

University of Pittsburgh
School of Information Sciences
Library and Information Science Program

LIS 2323 Resources for Young Adults
BASIC COURSE INFORMATION
SPRING TERM 2013
Blended On-Campus & On-Line Sections

Instructors:

- **Mary K. Biagini, Associate Professor & Director, School Library Certification Program**
- **Joe Prince, Librarian, Marshall Middle School, & Dept. Head, North Allegheny School District**

COURSE DESCRIPTION:

Critical evaluation of contemporary books, periodicals, video/film, games and other electronic and digital formats, Web sites, social media, Web 2.0 tools and apps of interest to and of importance to young adults. Strategies to encourage young adults and those who work with young adults to use these resources for themselves. Intellectual freedom issues and handling challenges to intellectual freedom.

COURSE ABSTRACT:

In this competency-based course, students who are planning careers in school or public libraries working with young adults will:

- Evaluate critically resources in a variety of print, media, digital and electronic formats and Web-based 2.0 and social media tools that will be of use to and/or of interest to young adults in middle and high school libraries and in public libraries;
- Develop competencies needed by librarians to encourage young adults to use these resources to meet their information, personal and recreational needs and interests (These competencies include “booktalking” about resources, developing media lists, organizing book/resource discussion groups, planning services, programs and facilities and using social networking and Web 2.0 tools);
- Prepare for challenges to providing young adults with intellectual and physical access to resources;
- Advocate for effective library service for young adults; and
- Be savvy users of all types of media to communicate information to young adults.

AGE RANGE FOR "YOUNG ADULT":

The age range for "young adult" used in this course spans the ages of 12 through 18, the same age range used by the Young Adult Library Services Association (YALSA), a division of the American Library Association.

GRADE RANGES FOR "YOUNG ADULT":

- Middle school or grades 6, 7, and 8 (Early adolescence)
- Early high school or grades 9 and 10 (Middle adolescence)
- Senior high school or grades 11 and 12 (Later adolescence)

SCOPE OF RESOURCES FOR YOUNG ADULTS:

1. Books (hardback, paper, digital and audio) based on publishing output:
 - Juvenile titles (fiction and literary nonfiction and informational) marketed for older readers, e.g., ages 12+
 - Titles (fiction and literary nonfiction and informational) marketed specifically for young adults
 - Popular adult fiction genres and readable adult nonfiction with appeal to young adults
 - Critically acclaimed fiction and nonfiction published for an adult audience
 - Classics and contemporary classics studied as part of the English curriculum in middle & high schools
2. Periodicals (print and digital) of interest and appeal to young adults and/or related to curriculum
3. Electronic, digital and media formats of interest to and useful for young adults (e.g., video, commercial film, television, music & spoken CDs and downloadable music files and computer software)
4. Computer/video games
5. Web sites
6. Web 2.0 tools
7. Social media
8. Apps for tablets and smart phones

Building Competencies Needed by Librarians Who Serve Young Adults

By the completion of this course, you—the student—should be able to demonstrate these competencies needed by a librarian who offers a successful library program for young adults in a school library and/or a public library:

Serve as an advocate for young adults:

1. Serve as an advocate to provide excellent library services, resources, facilities and access for young adults in collaboration with other professionals who work with young adults and with administrators of schools and public libraries.
2. Work effectively with young adults themselves one on one and in groups to encourage their positive use of library services, resources and facilities and help them become lifelong readers and users and producers of information.
3. Collaborate as a contributing member of a public library staff or a school teaching team to provide resources and services to young adults.
4. Employ information technology, including Web 2.0 tools, social media and apps, to communicate information and to teach young adults to use these tools intelligently.
5. Incorporate research findings about young adults and their developmental and information-seeking behaviors, learning styles, and reading, viewing, listening patterns and interests into planning the library program and the resources and facilities that support it.
6. Assess the developmental, curricular, information, personal and recreational needs of young adults and incorporate findings into planning the library program and the resources and facilities that support it.
7. Plan, deliver and evaluate library programs for young adults (i.e., resources, services, programs, facilities, including maker spaces) that meet the developmental, information, curricular and recreation needs of young adults.
8. Develop proposals for funding to provide services and resources to young adults and secure support from administrators and the community.
9. Demonstrate a commitment to intellectual freedom concepts and access to information for young adults and deal with any challenges concerning access to resources in the collection with a carefully-formulated, written policy and procedures.

Evaluate, select and encourage the use of resources and the library by young adults:

10. Analyze trends in the output of resources in all formats for young adults and consider these trends in selection.
11. Demonstrate a knowledge of and appreciation for many types of resources (e.g., books and periodicals in print and digital formats, electronic media such as video, CDs, games,

computer software, and Internet resources, especially Web-based social media, Web 2.0 tools and apps) and for information technologies used in communication with young adults.

12. Formulate evaluative guidelines/criteria and a collection development policy and plan for the selection of resources in all formats for young adults.
13. Use current and retrospective professional selection sources to select resources for young adults.
14. Develop and sustain a collection of resources in appropriate formats for young adults based on their needs, interests, and abilities.
15. Encourage young adults to use resources in all formats, to use library services and to become life-long readers and users of libraries through a variety of strategies:
 - a. Presenting talks about resources
 - b. Moderating discussions of resources in all formats
 - c. Preparing media/reading lists of various kinds
 - d. Planning and producing special programs for young adults based on their needs and interests and evaluating how well these programs meet these needs
 - e. Involving young adults in planning, carrying out and evaluating the library program.
 - f. Creating an environment and policies that welcome young adults to use the library
 - g. Reaching out to the community.
16. Create “maker spaces” in the library that encourage young adults to explore and make things in a variety of formats that have appeal and meaning for them.

School Library Certification Program Students:
Be sure to add your products from the Learning Experiences to your *Portfolio of Demonstrated Competencies* & consider including some in your electronic Professional Portfolio

LIS 2323 Resources for Young Adults

Course Overview: Spring Term 2013

Who are the students in the course this term?

This is a blended course with 22 students in the **on-campus section** and 16 students in the **on-line section**.

What's the place of LIS 2323 in the MLIS curriculum?

LIS 2323 is required for students in the School Library Certification Program (SLCP) and is a recommended course for students in the Services to Children and Youth specialization. Our assumption is that students who are not enrolled in the SLCP are enrolled because they want to work with young adults in a public library setting.

This course--LIS 2323--is one of the courses in the "3" century of the MLIS course numbering system (the second digit of the course number) designated for courses that deal with Resources for Specific Populations, thus the course number 2323. (The first "2" designates a graduate-level course.)

The course is **competency based**, which means that is designed to help you build the content knowledge, skills, behaviors and attitudes (dispositions) you need to work with young adults.

Why are you enrolled in LIS 2323?

We're making the assumption that you enrolled in this course because you have chosen a career as a librarian (school or public) working with young adults, and we have structured the course based on this assumption that young adults are the only patron group you will serve.

Please use the course as a "test drive" to determine if you want to work with young adults and if your competencies and dispositions are a good match for the demands of working with young adults. Young adults can be the most difficult patron and age group to work with; if you are successful, however, you will have many moments of great satisfaction.

We Are All Members of Our Learning Community of Professional Librarians:

What Do You Contribute as the Student?

You will ask: "How will I benefit from taking this class?" We'll answer: "How much are you willing to put into the class? It's your money, your time, your energy, your sacrifice. But most important for you--it's your career." Based on the responses of graduates who have taken the course and are now working with young adults, the students who get the most from the course are the ones who put the most into it. Being engaged in the learning activities of the class is the key to building your competencies. You must be connected to our course on CourseWeb consistently. **On-campus students** must attend and participate in class; **on-line students** must participate in the weekly group discussion boards and the weekly virtual chats. The course won't work for you if you just drop in when you like. Each of you contributes to every other student's learning.

What Do We Contribute as Teachers?

We're the planners and facilitators of the learning experiences (based on our own continuing professional lives) that will help you build your competencies. We have planned and structured

the learning experiences based on the competencies we know successful librarians must demonstrate on the job and what our professional organizations and our alumni in the profession have identified as important. We serve as the guides, the coaches and the gatekeepers.

Each of us is a link to the profession. Mary Kay: I began my career as an English teacher and worked as a school librarian (by day) and a public librarian (by night, Saturdays, and summers). I've been teaching and offering professional development at the graduate level for years. I've been active in professional organizations (e.g., editor of *School Library Media Quarterly* for six years and Co-chair of the 2001 and 2005 National Conferences for the American Association of School Librarians; chair and member of the Publishing Committee of the American Library Association; appointed member of the ALA Committee on Education). I also served as the Chair of the Electronic Information Network of Allegheny County for its first six years. I've analyzed the status of school libraries in PA for the State Board of Education and am working on an IMLS research grant on infrastructure needed for effective school library programs and on an AASL research award to study the curricula of school library programs in ALA and NCATE programs.

What Don't We Contribute?

We're not the "authority." Teaching you rules and correct answers is not the point of this course. There are not universal correct answers that work in every situation. Building your competencies is the point. You need to be able to tolerate ambiguity and to work effectively with both young adults and adults in an environment that is always changing and has multiple projects, priorities and deadlines.

This Is How We Teach: Building Competencies and Engagement

We're all partners in this learning community. Together we can share our knowledge and our skills. We have strength in numbers and experiences. We learn from one another.

We've sent you via mail a book for the course called simply "**The Purple Book**," and have tried to put copies of everything in it, including the Trent Simulation Model that we'll use and all the learning experiences. Keep it near your computer for reference.

Multitasking is a given for this course. It's the "real world" work environment and the way in which young adults operate. Juggling multiple projects and deadlines is a fact of work life. Demonstrating professional behavior marks an important transition from student to practitioner.

The learning experiences are structured to build four levels of competencies:

- **Content knowledge-based**—e.g., recognize and describe leading authors who write for young adults such as Laurie Halse Anderson
- **Skills-based**—e.g., give a book talk based on the novels of Laurie Halse Anderson
- **Behavior-based**—e.g., promote the reading of contemporary fiction for young adults in classes, with teachers, and with individual students
- **Attitude-based**—e.g., believe that it is the right of young people to read and to have access to information.

We've structured some of the learning experiences to be team or partner based because so much of the work in libraries and in schools is team based. It is unusual to work individually in a library or school environment. These learning experiences will help you build your interpersonal and team skills, which are highly valued by administrators.

Engaged Learning as a Professional

The more engaged you are in the course, the more you will benefit and build your competencies. An example of student engagement is attached at the end of this document. Our expectation for your behavior and performance in LIS 2323 is that you will be engaged in course activities whether you are an on-line or an on-campus student and that you will assume the role of a professional librarian not the role of a student. We assume that you will model active, engaged and responsible professional behavior. To sustain a professional career, you must be a learner and a reader.

Our purpose in developing each of the learning experiences is to help you build your competencies in the context of your career objectives. The course is demanding because it is competency based. The emphasis is on you as you build your competencies not on us as the instructors. You'll have opportunities to build your knowledge and skills as well as your confidence to work with young adults effectively.

Trent Community Simulation Model for a Commonality of Experience

Many of your learning experiences will be based on problem-based scenarios using the libraries in a model community--a public library, a middle school library and a high school library in the model community of Trent. The use of one model allows everyone to use "in common" the same information, and it levels the playing field between those who have experience working with young adults and those who don't. You'll assume the multiple responsibilities of your position and interact with other students in your group (and on your smaller team for specific learning experiences) as you'll have to interact with professional colleagues when you are employed.

Most of the learning experiences will be carried out in the context of your Trent library situation—public library, middle school library or high school library. For team learning experiences, the team will act collectively as the librarian; for individual learning experiences, you will assume the role of the librarian individually.

The Trent Model is included in "**The Purple Book**" and is printed on blue paper. Simulations can be accomplished in an on-line environment; we adapt using the Virtual Chat function and video conferencing, and when on-line students come to campus we will carry out one simulation in the OC and OL session in the Saturday session.

Discussion of Resources

To build our backgrounds in the resources themselves, we'll read in common one or several books and articles each week and in some weeks view a film or a television program based on a book. (These are the Advance Reading books and the Discussion Books by Week already sent to you.)

If we expect young people to read, we must read ourselves so that we can share our reading with them. We will consider each resource from the perspective of how young adults might read, view and/or listen to and use it. We won't discuss resources from the perspective of literary criticism or how we react to the resources as adults. The discussion resources were all chosen because they are "discussable" not because they are the best or even typical.

For one of the weeks, you will serve as a discussion leader for your Group. Consult the instructions for Book Discussion Leader Learning Experience in **The Purple Book** for your

responsibilities when you serve as a discussion leader. (The Learning Experiences are printed on green paper.)

Reflection and Self Appraisal

You will be the best judge of how well you are building your competencies. After the mid-point of the term, you'll complete and submit a Self Appraisal Form to the instructors. Using this form as a prompt, you'll reflect thoughtfully **IN YOUR OWN WORDS** and provide examples on how well you match the rubric (standards of performance) identified for the learning experiences, including posts and responses.

Students in the School Library Certification Program will add brief descriptions of the projects from these learning experiences to their *Student Portfolio of Demonstrated Competencies* and consider including the products in their electronic Professional Portfolios. Students interested in working with young adults in public libraries should also begin to build professional portfolios to be used in interviewing for a professional librarian position.

One of the most important competencies a librarian who works with young adults must have is a working knowledge of resources. The **Dialog Group** electronic postings and responses in the Group Discussion Board are designed to build your backgrounds in resources by having a diverse group of students contribute evaluations and contribute to discussions about both young adults and about specific resources. Both **OC** and **OL** students will benefit from the electronic interaction and the discussions for everyone will be enriched. Please read the specific explanations and instructions in the **The Purple Book**. You'll be able to access the postings of only your Dialog Group (Earth or Fire).

What constitutes a week?

Assumption: The week begins on **Tuesdays** at 6:00 p.m. and ends on the following Monday at 6:00 p.m. because the **OC** class meets on Tuesday nights from 6-8:50 p.m., and the **OC** students participate in Virtual Chat on Tuesdays from 9:00-9:30 p.m.

The On-Campus Experience for **OC and **OL** students: SATURDAY, April 6, 2013.** OC and OL students will meet "live" in the class session scheduled on Saturday morning, April 6, 2013 from 8:30-11:00 a.m., the weekend that OL students spend on campus.

OL students will also meet on Friday evening, April 5, from 5:30-8 p.m.

COMMUNICATION

1. Announcements on CourseWeb

We'll post announcements several times each week on **Announcements**, which comes up first as you log onto the course on CourseWeb. Always check here first for new information and updates.

2. CourseWeb Email

We'll also communicate with you via the email function under
"Control Panel"(below the Main Menu of the course on CourseWeb)
"Course Tools"
"Send email"

This is a feature that you can use to communicate with any or all of us. This email is sent to your Pitt address. You can forward this to another email address.

Please be sure that your Pitt email is not over quota. If it is, you will not receive the message.

3. Dialog Groups for Posting and Responses: Earth and Fire

Each student is assigned to a Discussion Group (Earth or Fire) for Group Dialog. Click on "Groups" on the Main Menu to find out the Group to which you are assigned. Each Group will have an instructor.

Group	Earth	Fire
Instructor	Mary Kay Biagini	Joe Prince

4. "Let Us Know" Ground Rule

As we progress through the term, communication will be important. We have set up a **Logistics Forum in each Group**. It is the first Forum. The Group instructor will be monitoring each Group's Logistics Forum on CourseWeb and will try to get back to you as soon as possible but do understand that we're unable to spend log blocks of time uninterrupted on line. You can send e-mail through CourseWeb or to Mary Kay at biagini@pitt.edu. You can call Mary Kay at **412-624-5138** to talk or leave a detailed message. You can also reach Mary Kay via **Skype** at Mary.Kay.Biagini in Pittsburgh Pennsylvania or mkbiagini@gmail.com for Google Hangout video conference feature.

So be sure to:

- Check "**Announcements**" that come up when you log onto the course on CourseWeb
- Check the "**Logistics**" **Forum** on your Group's Discussion Board (e.g., Earth or Fire)
- Use the **email** feature under **Communication** on the Main Menu to communicate with any other student or if you want to communicate with your Discussion Group, got to "Groups" on the Main Menu and click on either "Earth" or "Fire." Then under "Group Tools," click on "Send email."

5. Questions about the Course

May we request, please, if you have questions about the course, that you post them to the **Logistics Forum on your GROUP Discussion Board?** (This will always be the first forum of the **GROUP** Discussion Board). The instructors can read this forum. The questions you have may also be ones another student has as well. If you have a question that applies only to you, send it to Mary Kay or to Joe.

6. Virtual Chat for On-Line Students

The instructors will host a 30-minute "Virtual Chat" for the OL students on CourseWeb each Tuesday from 9:00-9:30 p.m. The Chat allows the OL students to discuss in real time the topics discussed by the OC students in class and to ask questions and seek clarifications. Chats provide community and continuity. Chats are recorded and a transcript of each session is archived electronically and can be accessed easily. We may also use Google Hangout video conferencing on occasion.

Instructions for Virtual Chat": Click on "Virtual Chat" on the Main Menu.

COURSE DELIVERY METHODS

CourseWeb

This course is offered in a **blended synchronous and asynchronous format**, with **on-campus** and **on-line** students learning together using CourseWeb as the Web-based platform for course documents, group discussion and group and team tasks.

Each student—**on-campus** or **on-line**—is assigned to a **Dialog Group on CourseWeb: Earth or Fire**.

Panopto Video

Panopto video is the mechanism to deliver each on-campus class session via video to on-line students. Each on-campus class session is videotaped on Tuesday evening; the Panopto video is digitized and Mary Kay mounts the link on CourseWeb on Wednesday morning for on-line students to view or to listen to as a Podcast. A PowerPoint is produced and mounted as a separate document.

Virtual Chats/Class Sessions

On-Campus students: the first class session will be on Tuesday, January 8, 2013, from 6:00-8:50 p.m. in Room 501 of the Information Sciences Building.

On-Line students will be able to access the course on CourseWeb beginning on Tuesday, January 8, 2013, at 5 p.m.

A 30-minute Virtual Chat session for **on-line students** will be led by Mary Kay and Joe each Tuesday evening from 9:00-9:30 p.m.

The **first Virtual Chat** will be held on January 8 for on-line students at 9:00 p.m. using **Virtual Chat (Main Menu)**, then clicking on "Office Hours."

FastTrack On-Campus Weekend Class

On-campus and on-line students will meet together for a class session on campus on Saturday, April 6, 2013, from 8:30 a.m. until 11:00 a.m.

On-line students also meet for a class session on Friday evening, April 5 from 5:30 - 8 p.m.

The Purple Book

This spiral-bound book is provided to each student free of charge, using funding from the School Library Certification Program Fund. We refer to it as the **Purple Book**. It contains the basic information about the course, all of the learning experiences, and many of the course documents. These documents are also mounted on **CourseWeb** under either "Course Documents" or "Learning Experiences" (Main Menu).

The advantage is that we all have the same information and can refer to page numbers and be sure we are all looking at the same document.

Your Responsibilities Each Week as a Student in LIS 2323

Always read **The Purple Book** & Announcements on CourseWeb

EACH WEEK to PREPARE, you should:

1. **Allocate and schedule time to:**
 - a. Locate books and other print, digital and electronic resources and surf the Web and social networking sites.
 - b. Participate actively in your Dialog Group's appropriate forums on the Discussion Board on CourseWeb by:
 1. Composing postings,
 2. Reading the postings of other students in your group, and
 3. Responding to other students' postings.
2. **Read all assigned discussion books and articles and view assigned video, film, TV programs, games, Web sites and be prepared to discuss: **On-Campus** students in class and **On-Line students** in Virtual Chat.**

EACH WEEK to PARTICIPATE, you should:

If you are an **On-Campus** student:

- Attend and participate actively in class **each Tuesday and on Saturday morning, April 6**. Many of the learning activities involve group and team activities and discussion accomplished only in class with other students.
- Participate actively each week as a member of your assigned Dialog Group (Earth or Fire) in the on-line postings and responses.
- Participate actively in all Team Tasks.

If you are an **On-Line** student:

- Participate actively each week as a member of your assigned Dialog Group (Earth or Fire) in the on-line postings and responses.
- View the weekly Panopto video and PowerPoint **or** listen to it as an audio Podcast
- Participate actively in **Team Task and Book/Media Discussions** activities for On-Line students on CourseWeb each week. (**Group: On-Line Students**)
- Participate actively in weekly **Virtual Chat**.
- Attend and participate actively two class sessions during the on-campus weekend **Friday and Saturday, April 5 (5:30 – 8 p.m.) and April 6 (8:30 – 11 a.m.)**.

Participating in the Dialog Group on CourseWeb Discussion Board

You—as an **on-campus** or an **on-line** student--must participate on the Group Dialog Discussion Board on CourseWeb each week and work actively and collaboratively with other students in your group.

You have been assigned to a Dialog Group (Earth or Fire) that includes both on-campus and on-line students and that is self-contained on CourseWeb and moderated by one of the instructors. You will be able to view only the dialog of your own group.

You will prepare a posting on a specific topic for the first week of the cycle and a response to another student's posting for the second week of the cycle. There will be seven cycles of topics after the first Introductions week and a final course reflection.

Log onto CourseWeb at least several times a week:

- Compose postings or response to the appropriate **forum** for your group (Earth or Fire) according to schedule of postings and responses below.

- Post your **“thread”** (post or response) to the appropriate week's forum for your group **beginning on Wednesdays** but **no later than 6 p.m. on Mondays**. The earlier in the cycle you post, the more other students will read your postings. Don't get behind on your postings; late postings don't get read nearly as often by other students so everyone loses.

- **Respond to postings** of other students in your group during the Response to the Postings week. Read more specific instructions following.

Please Note:

The LIS2323 week begins on Tuesday at 6 p.m. and ends on Monday at 6 p.m.

The 24 hours between Monday at 6 and Tuesday at 6 is time to read postings and responses in preparation for class and Virtual Chat discussion.

The Rules of Our Culture—On-Line and On-Campus

The pace of the course is always fast, and the direction is always forward. You have to move forward and juggle multiple readings, projects and deadlines—just as librarians working with young adults juggle in “real-life” libraries.

ATMOSPHERE—You Are a Member of a Professional Community of Learners

- Be cooperative not competitive with classmates and teammates.
- Share books. Share information.
- Communicate electronically. The class exists 24/7 on CourseWeb.
- Actively participating is an important part of your own learning and building your competencies. Participating allows you to rehearse expected professional behaviors for when you become a librarian.
- Working with adults in team situations is a skill to be developed and is a skill much in demand and valued by administrators.
- If you don't read, you cheat yourself and you cheat others of your knowledge. This is probably the only time in your professional life when you will have so much encouragement to read and preview resources.
- **“One-Copy” Principle:** We'll provide you with one copy of the **Purple Book** and any handouts.
- If you drop the class, you must return the **Purple Book**.

DEADLINES: TWO MANTRAS

- **“COMPLETION NOT PERFECTION” Principle--**Do work on time and don't get behind on anything; remember that your classmates are depending on your contributions for postings, team projects and discussions. Meeting deadlines is a reality of professional life. So do the best you can as a professional and move on. Completion is a professional expectation.
- **DON'T FRET Principle—**It just wastes everyone's time and energy. Be resourceful.

COMMUNICATION AND FEEDBACK--ELECTRONIC AND OTHERWISE

- **CourseWeb** is where much of the course is offered: <http://courseweb.pitt.edu>
Always read the “Announcements” first.
- You must **use your Pitt account** to access CourseWeb. Forward your Pitt account to the account you use; be sure not to exceed Pitt quota.
- You can communicate with instructors and with other class members via “Communication” email on CourseWeb.
- **MKB by Phone:** 412-624-5138; by Google Hangout: mkbiagini@gmail.com

- **Put your name on all documents you submit—print & electronic.**
 - Please, put your name in the file name of any electronic document you send.
 - Please, sign your name to email you send to instructors.
- **We use Office 2010 as our word processing software for this course; you must also use it.**
- **PDFs:**
For postings that require you to submit a PDF, go to this Website for instructions
 - <http://www.pdfonline.com/index.htm>

COMPUTING SERVICES AND LIBRARY SERVICES: YOU PAY FOR THESE

- You are entitled to a **free copy of Office 2010** from Computing Services; be sure you have it and use it. (**Pitt Help Desk: 412-624- 4357**)
- The resources of the University Library System (ULS) are available online.
- Students attempting to access ULS databases and articles first must log into <http://sslvpn.pitt.edu> with their Pitt username and password.

LIS 2323: GROUND RULES FOR **ON-CAMPUS STUDENTS** MOSTLY

SAFETY/ WEATHER

- **Fire**—If fire alarm sounds, use stairs immediately outside Room 501.
- **Police/Security**--Call 412-624-2121 or 4-2121 from a campus phone (yellow with blue lights). Be careful with belongings.
- **Smoking**--No smoking ANYWHERE in building; go to garage or front porch to smoke.
- **Weather**—listen to radio/TV to find out if Pitt is closed; I will post on the “Announcements” page of 2323 CourseWeb by 3 p.m. Tuesday if class is canceled. We will then hold a Virtual Chat on CourseWeb.

PROFESSIONAL BEHAVIOR

- **“Civility” Principle: Model professional behavior in class, which is a face-to-face environment. Please turn off all cell phones & electronic devices.** Texting in class is unprofessional behavior. (As is knitting in class.)
- **“In Our Culture, Only One Person Speaks at a Time” Principle:** In a large class, we all need to focus on who is speaking. Be considerate--side conversations are a great distraction to other students because others can't hear and miss information.
- **“Start on Time/Stop on Time” Principle:**
We need the full class period--we begin **class promptly at 6:00 p.m.** and you need to be ready.
Class ends promptly at 8:50 p.m.
We'll take one break of 10 minutes starting at 7:15 or 7:20. If you need to leave at any time, please do so quietly.

FOOD AND DRINK

- **“Brigadoon” Principle**—When you leave the room, there should be no trace of you—no trash, no belongings. Please recycle.

Talk to Me: MKB Office Hours: Tuesday, 4:00-5:30 p.m.; Thursday, 3-4:30 p.m.

My office is Room 601B on the sixth floor of the Information Sciences Building.

If you need to schedule an appointment, please call me at 412-624-5138 or send me an email message.

FIND A BUDDY

If you must be absent, your buddy can give you any notes or handouts. You are responsible for getting the content and handouts you missed and you must view Panopto video or listen to Podcast.

2013 LEARNING EXPERIENCES TIMETABLE

LE#	LEARNING EXPERIENCE (LE)	ASSIGNED ON	DUE ON	POINT VALUE
1	Analysis of Interview with Young Adult (I)	1/8	1/22 Dialog Group Post	___ of 5 points
2	Intro to Author Glog & Presentation (I)	1/15	2/5	___ of 10 points
3	First Simulation (T): Building a Subject Collection	1/22	Outline 1/29 Scope Statement 2/26 Final Collection 3/5	___ of 10 points
4	Second Simulation (T): School/Public Collection Development & Social Media Policies	1/29	Round One 2/12 Round Two 2/19	___ of 5 points
5	Postings/Responses & Participation Self-Appraisal (I)	1/8	4/9	___ of 12 points
6	Analysis of Observation of School or Public Library & Interview with a Librarian (I)	2/12	3/19	___ of 7 points
7	Book Talk/Animoto Presentation (I)	3/19	4/5 (OL) 4/9 (OC)	___ of 10 points
8	YA Experience Info Poster (I)	2/5	4/6	___ of 10 points
9	Third Simulation (T): Challenged Material	3/5	Round 1: 3/26 Round 2: 4/6 (Sat)	___ of 8 points
10	Outreach to Young People at Risk (T)	1/15	4/16	___ of 10 points
11	Fourth Simulation (T): Advocacy Grant Proposal for a New Service for Young Adults	3/26	4/23	___ of 8 points
12	Discussion Leader: Post discussion questions & author info to group (I)	1/8	Monday to Group before Tuesday assigned date	___ of 5 points
TOTAL POINTS EARNED				___ of 100 points

T = Team Learning Experience

I = Individual Learning Experience

Grading Scale:					
100-99 = A+	98-93 = A	92-90 = A-	89-87 = B+	86-83 = B	82-80 = B-
79-77 = C+	76-73 = C	72 & below C-	Failure—does not count toward graduation		

Instructions for Logging on to CourseWeb LIS 2323 Resources for Young Adults

URL:

The URL for the LIS 2323 Resources for Young Adults CourseWeb site is:

<http://courseweb.pitt.edu>

(Please note that you do not use www in the URL)

Bookmark the CourseWeb site because you will be using it many times each week.

OR

Log on through your account on the Pitt portal: <http://my.pitt.edu>. Using the portal, click on Student Services and then you have a direct connection to CourseWeb.

Using Your Pitt Account:

- Remember that you must use your Pitt Account to logon to CourseWeb
- **All email for this course will be sent through CourseWeb to your Pitt account**
- If you forward your Pitt account to another email account, **please be sure that you are able to receive all messages sent to you.**
- Be sure that you do not exceed your quota in your Pitt account; clear your messages frequently.

If you need help:

If you have a problem logging on the first time, please visit the University Accounts Management Website

<http://accounts.pitt.edu>

Log into the site using your University Computer Account username and password (same user name and password for your email account) and then click on "View Account Information."

When you have done this, return to CourseWeb and log in again. You will need to follow this procedure only once.

**You can contact the Pitt Help Desk 24/7
412-624-HELP (4357)**

DIALOG GROUP DISCUSSION: POSTINGS & RESPONSES

Building Your Background & Awareness of Young Adults & Resources for Young Adults

Your Participation in Dialog Group Discussion (Postings & Responses) is assessed as a component of LE 5

Why do we ask you to compose postings and respond to the postings of the other students in your group?

So that you can:

- Build your background about young adults and learn about new resources for them.
- Learn about more resources more quickly by reading other student's postings each week.
- Develop your critical thinking skills in evaluating the value of the resources to young adults and how young adults can use the resources.
- Sharpen your evaluative writing skills both by writing more yourself and by reading the writing of your peers and responding substantively with questions and comments.
- Engage in professional dialog as a member of a learning community.

All of these are important competencies for librarians to demonstrate in helping young adults use and/or enjoy the resources. Reading and writing critically are foundational skills. Writing is an iterative process and makes your thinking process visible. Here's some advice from Karen Kornberger, Librarian at Palisades High School in eastern PA:

- Read like a detective
- Write like an investigative reporter

Why do we ask you to participate in professional dialog by reading and responding to the postings of other students in your group?

The purpose of the responses to posts is to expand and enrich the dialog of the group and to help every member of the group gain a variety of perspectives on the topics and sharpen critical thinking and analytic skills.

Some possible kinds of responses to posts--you may:

- Argue a position using evidence and reasoning.
- Agree with the content and/or interpretation of another student's posting and offer new information to support it;
- Question the content and/or interpretation of another student's posting and offer information in support of a different opinion or perspective; and/or
- Offer a comment that furthers understanding by providing a different example.

Dialog Discussion Groups: Earth and Fire

We've assigned each of you to one of two Dialog Groups (Earth or Fire) each of which has a blend of on-campus and on-line students interested in careers working with young adults in middle or high school libraries or in public libraries. You'll post or respond each week to your group according to the schedule that follows.

The CourseWeb Discussion Board for your group (Earth or Fire) is restricted only to your group to provide a manageable size for discussion and sharing of information.

Schedule for Group Dialog (Postings & Responses) on CourseWeb

Post#	Due Date	Posting Topic
Post 1	1/11 Fri	Post Your Professional & Personal Introduction & Respond to at least one other student's posting (see instructions following)
Post 2	1/14	Current Awareness: Research on Adolescent Development What's the latest research on an aspect of adolescent development? Consider physical, mental, emotional, social and/or ethical development
Response	1/21	Your Responses to Post 2 Research on Adolescent Development
Post 3	1/28	Current Awareness: YAs Engaging How do kids engage each other? From best friends forever (BFF) to "hooking up" to bullying and hazing in athletics and other group activities
Response	2/4	Your Responses to Post 3 YAs Engaging
Post 4	2/11	Current Awareness: Self Images How and why do kids choose to look & dress the way they do? Body images and style "looks"
Response	2/18	Your Responses to Post 4 Self Images
Post 5	2/25	Media Review: Social Media How do kids communicate? Social media possibilities. What's your assessment of one form of social media?
Response	3/4	Your Responses to Post 5 Social Media
	3/11	No Posting – University Spring Break Week
Post 6	3/18	Current Awareness: Maker Spaces How are libraries using maker spaces to engage young adults in using the facilities and resources of the library to become producers?
Response	3/25	Your Response to Post 6 Maker Spaces
	4/1	No Post or Response
Post 7	4/8	Media Review: Gaming Why is gaming so popular with young adults? Are there gender differences in games played? What's your assessment of one video/computer game?
Response	4/15	Your Response to Post 7 Gaming
Post 8	4/22	Final Reflection: I do/I don't want to work with young adults and why

**Begin Posting/Responding on Wednesdays
But Post/Respond No Later Than Mondays at 6 p.m.**

There will be a paragraph explaining the topic of each posting in the appropriate Forum on the Discussion Board for your Dialog Group.

Each new Posting forum opens on Tuesday night at 9 p.m. according to this schedule.

Instructions for Dialog on the Group Discussion Board: Postings & Responses

Postings:

Each **posting should be approximately 350-400 words in length**. This length should allow you to evaluate critically (not summarize) and reflect using specific examples without overwhelming your readers.

Current Awareness (Post 2, Post 3, Post 4, Post 6)

- Post an **evaluative review** of a news or opinion article or an opinion column about the identified aspect of adolescence that appears in a recent issue of a national newspaper or general-interest periodical—print or digital (e.g., *Time*, *Newsweek*, *New York Times*, etc.) or in a professional periodical or on a reputable website (*School Library Journal*, *VOYA*).
- Include several **specific examples** from the article to support your evaluation.
- Conclude with your own **reflection** (i.e., a thoughtful comment, reaction, opinion or rebuttal) or raise a question that you have about the article or topic. Explain why you think this article will be of value to a librarian serving young adults.

Media Review (Post 5 and Post 7)

- Post an **evaluative review of a social networking tool or site and a computer/video game** that you think will be of interest to young adults or would be fun or challenging to play.
- Conclude with your own **reflection** (i.e., a thoughtful comment, reaction, opinion or rebuttal) or raise questions that you have about the tool or game. Explain why you think a librarian serving young adults should make the tool or game available (or should not).

See sample Posting following.

Responses:

During the “Response” weeks, you should:

Respond to one other student’s posting with a substantive comment, a question, and/or additional information or a specific example on the topic. This response should be approximately 150 words in length.

See sample Response following.

How to Post on the Group Dialog Discussion Board on CourseWeb:

Log on to CourseWeb <http://courseweb.pitt.edu>

1. Click on the course LIS 2323
2. On the LIS2323 homepage, click on **GROUPS** on the **Main Menu** (a purple button on the left side of the screen)
2. Click on the name of your group, e.g., EARTH or FIRE.
3. Click on “**Group Discussion**”
4. Click on the **second forum**, which should be the Dialog of the week (the first forum is the Logistics Forum)
5. Click on “**ADD A NEW THREAD**” button & post
6. Best Advice: It is safer and easier to **compose your post in Word** and then “cut & paste” into the Text Box instead of composing it in the Text Box because it is easy to lose it if you compose in the Text Box.

Instructions for **Post 1**: Your Professional and Personal Introduction

Due no later than 6 p.m. on Friday, January 11 (This is the only posting due on a Friday)

In your Introduction post, include:

- Your name –how do you prefer to be addressed? (e.g. I’m Mary Kay, not Mary; Joe is Joe, not Joseph)
- Where do you live now and where are you from?
- If you’re working, where do you work and what do you do?
- What were your undergraduate/graduate degree major(s) and school(s)?
- How long have you been in the MLIS program?
- Do you have any experiences working in any capacity with young adults?
- Do you remember using a library (public or school) when you were in middle/junior high or high school?
- Did you read for pleasure as a young adult? If you did, what did you read?
- Why do you want to work with young adults and in what setting?
- **Would you please tell us something to remember you by?**

Make a connection: Respond to at least one other student’s introduction

Sample Current Awareness Posting

Strauss, Valerie. "Schools Waking Up to Teens' Unique Sleep Needs." *Washington Post* 12 Jan 2007: A08.

Valerie Strauss uses research by Professor Mary Carskadon of Brown University to reflect upon a physical aspect of adolescent development: the difference in melatonin levels of teens and children and of adults.

According to Carskadon's research, teenagers' levels of melatonin rise at a slower rate than adults or children to about 10-11 p.m. and stay at high levels until about 8 a.m. Consequently, many teens are not fully alert until approximately 8 a.m. This suggests that nature may influence the teen habits of staying up late and sleeping late. Hormone levels do not make it impossible for adolescents to maintain regular sleep patterns, but they do make it more challenging. Strauss observes that other distractions may also keep teens up later (e.g., the Internet, video games, phone calls), but notes that these cannot be proven to be either symptoms or causes.

When teens are sleep deprived, their mood, performance, attention, and learning can suffer. After describing Carskadon's research, Strauss features comments and reports from school administrators who have started delaying school start times in efforts to increase teens' performance. When the article was published, featured schools had not yet determined whether or not student grades had changed after a later start time had been implemented. The examined schools did, however, prove opposition wrong by demonstrating that later start times do not harm after-school programs, the success of sports teams (due to shortened practices), or employment opportunities for students.

If the focus of school schedule planning is to raise student achievement, then I do not think it makes sense for classes to start earlier if teens are not alert. If teens are not fully awake or ready to learn then time is just being wasted. Because this was a newspaper article, it was not written in much depth. I found myself wanting more information about Carskadon's research and also the featured schools. I understand how teens need more sleep biologically, but I wonder how many other factors might influence teens' alertness or performance in schools: cell phones, socialization, gossip, video games, undiagnosed learning disabilities, poor teachers, or lack of interest in certain subjects. If I were in charge of a school schedule, I would definitely want to read more substantive literature about this research and topic, in addition to learning the opinions of people in the community—especially the teens themselves.

Elisa McClain (390 words)

Sample Response to Posting

I understand what research says about teens' sleeping patterns, and from first-hand experience, I agree. My teenage cousin is often online later at night than I am, and I'm usually on until midnight. She's up at 5:45 am for school. So, if the research about teens needing more sleep than adults is true-- at least 8 hours if not 9 hours-- I can see why they're always so tired!

There is one problem I see with delaying starting times. I know we can't have it both ways, but how much backlash will there be if schools *end* later in the day. One thing I loved about high school was how early I got out compared with when elementary and middle schools dismissed students. Also, your article said the later start times didn't affect after school activities like sports, clubs and jobs. I'd be curious about whether that is true.

Erin Stephens (147 words)

Group Book/Article/Film/TV Discussion: Topic/Theme by Week

(Use the numbered list of titles following for full author/title info)

Date	Week	Topic/Theme: Essential Questions	Title Number
1/8	1	Building Background: Why do these titles represent the decades in which they were published-- 1940s-2000s?	Advance 1-15
1/15	2	Building Background Who Are These Kids?	20 Articles
1/22	3	Book to Film: Why are the experiences of reading & viewing so different?	1 of 5 books to films
1/29	4	Why do we care what others think of us?	16-18
2/5	5	Why do we either love or hate fantasy?	19-20
2/12	6	Why are relationships so complicated?	21-23
2/19	7	Are gender & sexuality our deepest identities?	24-25
2/26	8	Why are there teen moms?	26-27
3/5	9	How does a picture tell a story?	28-30
3/12		University Spring Break Week	
3/19	10	Why are dystopian novels/video so popular?	31-32
3/26	11	Is war necessary to achieve peace?	33-35
4/2		No Class/No Virtual Chat	
4/6	12	Is "grit" necessary to succeed?	36-38
4/9	13	Is "grit" necessary to survive?	39-40
4/16	14	Are sports a metaphor for the challenges of life?	41-42
4/23	15	Picks & Pans: Your Pick & Your Pan of What You've Read for Discussion	

Spring Term 2013 Discussion Items by Week

Each week we will read and/or view and discuss—in common--several books, magazine articles, films and/or television programs on a similar theme or subject of interest to young adults and occasionally compare the resources in their different formats. During the final week, 04/23, we will decide our “picks” and “pans.”

These titles are available in paperback versions and should be available in libraries or used on Amazon.com; almost all are available as eBooks; some are available as audiobooks and you may listen for a different experience.

Week: Date

Author, Title, Copyright Date

Week 1: 01/08

Building Background: Why do these titles represent the decades in which they were published? 1940s-2000s

- | | |
|--|---|
| 1. Daley, Maureen. | <i>Seventeenth Summer.</i> 1942 |
| 2. Salinger, J.D. | <i>The Catcher in the Rye.</i> 1951 |
| 3. Hinton, S.E. | <i>The Outsiders.</i> 1967 (Book to film: 1983) |
| 4. Cormier, Robert. | <i>The Chocolate War.</i> 1974 |
| 5. Blume, Judy. | <i>Forever.</i> 1975 |
| 6. Garden, Nancy. | <i>Annie on My Mind.</i> 1982 |
| 7. Paulsen, Gary. | <i>Hatchet.</i> 1987 |
| 8. Block, Francesca Lia. | <i>Weetzie Bat.</i> 1989 |
| 9. Spiegelman, Art. | <i>Maus I & II.</i> 1986, 1991 |
| 10. Myers, Walter Dean. | <i>Monster.</i> 1999 |
| 11. Chabosky, Stephen. | <i>The Perks of Being a Wallflower.</i> 1999. (Book to film: 2012) |
| 12. Von Ziegesar, Cecily. | <i>Gossip Girl.</i> 2002 (paperback series) (TV series, season 6, 2012-13) |
| 13. Meyer, Stephenie. | <i>Twilight.</i> 2005 (Sequels) (Books to films, 2008, 2009, 2011, 2012) |
| 14. Collins, Suzanne. | <i>The Hunger Games.</i> 2005 (Sequels) (Book to film: 2012) |
| 15. Riordan, Rick.
(Book to film: 2010) | <i>Percy Jackson & the Olympians: The Lightning Thief.</i> 2006 (Sequels) |

Week 2: 01/15

Building a Background: Who are these kids?

Read a minimum of 20 articles from list

Week 3: 01/22 Book to Film: Why are the experiences of reading & viewing so different?

View one film and compare the experience with your reading of the book.

- | | |
|-------------------|---|
| Chbosky, Stephen. | “The Perks of Being a Wallflower.” 2012 |
| Collins, Suzanne. | “The Hunger Games.” 2012 |
| Martel, Yann. | “Life of Pi.” 2012 |
| Myer, Stephenie. | “Twilight: Breaking Dawn, Part 2.” 2012 |
| Tolkein, J.R.R. | “The Hobbit.” 2012 |

Week 4: 01/29

Why do we care what others think about us?

(Compare with #10 *Monster*, #11 *The Perks of Being a Wallflower* and #12 *Gossip Girl*.)

- | | |
|-----------------------|--|
| 16. Draper, Sharon. | <i>The Battle of Jericho.</i> 2005 |
| 17. Anderson, Laurie. | <i>Speak.</i> 1999 |
| 18. TV Series. | “Glee.” (Fox) & articles on bullying/anti-bullying |

Week 5: 02/05 Why do we either love or hate fantasy?

(Compare with #13 *Twilight*, #14 *The Hunger Games* & #15 *Percy Jackson*)

19. Valente, Catherynne **The Girl Who Circumnavigated Fairyland in a Ship of Her Own Making.** 2012
20. TV Series. “Vampire Diaries, Season 4.” (CW) (Based on paperback series by L.J. Smith)

Week 6: 02/12 Why are relationships so complicated?

21. Green, John. **Looking for Alaska.** 2005
22. Alexie, Sherman. **The Absolutely True Diary of a Part-Time Indian.** 2007
23. Zapana, Victor. (Article) “Shaken: A Mother’s Conviction; a Son’s Doubts.” *The New Yorker*, 26 Nov. 2012, 32+.

Week 7: 02/19 Are gender & sexuality our deepest identities?

(Compare with #5 *Forever*, #7 *Weetzie Bat*, #11 *The Perks of Being a Wallflower*, #12 *Gossip Girl*, & #6 *Annie on My Mind*)

24. Peters, Julie Anne. **Luna.** 2006
25. Kluger, Steve. **My Most Excellent Year: A Novel of Love, Mary Poppins & Fenway Park.** 2008

Week 8: 02/26 Why are there teen moms?

(Compare with #5 *Forever*)

26. Johnson, Angela. **The First Part Last.** 2003
27. TV Series. “**Teen Mom 2 Season 3**” (MTV) and articles on teen pregnancy

Week 9: 03/05 How does a picture tell a story?

(Compare with #9 *Maus*)

28. Yang, Gene Leun. **American Born Chinese.** 2007
29. Telgemeier, Raina. **Smile.** 2010
30. Neri, G. **Yummy: The Last Days of a Southside Shorty.** 2010

03/12 Spring Break Week--No Class/No Virtual Chat/No Post

Week 10: 03/19 Why are dystopian novels so popular?

(Compare with #14 *The Hunger Games*)

31. Pfeffer, Susan Beth. **Life as We Knew It.** 2006 (Sequels)
32. TV Series “Revolution” (NBC)

Week 11: 03/26 Is war necessary to achieve peace?

33. Macintyre, Ben. **Operation Mincemeat: How a Dead Man & a Bizarre Plan Fooled the Nazis & Assured Allied Victory.** 2011
34. O'Brien, Tim. **The Things They Carried.** 2009
35. Zusak, Markus. **The Book Thief.** 2003

04/02 No Class/No Virtual Chat/No Post

Week 12: 04/06 Saturday Is “grit” necessary to succeed?

(Compare with #10 *Monster*)

36. Booth, Coe. **Tyrell.** 2006
37. Moore, Wes. **The Other Wes Moore.** 2011
38. Wall, Jeannette. **The Glass Castle: A Memoir.** 2005

Week 13: 04/9 Is grit necessary to survive?

39. Egan, Timothy. *The Worst Hard Year: The Untold Story of Those Who Survived the Great American Dust Bowl.* 2006
40. Video "The Dust Bowl: A Film by Ken Burns." PBS, 2012

Week 14: 04/16 Are sports a metaphor for the challenges of life?

(Compare with #4 *The Chocolate War* and #11 *The Perks of Being a Wallflower*)

41. Crutcher, Chris. *Whale Talk.* 2001
42. Lewis, Michael. *The Blind Side.* 2007 (Book to film: 2010)

LIS 2323 Resources for Young Adults Spring Term 2013 Weekly Schedule

Format for the Weekly Schedule

The **Weekly Schedule** identifies a class session for **On-Campus students**, who are expected to attend class each week. A Virtual chat is scheduled each week for **on-line students**. A video recording is made of each class using Panopto, and **On-Line students are expected to view this video or listen to Podcast each week**. The Panopto video is usually mounted on CourseWeb on Wednesdays.

Modules:

The 170-minute time block for each class session is broken into 9 modules, each with a different purpose.

Module Template for Each On-Campus Class Session

Module #	Module Name	What We'll Do
1	Quick Scan	Scan mentions of YAs in news & mass media
2	Recap	Connect previous week's & current week's topics Summarize "trending" ideas in posts/responses to current week's topic
3	Knows & Dos	Highlight what you should know & be able to do as a result of class preparation & participation
4	Key Concepts	Brief on key concepts on topic Build on prep reading on topic(s); may involve guest resource person
5	Team Task(s)	Participate in case study or simulation as a team learning activity
6	Resource "Talkabout"	Discuss week's resources in small groups
7	Resource Road Map	Make connections & recommendations on what resources kids might like next: fiction/nonfiction, audio/music, video, games, apps, Websites, magazines
8	Take Away	Synthesize what's most important to remember and act upon
9	Coming Up	Report progress; check calendar

Further Explanation of Several Modules for On-Campus and On-Line Students

▪ **Key Concepts Briefing Module (4)**

One of the instructors briefs on key concepts of the specific topic (with content presented in a PowerPoint for Panopto) and uses a question/answer format to engage **on-campus students** to contribute what they've learned from their readings and their reading of the postings/responses.

On-line students gain this information from watching the weekly Panopto video and PowerPoint and participate in discussion during Virtual Chat.

▪ **Team Task(s) Module (5)**

On-campus students divide into the four on-campus teams and participate in a learning activity. Sometimes this activity will be a case study or a simulation based on the Trent Model and sometimes it will be one of the Learning Experiences.

On-line students gain this experience as a part of the weekly Virtual Chat or on the On-Line Students Teams Discussion Boards.

▪ **Resource "Talkabout" Module (6)**

On-campus students divide into two discussion groups and participate in the book/resource discussion led by the designated student discussion leader.

On-line students participate in discussion in one of two On-Line Students Discussion Board Forums on CourseWeb and in the Virtual Chat. A designated student serves as the discussion leader.

▪ **Resource Road Map Module (7)**

On-campus student discussion groups and instructors suggest other resources for kids based on the resources discussed

On-line students debrief by commenting or responding to questions as part of their Group's Virtual Chat.

▪ **Take Away and Coming-Up Modules (8-9)**

Instructors ask **on-campus students** for their takeaways, check the calendar and alert students about what is being assigned and what is coming due the following weeks and ask for a progress report from teams.

For **On-Line students**, take aways and progress reports and calendar checks as well as questions are during the final five minutes of the Virtual Chat.

Weekly Schedule

Class Date	Week
01/08/13	Week 1
What are the competencies, especially collaborative and organizational, needed by librarians serving young adults in school and public libraries?	

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Knows & Dos	Manage your learning by establishing a plan for preparation, reading/viewing and writing Know (understand) the expectations and assessment rubrics used for this class 3 Collaborate as a contributing member of a public library staff or a school teaching team to provide resources and services to young adults.
Recap	Review advance info sent to you about course
Key Concepts	Course Overview: Organizational & Team Competencies Competency-based curriculum, course structure and teaching strategies, professional culture, Learning Experiences and rubrics, and reflective self-appraisals
	Building and demonstrating competencies needed by librarians who work with young adults in school and public libraries (See PDE & YALSA documents below)
	LE 5 Assigned: Participating in Forums in Dialog Group's Discussion Board: Building Your Background and Awareness of Young Adults and Resources (Postings due as scheduled; LE 5 Self-Appraisal Due 4/9)
Team Task	Getting Organized: Developing Effective Group Dynamics and Team Building Skills for Collaboration—Participate in team-building activity
	LE 12 Productive Small-Group Discussion: Developing Effective Questioning and Group Dynamics Skills as a Discussion Leader
Resource "Talkabout"	Building Background: Why do these titles represent the decades in which they were published? Decade-by-Decade (1940s/2000s) Novels—Advance Reading Titles 1-15 <ol style="list-style-type: none"> 1. Daley, Maureen. <i>Seventeenth Summer</i>. 1942 2. Salinger, J.D. <i>The Catcher in the Rye</i>. 1951 3. Hinton, S.E. <i>The Outsiders</i>. 1967 (Book to film: 1983) 4. Cormier, Robert. <i>The Chocolate War</i>. 1974 5. Blume, Judy. <i>Forever</i>. 1975 6. Garden, Nancy. <i>Annie on My Mind</i>. 1982 7. Paulsen, Gary. <i>Hatchet</i>. 1987 8. Block, Francesca Lia. <i>Weetzie Bat</i>. 1989 9. Spiegelman, Art. <i>Maus I & II</i>. 1986, 1991 10. Myers, Walter Dean. <i>Monster</i>. 1999 11. Chbosky, Stephen. <i>The Perks of Being a Wallflower</i>. 1999. 12. Von Ziegesar, Cecily. <i>Gossip Girl</i>. 2002 (series) 13. Meyer, Stephenie. <i>Twilight</i>. 2005 & sequels (Films, 2008, 2009, 2011) 14. Collins, Suzanne. <i>The Hunger Games</i>. 2005 (Sequels) (Book to film: 2012) 15. Riordan, Rick. <i>Percy Jackson & the Olympians: The Lightning Thief</i>. 2008 (Sequels) (Book to Film: 2010)

	<p>What have the touchstone books that young adults have read over the years and are still reading?</p> <p>Our list includes some of the best-known titles read by young adults since the “beginnings” of fiction writing for young adults in the early 1940s. The list is highly selective and by no means comprehensive, and the titles represent what kids read, and in some cases are still reading, rather than literary works, although there are a few of those that kids are reading. The titles represent the decades in which they were written. These 15 titles will serve as touchstone titles to compare and contrast with the resources we will be talking about each week.</p> <p>Ink Shedding</p> <p>Write one sentence about which one of the 15 titles made the greatest impression on you as a reader and in two additional sentences explain why it made this impression. Within the group, discuss which title(s) made the greatest impression and why.</p> <p>OC students in class OL students in first Virtual Chat (1/8)</p> <p>Consider the following questions in your discussion:</p> <ul style="list-style-type: none"> ▪ Do you remember reading any of the titles when you were a teen? ▪ What do you remember? ▪ What do you think was the original appeal of each title for kids? ▪ How do these titles reflect the period in which each was written? ▪ Why do you think each book is still being read or not read by young adults today? ▪ How do the characterizations of young adults in these books reconcile with you views of young adults or your experiences with young adults now?
Resource Road Map	What are some resources you know that connect to the 15 touchstone books?
Take Aways	What’s most important to remember?
Coming Up	LE 12 Assigned: Leading a Book Discussion (As scheduled; On-Campus discussion leader submit written questions in class; On-Line discussion leader submit questions to appropriate On-Line Group Forum in the On-Line Students Group on CourseWeb.)
	LE 1 Assigned: Analysis of YA Interview (Due 1/22 Post to Earth or Fire Dialog Group LE 1 Forum)

01/15/13

Week 2

What do we know about young adults? Physical, mental, emotional, social development; library usage and reading interests and usage patterns

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Review trends from Post 1 Research on Adolescent Development
Knows & Dos	5 Incorporate research findings about young adults and their developmental and information-seeking behaviors, learning styles and reading, viewing listening patterns and interests and 6 Assess the developmental, curricular, information, personal and recreational needs of young adults and incorporate findings into planning the library program and the resources and facilities that support it.
Key Concepts	Adolescent Development: Physical, mental, emotional, and social; library usage; reading interests and reading patterns How do librarians determine the resource needs of young adults using needs assessment strategies? Needs Assessment for collection development and program planning using surveys and focus groups as strategies for gathering information about the needs of young adults
Team Task	Preparation for LE 10 Outreach to At-Risk Young Adults: Forming teams; brainstorming ways to identify community groups or organizations or social service agencies that serve at risk kids in the community
Resource "Talkabout"	<p>Who Are These Kids? Short Articles with Different Perspectives Discuss based on your reading of at least 20 articles of your choosing.</p> <p>Generation Next/the Millennials</p> <p>Anderson, Nicole and Charles P. Lavallee. "Invisible Students." <i>Pittsburgh Post-Gazette</i>. December 1, 2011. B7</p> <p>Armstrong, Jennifer. "Gay Teens on TV." <i>Entertainment Weekly</i>. January 28, 2011: 34-41.</p> <p>Bakalar, Nicholas. "Teenagers Having Sex Are Now a Minority." <i>The New York Times</i>. November 15, 2011: D7.</p> <p>Beck, Melinda. "Scary Movies and Real-Life Risks." <i>Wall Street Journal</i>. October 25, 2011. D1-4</p> <p>Brody, Jane. "The Growing Wave of Teenage Self-Injury." <i>The New York Times</i>, May 6, 2008: D7.</p> <p>Bronson, Po. "Snooze . . . Or Lose." <i>New York</i>, October 15, 2007, pp. 30-35.</p> <p>Brooks, David. "The Odyssey Years." <i>The New York Times</i>, October 9, 2007.</p> <p>Brumberg, Joan Jacobs. "Are We Facing an Epidemic of Self-Injury? <i>The Chronicle of</i></p>

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	<p>Talbot, Margaret. "Red Sex, Blue Sex: Why Do So Many Evangelical Teen-agers Become Pregnant?" <i>The New Yorker</i>. November 3, 2008: 64-69.</p> <p>Thomson Reuters. "One-third of Young U.S. Adults Have Been Arrested: Study" <i>Yahoo! News</i>. December 19, 2012. http://news.yahoo.com/one-third-young-u-adults-arrested-study-164839070.html</p> <p>Warren, Susan. "Freaked Out: Teens' Dance Moves Split a Texas Town." <i>The Wall Street Journal</i>. November 19, 2007. Pp. A1, A16.</p>
Resource Roadmap	What are some resources to recommend based on subjects in these articles?
Take Aways	What's most important to remember?
Coming Up:	<p>LE 2 Assigned: Author Glog/Presentation (Due: 2/5)</p> <ol style="list-style-type: none"> 1. Select an author of your choice from the list in Part Two of the Purple Book, "Representative Authors Who Write for Young Adults: Middle School through High School." 2. Post your choice of author on the Main Discussion board (Main Menu) under the LE 2 Forum beginning at 10:00 p.m. EST on Tuesday, 01/15, but no later than 5:00 p.m. on Monday, 1/21. 3. Be sure to put the author's name in the Message line. <p>LE 10 Assigned: Outreach to At-Risk Young Adults in the Community (Due 4/16)</p> <ol style="list-style-type: none"> 1. Form 4-5 teams comprised of campus and any on-line students in Pittsburgh area and teams 2. Brainstorm ways to identify community groups or organizations or social service agencies that serve at risk kids in the community 3. Identify a target group <p>+ Reminder: LE 1 Interview with Young Adult due on 1/22</p>

01/22/13

Week 3

How can we assess the needs of young adults and how can libraries serve these needs?

Module	Activity										
Quick Scan	Mentions of young adults in the news and the mass media										
Recap	Review trends in responses to Post 2 adolescent development related to needs										
Knows & Dos	6 Assess the developmental, curricular, information, personal and recreational needs of young adults and incorporate findings into planning the library program and the resources and facilities that support it.										
Key Concepts	Needs Assessment: Rationale, techniques and strategies for										
Team Task:	<p>Due LE 1 Analysis of Survey/Interview with a Young Adult Discussion of findings Everyone post to Earth or Fire Discussion Board LE 1 Forum on CourseWeb OC students also bring a paper copy to class</p> <p>Case Study: Determining information needs and interests and reading interests of young adults in Trent. Analyze survey and interview schedule in context of adolescent development information gained from this week's postings.</p>										
Resource "Talkabout"	<p>Book to Film: Why are the experiences of reading and viewing so different? View one film and compare the experience with your reading of the book.</p> <table> <tr> <td>Chbosky, Stephen.</td> <td>"The Perks of Being a Wallflower." 2012</td> </tr> <tr> <td>Collins, Suzanne.</td> <td>"The Hunger Games." 2012</td> </tr> <tr> <td>Martel, Yann.</td> <td>"Life of Pi." 2012</td> </tr> <tr> <td>Myer, Stephenie.</td> <td>"Twilight: Breaking Dawn, Part 2." 2012</td> </tr> <tr> <td>Tolkein, J.R.R.</td> <td>"The Hobbit." 2012</td> </tr> </table> <p>Article: "Do Not Go Gentle into That Twilight: How to Cope with the Franchise's End." <i>Time</i>, November 26, 2012, pp. 58-59.</p>	Chbosky, Stephen.	"The Perks of Being a Wallflower." 2012	Collins, Suzanne.	"The Hunger Games." 2012	Martel, Yann.	"Life of Pi." 2012	Myer, Stephenie.	"Twilight: Breaking Dawn, Part 2." 2012	Tolkein, J.R.R.	"The Hobbit." 2012
Chbosky, Stephen.	"The Perks of Being a Wallflower." 2012										
Collins, Suzanne.	"The Hunger Games." 2012										
Martel, Yann.	"Life of Pi." 2012										
Myer, Stephenie.	"Twilight: Breaking Dawn, Part 2." 2012										
Tolkein, J.R.R.	"The Hobbit." 2012										
Resource Road Map	What are some resources to recommend based on book-to-film pairings?										
Take Aways	What's most important to remember?										
Coming Up:	<p>LE 3 Assigned: 1st Simulation--Developing a Subject Collection for a School or a Public Library (Subject Outline: 1/29; Scope Statement: 2/26; Collection: 3/5)</p>										

01/29/13

Week 4

What are the trends in publishing for young adults?

Module	Activity
Quick Scan:	Mentions of young adults in the news and the mass media
Recap	Link Post 3 how kids are engaging with trends in publishing
Knows & Dos	10 Analyze trends in the output of resources in all formats for young adults and consider these trends in selection 11 Demonstrate a knowledge of and appreciation for many types of resources and for information technologies used in communication with young adults
Key Concepts	<p>Publishing Trends for young adult resources Types of resources, formats, themes, topics, publishers Series: purposes, value, drawbacks Mega-Popular Authors: Rick Riordan, Jodi Picoult, James Patterson What's the appeal and to what readers? What's the role of marketing in these authors popularity?</p> <p>Read articles: Alter, Alexandra. "Conjuring the Next Harry Potter." <i>The Wall Street Journal</i>. August 19, 2011: D1-2. Grossman, Lev. "The Next J.K. Rowling." <i>Time</i>. May 5, 2008: 49-51. Schuker, Lauren. "Harry Potter and the Rival Teen Franchise." <i>The Wall Street Journal</i>, July 12, 2009, W1+.</p>
Team Task:	Due: LE 3: Developing a Subject Collections Teams begin identify parameters of subject and outline coverage
Resource "Talkabout"	<p>Why do we care what others think about us? Why do kids bully other kids? What are some of the forms bullying take? Are there gender differences in bullying? What are the special concerns of cyberbullying? What can librarians, teachers, parents & other adults do about bullying?</p> <p>(Compare with #10 <i>Monster</i>, #11 <i>The Perks of Being a Wallflower</i> and #12 <i>Gossip Girl</i>.) 16. Draper, Sharon. <i>The Battle of Jericho</i>. 2005 17. Anderson, Laurie. <i>Speak</i>. 1999 18. TV Series. "Glee." (Fox) & articles on bullying/anti-bullying</p>
Resource Roadmap	What are some resources to recommend based on peer pressure and bullying?
Take Aways	What's most important to remember?
Coming Up:	<p>LE 4 Assigned: 2nd Simulation: School Public Library Collection Development & Social Media Policies (Round One: 2/12; Round 2, 2/19)</p> <p>Reminder: LE 2 Author Info Sheet Glog Due 2/5</p>

02/05/13	Week 5
Fiction for young adults: Who are the most popular and critically acclaimed authors? What is genre fiction? What guidelines do librarians use? in	

Module	Activity
Quick Scan:	Mentions of young adults in the news and the mass media
Recap	Connect your responses to how young adults connect to how you'll select your collection
Knows & Dos	12 Formulate evaluate evaluative guidelines/criteria and a collection development policy and plan for the selection of resources in all formats for young adults 14 Develop and sustain a collection of resources in appropriate formats for young adults based on their needs, interests and abilities
Key Concepts	Evaluating Diverse Media Developing Guidelines for Selecting Fiction and literary nonfiction and information books General guidelines and subject-specific guidelines for selection and evaluation
Team Task:	LE 2 Due: Author Glog —Each student presents Author Info Glog to Dialog Group or in Virtual Chat See instructions for submission of LE 2 in Purple Book
Resource "Talkabout"	Why do we either love or hate fantasy? (Compare with #13 <i>Twilight</i> , #14 <i>Hunger Games</i> & #15 <i>Percy Jackson</i>) 19. Valente, Catherynne The Girl Who Circumnavigated Fairyland in a Ship of Her Own Making. 2012 20. TV Series. "Vampire Diaries, Season 4." (CW) (Based on paperback series by L.J. Smith) Articles: Doyle, Sady. "Girls Just Wanna Have Fangs." <i>The American Prospect</i> . http://www.prospect.org/cs/articles?article=girls_just_wanna_have_fangs Ferla, Ruth. "A Trend with Teeth." <i>The New York Times</i> , July 2, 2009, E1+ Flanagan, Caitlin. "What Girls Want." <i>The Atlantic</i> . December 2008. Freitas, Donna. "True Love Awaits." <i>The Wall Street Journal</i> , August 8, 2008: W9.
Resource Road Map	What are recommendations in the fantasy and horror genres?
Take Away	What's most important to remember?
Coming Up	LE 8 Assigned: Young Adult Experiences Information Sheet & Poster Session (Due 3/23--Saturday) Reminder: LE 4 2nd Simulation, Round One Due 2/12

02/12/13

Week 6

What constitutes a collection that is interesting and useful to young adults?

What reviewing sources do librarians use to evaluate and select resources for young adults?

What resources are useful for providing timely and accurate information?

Module	Activity
Quick Scan:	Mentions of young adults in the news and the mass media
Recap	Connect trends in Post 4 Self Images to evaluating sources of information
Knows & Dos	12 Formulate evaluative criteria/guidelines and a collection development policy and plan for the selection of resources in all formats 14 Develop and sustain a collection of resources in appropriate formats for young adults based on their needs, interests, and abilities
Key Concepts	Collection Development Evaluating information presented in books (nonfiction & fiction), magazines, and Web sites Evaluating health information resources for young adults
Team Task	Due: LE 4 2nd Simulation School/Public Collection Development & Social Media Policies, Round One
Team Task	Case Study: Evaluating Information about Mental and Physical Health & Sexuality: Compare a Web Site and a Nonfiction title about adolescent health and/or sexuality. Evaluate Web sites with information about sexuality for young adults and compare with nonfiction title on sexuality Popular sites: www.goaskalice.columbia.edu (Health Services at Columbia University) www.gurl.com (Commercial) Go to "Explore gurl.com by topic" Look at "sex" & "body image" www.iwannaknow.org (American Social Health Assn) www.teenwire.com (Planned Parenthood Federation of America)
Resource "Talkabout"	Why are relationships so complicated? How do young adults develop a sense of self? What happens to the concept of self in a romantic relationship or a friendship? What are the influences of family and friends on this process? 21. Green, John. Looking for Alaska . 2005 22. Alexie, Sherman. The Absolutely True Diary of a Part-Time Indian . 2007. 23. Zapana, Victor. (article) "Shaken: A Mother's Conviction; a Son's Doubts." <i>The New Yorker</i> , 26 Nov. 2012, 32+.
Resource Road Map	What are recommendations for resources in health and sexuality?

Take Aways	What are the most important things to remember?
Coming Up	Assigned: LE 6 Analysis of Observation of School or Public Library & Interview with a Librarian (Due 3/19, post to Earth or Fire Dialog Group) Reminder: LE 4 2nd Simulation School/Public Collection Development & Social Media Policies, Round Two (Due 2/19)

02/19/13

Week 7

How can school and public librarians collaborate to promote reading and using technology effectively in a Web 2.0 world?

What current selection sources are most helpful for evaluating resources for young adults?

Module	Activity
Quick Scan:	Mentions of young adults in the news and the mass media
Recap	Connect responses to Post 4 Self Images to LGBTQ resources
Knows & Dos	13 Use current and retrospective professional selection sources to select resources for young adults
Key Concepts	Using selection sources to inform collection development Evaluating current selection sources for new resources and retrospective selection sources for resources already published or produced School-Public Library Collaboration Rationale and strategies for making it happen
Team Task	Due: LE 4 2nd Simulation, Round Two School/Public Library Meeting Participate in role in meeting of school and public librarians and English teachers
Resource "Talkabout"	Are gender and sexuality our deepest identities? GLBTQ (Compare with #5 <i>Forever</i> ; #6 <i>Annie on My Mind</i> ; #7 <i>Weetzie Bat</i> ; # 11 <i>The Perks of Being a Wallflower</i> ; # 12 <i>Gossip Girl</i> ;) 24. Peters, Julie Anne. <i>Luna</i> . 2006 25. Kluger, Steve. <i>My Most Excellent Year: A Novel of Love, Mary Poppins & Fenway Park</i> . 2008
Resource Road Map	What are recommendations for resources about GLBTQ?
Take Aways	What's most important to remember?
Coming Up	Reminder: LE 3 1 st Sim. Subject Collection Scope Statement

02/26/13**Week 8**

Why is social media so popular with kids? Why do kids send 3,000+ texts a month? Can librarian help kids become savvy users?

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect Post 5 how young adults use social media with how you as a librarian can make effective use of social media as a way of encouraging reading
Knows & Dos	2 Work effectively with young adults themselves one on one and in groups to encourage their positive use of library resources and facilities and help them become lifelong readers and users and producers of information 4 Employ information technology, including Web 2.0 tools, social media and apps, to communicate information and to teach young adults to use these tools intelligently
Key Concepts	How has the electronic/online environment had an impact on kids and on libraries serving them? Evaluating social media for YAs and for libraries: Demonstrations
Team Task	Due: LE 3: 1st Sim. Collection Development Scope Statement
Resource "Talkabout"	Teen Moms: What's going on? Why are there so many? (Compare with #5 Forever) 26. Johnson, Angela. <i>The First Part Last</i> . 2003 27. Television Series. <i>Teen Mom 2 Season 3</i> . (MTV) Read articles on teen pregnancy: Talbot, Margaret. "Red Sex, Blue Sex." <i>The New Yorker</i> , 3 November 2008: 64-69. Luscombe, Belinda. "The Truth about Teen Girls." <i>Time</i> , September 22, 2008: 65-69. How are the topics of sexuality, romance and love presented in information sources (print and electronic resources) and in fiction?
Resource Road Map	What are recommendations for resources about romance, love, and being a teen mom?
Take Aways	What's most important to remember?
Coming Up	Nothing Assigned Reminder: LE 3 1st Sim: Final Collection Due 3/5

03/05/13

Week 9

Why is being challenged such a challenge for librarians serving young adults? Intellectual Freedom for Young Adults
How do librarians encourage kids to read for info and for pleasure and to value reading?

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect responses to social media to concepts of intellectual freedom
Knows & Dos	9 Demonstrate a commitment to intellectual freedom concepts and access to information for young adults and deal with any challenges concerning access to resources in the collection with a carefully-formulated, written and Board-approved policy and procedures
Key Concepts	Strategies in support of intellectual freedom for young adults and for dealing with challenges to items in the collection
Team Task	Due LE 3 Building a Subject Collection: Final Collection and Lessons Learned Appraisal of selection sources, process, and decisions
Resource “Talkabout”	How does a series of pictures tell a story? What is the appeal of the graphic novel? How can graphic novels be used to convey very serious subject matter to young adults? (Compare with #9 <i>Maus</i>) 28. Yang, Gene Leun. <i>American Born Chinese</i> . 2007 29. Telgemeier, Raina. <i>Smile</i> . 2010 30. Neri, G. <i>Yummy: The Last Days of a Southside Shorty</i> . 2010
Resource Roadmap	What are recommendations for graphic novels and resources related to graphic novels?
Take Aways	What’s most important to remember?
Coming Up	Assigned: LE 9 Round One Challenged Materials Challenged Materials, Rounds One & Two LE 9 Roles assigned for Rounds One and Two Round 1: 3/26 Round 2: 4/6 (Saturday) Reminder: LE 6 Analysis of Observation of Library & Interview with Librarian Due on 3/19 LE 8 YA Info Poster Due on Saturday, 4/6

3/12/13**University Spring Break****No Posts/No Class/No Virtual Chat—Enjoy, but don't forget to read your books**

03/19/13	Week 10
What are	maker spaces and how do these spaces encourage young adults to become creators and producers? How can librarians encourage
Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect what you've read about maker spaces to how you might develop one
Knows & Dos	16 Create "maker spaces" in the library that encourage young adults to explore and make things in a variety of formats that have appeal and meaning for themselves
Key Concepts	Book Talking: Resources for a Book/Resources Talk and How to Present a Book/Resources Talk
Team Tasks	Due: LE 6 Analysis of Library Observation & Librarian Interview Discussion of findings
	Case Study: Choosing Resources for Book Talks
	Prepare for LE 9 Round One--Informal challenges; Meet with role counterparts to plan strategies
Resource "Talkabout"	Why are dystopian novels so popular with kids? Alternatives to the future What is speculative fiction or science fiction? To what readers does it appeal? What are some of the kinds of speculative or science fiction? What are the differences between dystopias and utopias? Will kids' futures be better or worse than their parents? How do the values of adult affect what kids themselves value? (Compare with #14 <i>The Hunger Games</i>) 31. Pfeffer, Susan Beth. <i>Life as We Knew It</i>. 2006 32. TV Series. "Revolution" (NBC)
Resource Road Map	What are recommendations for resources about speculative fiction and alternative futures?
Take Aways	What's most important to remember?
Coming Up:	Assigned LE 9--"Book Talks" & Animoto: Due 4/5 (Fri.) for OL students and Due 4/9 (Tues.) for OC students

03/26/13	Week 11
How can librarians serve as advocates to provide effective services for young adults?	
Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect the concept of maker spaces preparing a grant proposal
Knows & Dos	8 Develop proposals for funding to provide services and resources to young adults and secure support from administrators, the community or funders
Key Concepts	Advocacy competencies: interpersonal and presentation Strategies for Convincing Administrators Making an effective presentation
Team Task	Due: LE 9 3rd Simulation Challenged Resources, Round One Participate in a role play of an informal meeting to resolve a challenge to resources
Resource "Talkabout"	Is war necessary to achieve peace? Three books and perspectives on three wars. Are these books about war or the desire for peace? 33. Macintyre, Ben. Operation Mincemeat: How a Dead Man & a Bizarre Plan Fooled the Nazis & Assured Allied Victory. 2011 34. O'Brien, Tim. The Things They Carried. 2009 35. Zusak, Markus. The Book Thief. 2003 Article: Piepenburg, Erik. "The Book Thief Receives a New Life on the Stage." <i>The New York Times</i> . October 25, 2012, p. C1
Resource Road Map	What are recommendations for resources about war and/or peace?
Take Aways	What's most important to remember?
Coming Up:	Assigned: LE 11 4 th Sim. Advocacy Grant Proposal Presentation (Due: 4/23)

04/02/13 Tuesday

No Virtual Chat/No Class

**04/05/13 Friday Night On-Line Students Only 5:30 p.m.
-8:30 p.m.**

LE 7 Booktalk Presentations by On-Line Students

04/06/13	Week 12
Saturday On-Line & On-Campus Students 8:30 a.m.-11:30 a.m.	
What are the experiences of young adults? How can the process of reconsideration of resources be carried out fairly and openly?	

Module	Activity
Individual Task	Due: LE 8 - YA Experience Info Poster Session Participate in presenting your YA poster and viewing other students posters and asking questions
Team Task	Due LE 9 3rd Sim: Challenged Materials, Round Two Participate in role-play of formal reconsideration meeting
Resource "Talkabout"	Is "grit" necessary to succeed? (Compare with Myers, Walter Dean. <i>Monster</i> , 1999) 36. Booth, Coe. <i>Tyrell</i>. 2006 37. Moore, Wes. <i>The Other Wes Moore</i>. 2011 38. Wall, Jeannette. <i>The Glass Castle: A Memoir</i>. 2005
Resource Road Map	What are recommendations for resources that demonstrate characters who used their "grit" to succeed in life?
Take Aways	What's most important to remember?
Coming Up:	Reminder: LE 5 Self Appraisal of Post Responses & Participation Reminder for on-campus students: LE 7 Book Talk due on 4/9

04/9/13

Week 13

What's the appeal of gaming?

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect the game you reviewed for Post 7 to how a library might incorporate it
Knows & Dos	15 Encourage young adults to use resources in all formats through d. Creating an environment and policies that welcome young adults to use the library
Key Concepts	Gaming in the Library: Why? How?
Team Task:	LE 11 Team Time Final planning for presentation and supporting PowerPoint/Handout
	LE 7 Book Talks for OC students
Resource "Talkabout"	<p>Is "grit" necessary to survive?</p> <p>What is "readable" nonfiction, what makes it "readable" and what functions does it serve in the collection?</p> <p>39. Egan, Timothy. <i>The Worst Hard Year: The Untold Story of Those Who Survived the Great American Dust Bowl.</i> 2006</p> <p>40. Video "The Dust Bowl: A Film by Ken Burns." PBS, 2012</p> <p>Article: Egan, Timothy. "In Ignorance We Trust." <i>The New York Times.</i> December 14, 2012.</p>
Resource Road Map	What are recommendations of resources about the "grit" needed to survive?
Take Away	What's most important to remember?
Coming Up	Reminder: LE 11 Grant Proposal Presentation (Due: 4/23)

04/16/13

Week 14

How can a library reach young adults at risk?

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect the appeal of gaming identified in Post 7 responses to library programming
Knows & Dos	1 Serve as an advocate to provide library resources in collaboration with other professionals who work with young adults 7 Plan, deliver and evaluate library programs that meet the . . . needs of young adults 9 Demonstrate a commitment to access to information 15 Encourage young adults to become life-long readers by g. Reaching out to the community and e. Involving young adults in planning, carrying out and evaluating the library program
Key Concept	Reaching out to at-risk young adults through collaborations with community groups and organizations and social service agencies
Team Task	Due: LE 10 Outreach to young people at risk—Team Debriefings
Team Task:	Final Team Time Preparation for LE 11 Advocacy Grant Proposal Presentations
Resource “Talkabout”	Are sports a metaphor for the challenges of life? What are the values of participating in sports for the kids and for the community? Why is hazing often associated with team or group activities such as sports and band? (Compare with #4 <i>The Chocolate War</i> and #11 <i>The Perks of Being a Wallflower</i>) 41. Crutcher, Chris. <i>Whale Talk</i> . 2001 42. Lewis, Michael. <i>The Blind Side</i> . 2007 (Film 2010) Articles: Fallon, Helen Plavchak. “Clairton Is a Winner, Whatever the Score.” <i>Pittsburgh Post Gazette</i> , December 15, 2012 Macur, Juliet and Nate Schweber. “Rape Case Unfolds on Web and Splits City.” <i>The New York Times</i> , December 17, 2012, p. D1 + D6-7. McCollough, J. Brady. “The Pride of Clairton.” <i>Pittsburgh Post Gazette</i> , November 21-, 2012. (Four-part series on Clairton, PA, Bears football team & its 63 straight wins)
Resource Road Map	What are some recommended resources on the topic of sports and of community dreams?
Take Away	What’s most important to remember?
Coming Up:	LE 12 Advocacy Grant Proposal Team Presentations Due 4/23

04/23/13

Week 15

How do librarians convince decision makers to fund services for young adults?

Module	Activity
Quick Scan	Mentions of young adults in the news and the mass media
Recap	Connect your reflection on becoming a young adult librarian with advocacy
Knows & Dos	1 Serve as an advocate to provide excellent library services . . .in collaboration with administrators 8 Develop proposals for funding to provide services and resources to young adults and secure support from administrators and the community
Key Concepts	Presentation and Content Writing and presenting a grant proposal for funding Demonstrating collaboration and advocacy skills
Team Task	Due: LE 11 4th Simulation–Advocacy grant proposal for young adults: Team Presentations
Resource “Talkabout”	Picks & Pans: Team Recommendations from Discussion Talkabouts: Your “Pick” Choice Your “Pan” Choice
Resource Road Map	What resources do you recommend?
Take Away	My Career Plans: I Do/Don’t Want to Work with Young Adults & Why
Coming Up	A Much-Needed Break!

Alignment of Competencies for LIS 2323 with Competencies Established by the Pennsylvania Department of Education

This document aligns the fifteen competencies to be developed by **SLCP students in LIS 2323** with the appropriate competencies in “Competencies for Library Science, K-12,” established by the Pennsylvania Department of Education (PDE) in 2001.

#	LIS 2323 Competencies	#	PA Department of Education Competencies
1	Serve as an advocate to provide excellent library services , resources, facilities and access for young adults in collaboration with other professionals who work with young adults and with administrators of schools and of public libraries.	III C, D	Collaborate with school colleagues , higher education and other community organizations to enhance and expand library services. Communicate effectively with parents, guardians, other agencies and the community at large to support learning by all students.
2	Work effectively with young adults themselves one on one and in groups to encourage their positive use of library services, resources & facilities and to help them become lifelong readers and users of information.	II B 2 1 A 2 2	Establish and maintain rapport with students Apply learning theories to information seeking and use in instruction, including critical thinking and problem solving skills.
3	Collaborate as a contributing member of a public library staff or a school teaching team to provide resources and services to young adults.	III C	Collaborate with school colleagues , higher education and other community organizations to enhance and expand library services
4	Employ information technology , including Web 2.0 tools, social media & apps to communicate information and to teach young adults to use these tools intelligently.	I B	Utilize information technologies in management, administration, and instructional programs in the school library media center.
5	Incorporate research findings about young adults and their information-seeking behaviors, learning styles, and reading, viewing, listening patterns and interests into planning the library program and the resources that support it.	I A 3	Design and select instructional methodologies and resources to meet student and curricular needs
6	Assess the developmental, curricular, information, personal and recreational needs of young adults and incorporate findings into planning the library program and the collections that support it.	I A 2 I C 1 I A 3	Apply learning theories to information seeking and use in instruction, including critical thinking and problem solving skills. Understand social and psychological factors that affect use of resources by faculty and students Design and select instructional methodologies and resources to meet student and curricular needs

7	Plan, deliver and evaluate library programs for young adults (i.e., resources, services, programs, facilities, including maker spaces) that meet their developmental, information, and recreation needs	I D 7 I D IC	Promote library media center services in the school and in the community . Implement effective financial planning, staffing, facilities utilization, and program planning Manage media center resources and collections as an integral part of the school environment.
8	Develop proposals for funding to provide service to young adults and secure support from administrators and the community.	I D 3, 6	Identify and use alternative funding sources and participate in grant writing activities .
9	Demonstrate a commitment to intellectual freedom concepts and access to information for young adults and deal with any challenges to access to resources in the collection with a formulated policy and procedures	III B	Practice integrity , ethical behavior & professional conduct
10	Analyze trends in the output of resources in all formats for young adults and use these in selection.	I C 3	Know and use curriculum materials produced for children and young adults .
11	Demonstrate a knowledge of and appreciation for many types of resources (e.g., books, periodicals, electronic media such as video, CDs, games, computer software, and Internet resources, especially Web based and social media, Web 2.0 tools & apps) and for information technologies used in communication with young adults.	II D I C 2 I B 4	Select, analyze and modify instructional materials to meet the learning needs and reading levels of diverse learners . Know and use traditional forms of print and audiovisual resources as well as on-line services . Understand and use multimedia products , local and wide area networks, and on-line services.
12	Formulate evaluative guidelines/criteria and a collection development statement and plan for the selection of resources in all formats for young adults.	I C 4 II D	Develop and use procedures for technical processing, collection maintenance, weeding, and evaluation . Select, analyze & modify instructional materials to meet the learning needs and reading levels of diverse learners .
13	Use current and retrospective professional selection sources to select resources for young adults.	III A	Know and participate in professional organizations. Know and use professional publications and resources .
14	Develop and sustain a collection of resources in appropriate formats for young adults based on their needs, interests, and abilities.	II E	Monitor students' understanding and awareness of library services and resources through a variety of means, provide feedback to students to assist learning, and adjust instructional strategies to improve library services.
15	Encourage young adults to use resources in all formats , to use library services and to become life-long readers and users of libraries through a variety of strategies: <ul style="list-style-type: none"> • Presenting talks about resources • Moderating discussions of resources in 	II A	Plan instruction based upon knowledge of subject matter, students, the community and Pennsylvania Academic Standards that promote problem analysis, creativity and decision-making skills .

	<p>all formats</p> <ul style="list-style-type: none"> • Preparing media/reading lists of various kinds • Planning and producing special programs for young adults based on their needs and interests and evaluating how well these programs meet these needs • Involving young adults in planning, carrying out and evaluating the library program. • Creating an environment and policies that welcome young adults to use the library • Reaching out to the community. 	<p>II C</p> <p>II B 1, 2</p> <p>II B 5</p> <p>III C</p> <p>D</p>	<p>Implement, adapt, and assimilate effective instructional strategies, curriculum resources and technologies in collaboration with other educators to develop students' ability for locating, understanding, evaluating, and synthesizing information.</p> <p>Create a climate that promotes fairness.</p> <p>Establish & maintain rapport with students.</p> <p>Make the physical environment safe & conducive to learning.</p> <p>Collaborate with other agencies & the community at large to enhance & expand library services.</p> <p>Communicate effectively with parents & guardians, other agencies & the community at large to support learning by all students.</p>
16	<p>Create “maker spaces” in the library that encourage young adults to explore & make things in a variety of formats that have appeal and meaning for them</p>		

School Library Certification Program Students:
Be sure to add your Learning Experiences products to your Professional Portfolio and your Portfolio of Demonstrated Competencies