2 & 5*	#13 – Programming Plans; Flipgrid Textbook Talk #13	Peer Feedback
14	4/22 – 4/28 (Earth Day; Passover)	Youth Information Services	Adolescence (13 and up)	CIS: Ch 20-23; Select articles listed in Canvas; Optional - *HOMAGO: Chapter 3*	#14 – Revisiting Childhood; Flipgrid Textbook Talk #14	**Due:** Programming Plans
15	4/29 – 5/5 (Passover; May Day/Labor Day; Yom HaShoah)	Course Wrap-Up	Moving Forward	CIS: Conclusion; Select articles listed in Canvas; Optional -	#15 – Well-Wishing; Flipgrid Textbook Talk #15	**Due:** Reflections on Youth Librarianship

			HOMAGO: *Chapter 7*		
16	5/6 - **5/10*** (Finals Week)				Extra Credit and (Optional) Revisions

***Note: This week's work concludes on a Friday, instead of the usual Sunday.**

There are no examinations in this course.

Course Lectures

In this course, I will be preparing and holding Zoom lectures for most modules. These will be given during my optional Office Hours' time slots, and you are invited to join and ask questions live. I always enjoy a chance to talk with my students!

After the lecture, a link to the recording with closed captioning will be added to the Canvas shell on the Module page. Mostly in these lectures, I will be talking over some of the module topics we will be covering and discussing some specific books of value and other content. I am not planning to share the slides I use as a decorative backdrop, but I will cover the content fully. However, if you have a question about any of the book titles mentioned or need more information (such as the spelling of a foreign title, etc...) after reviewing the lecture and/or transcription, please feel free to ask about it in the General Questions discussion board.

Also, please be aware that this course contains some copyrighted material, (images of book covers, generally, and other content) the use of which has not been specifically authorized by the copyright owner. I have determined this to be "fair use" of the copyrighted material as referenced and provided for in section 107 of the US Copyright Law. If you wish to use any copyrighted material from this document for purposes of your own that go beyond fair use, you must obtain express permission from the copyright owner.

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, the calendar is subject to change, as described in the Emergency Notifications and Procedures Policy (https://policy.unt.edu/policy/06-049).

Assessing Your Work

Assignments Overview

Assignment	Points Possible	Percentage of Final Grade
Reflections on Childhood	25 points	2.5%
Discussion Boards – 15 discussions / 15 points per discussion	225 points	22.5%
Flipgrid Talks – 15 discussions / 15 points per discussion	225 points	22.5%
Historical Research Paper	150 points	15%
Ethnographic Fieldwork Project	200 points	20%
Programming Plans	150 points	15%
Reflections on Youth Librarianship	25 points	2.5%
TOTAL POINTS POSSIBLE	*1000 POINTS*	*100%*

Final Grade Scale

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 500-599

Extra Credit

There are opportunities to collect extra credit during the course. For more information, see the assignment titled **Extra Credit** in the Canvas course.

Late Work

I understand that there will occasionally be extenuating circumstances that impact your ability to turn in an assignment on time. **I do accept late work up to the last day of instruction. Assignments not turned in at the time of grading will receive zero points. Your assignment score will be updated after you are able to submit.** Remember that keeping pace with the course will create the best learning experience for yourself and your classmates.

Instructor Responsibilities and Assignment Feedback

As your instructor, it is my responsibility to:

- Help you grow and learn as an information professional
- Provide clear instructions for projects and assignments
- Answer questions about assignments in a timely manner
- Identify additional resources as necessary
- Provide grading rubrics
- Review and update course content
- Ensure assignment feedback in a timely manner

For assignments turned in on-time, we strive to provide feedback within three days 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.**

Assignment Policy

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

All assignments are expected to conform to basic standards for scholarly writing. In this course, you are expected to follow American Psychological Association (APA) 7th 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.

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's

Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Attendance and Participation

Students are required to log into the course through Canvas daily to view class announcements, check grades, and complete assignments. Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work. It is important that you communicate with me, the instructor, prior to being absent from the course, so you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform me if you are unable to attend to course activities because you are ill.

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.

Copyright Notice

Some or all of the materials on this course website may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the expressed and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

The materials on this site are provided solely for the use of students enrolled in this course, and for purposes associated with this course; except for material that is unambiguously and unarguably in the public domain, these materials may not be retained or further disseminated.

Any students who use university equipment or services to access, copy, display, perform, or distribute copyrighted works (except as permitted under copyright law or specific license) will be subject to appropriate disciplinary action by the university as well as to those civil and criminal penalties provided by federal law.

UNT Policies

UNT keeps up-to-date policies, procedures, and services that guide and support you and your learning. You can access these policies on the [Student Support Services & Policies](https://clear.unt.edu/student-support-services-policies) page (https://clear.unt.edu/student-support-services-policies)