

LIS 4102 and 7102: Collection Development for Teens

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Course Description

Developing library collections for teens ages twelve to eighteen and the uses of such literature in public and school libraries.

Course Objectives

- Understand the diverse needs and interests of teen readers.
 - Examine the development and psychology of adolescents.
 - Become familiar with marketing policies in bookstores, libraries, and online.
 - Be able to recommend quality titles to teen readers.
- Plan library collections and services based on the needs and interests of teens.
 - Identify and select fiction and nonfiction books, periodicals, media, and electronic resources designed for and marketed to teens/young adults.
 - Utilize selection tools and evaluation criteria in selecting print and non-print materials for a viable school or public library collection for teens/young adults.
 - Evaluate library policies and procedures for the purpose of ensuring free and equal access to information for adolescents.
 - Plan services to connect teens/young adults to literature and information resources.

Course Requirements

To achieve these objectives, students are expected to

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus.
2. Turn in all assignments by the deadlines listed in the syllabus.
3. Read selected items from texts and professional literature.
4. Read widely and report on a variety of works of young adult literature.
5. Complete other assignments as outlined in the syllabus.

Texts

Pierce, J.B. *Sex, Brains, and Video Games, Second Edition: Information and Inspiration for Youth Services Librarians*. American Library Association, 2017. ISBN 13: 978-0-8389-1548-6.

Short, K.G., Tomlinson, C.M., Lynch-Brown, C., and Johnson, H. *Essentials of Young Adult Literature, Third Edition*. Pearson, 2015. ISBN 13: 978-0-13-352227-3.

Helpful Websites

- [American Association of School Librarians](#)
- [Young Adult Library Services Association](#)
- [YALSA's Teen Advisory Group Site \(TAGs\)](#)
- [YALSA's Book Lists and Book Awards](#)
- [Assembly on Literature for Adolescents of NCTE](#)

Code of Student Conduct

All students are bound by LSU's Code of Student Conduct. Please familiarize yourself with these provisions and PS-22.

A word about cheating and plagiarism: DON'T DO IT! If you have not yet done so, please familiarize yourself with LSU's student handbook.

Assignments

1. Reading and responses – 25% of course grade
Write an annotation of each book or non-print resource and submit to Moodle's assignment file by the date specified on Moodle.
 - A. Books about teens – One "self-help" book written for teens
 - B. Realistic fiction
 - i. Two books set in middle or high school (or dealing with daily life as a modern teen)
 - ii. One mystery
 - iii. One adventure novel
 - iv. One humorous novel
 - v. One sports novel
 - C. Fantasy – Two novels
 - D. Science fiction – Two novels
 - E. Historical fiction – Two novels
 - F. Biography – One title

- G. Historical fact (Dewey 900-999) – One title
- H. Nonfiction (Dewey 000-799) – Three titles
- I. Poetry
 - i. One collected work of poetry
 - ii. One novel in verse
- J. Hit list: banned or challenged books – Two titles
- K. Teen magazines – One title
- L. Non-print resources for teens
 - i. Video, computer, electronic, and/or board games – One title
 - ii. Audio book – One title
 - iii. Websites – One title
- M. Graphic novels – Two titles
- N. Non-print book tie-in (website, movie, video game, or toy based on a YA novel) – One title

Each annotation should include the following information:

- Assignment number (1.A.) – each assignment should be submitted as a **single** document to Moodle. Put page breaks between each title submitted within the document.
- Your name
- Genre/category (Realistic fiction, board game)
- Bibliographic information: author, title, place of publication, publisher, year of publication, ISBN, suggested age/reading level, price, number of pages (Use APA or MLA format for citations.)
- Central characters and their ages, if applicable
- Thematic description (Teen crime, Survival, High school life)
- Awards, if any
- **Brief** plot summary or description (Accused of a crime, a teen reviews the events and actions leading up to his imprisonment, as if writing a film screenplay.) **1 – 2 sentences**
- Personal reaction: Your thoughts about and reactions to this material. What about it did you like and/or dislike? What do you think teens will like and/or dislike about it? Why did you choose this title? (Recommended by teens? Review? List of best books?) **5 – 7 sentences**
- **For 1.N. (non-print book tie-in) only:** How does this material relate to the book? Evaluate the effectiveness of the tie-in to the book. **2 – 3 sentences**

2. Book commercials – 10% of course grade

Each week that a Reading and Response assignment (Assignment 1) is due, film yourself giving a **brief** (1-2 minutes **maximum**) commercial for one of the books you read that week. Submit the file (or a link to a site where your video is uploaded) to a Moodle forum that all classmates will be able to view. *In order to ensure ADA compliance, please caption your videos.* Avoid lengthy plot summaries; instead, think of how you

would tell a friend about a book you've read over lunch—very short and sweet! The goal of this assignment is twofold: 1) to develop the skill of giving on-the-fly mini booktalks to teens as they seek book recommendations, and 2) to hone the video creating, captioning, and posting skills you will need for your formal booktalk later in the semester.

3. Discussion forums – 15% of course grade (*Due by 11:59 p.m. Saturday of each week*)
After completing the readings assigned each week, respond to the discussion questions with a post of at least 150 words. Be sure to address **all** questions! Please be thoughtful and thorough in posting your responses to discussion questions, and return throughout the week to the forum to read the posts of your classmates. Part of your assignment for each forum is to post a response to other students' comments. Your responses should do at least one of the following: 1) **extend** the original post with further examples, 2) **challenge** the original post with another perspective, or 3) **question** the original post based on your own understanding. Again, please make these responses thoughtful and thorough. Posts that say nothing more than some variation of "yeah, I agree" will not satisfy the course requirements! Please see the Discussion Forum Grading Rubric on Moodle for details about how this assignment will be graded.
4. Interview with a teen reader – 10% of course grade (*Due September 19*)
Interview an adolescent, ages 12-18, about his or her reading experiences, habits, and tastes—books he/she has liked or disliked, types of books he/she enjoys, how much he/she reads, the type of environment he/she likes for reading, where he/she typically gets books to read, what might prevent him/her from reading, etc. The interview may be conducted face-to-face or via email, phone, or video chat. Write a 1 – 2 page summary of the interview, and conclude with your thoughts and reactions: How can the input of this teen inform your work as a school or YA public librarian?
5. Local program or class visit – 10% of course grade (*Due October 17*)
Option A: Attend a teen program at a local public library OR observe a scheduled class visit at a school library that serves teens. (Please note that the goal of this assignment is to allow you the opportunity to learn from others and get ideas to take into your own practice. If you are a practicing librarian yourself, your own class or program would not qualify as an observation.) Write a brief summary (1 – 2 pages) of the presentation or program, along with your comments and personal reflection as to its relevance, appropriateness, and benefit for young adults. Due to COVID-19, there will likely be restrictions that affect public libraries' ability to offer a wide range of in-person programs as well as your ability to visit schools to observe classes. If you find this to be the case, please adjust this assignment as follows.

Option B: 1) Conduct an in-depth interview with a school or public librarian that focuses solely on how he or she has adjusted programming/teaching in response to the need for virtual library service to teens. 2) Then attend a virtual program or view/engage in a virtual lesson that librarian (or any other librarian) has provided to his or her teen

patrons. Write a brief summary (1 – 2 pages) of the presentation or program, along with your comments and personal reflection as to its relevance, appropriateness, benefit for young adults, and effectiveness in providing virtual library service. Your written summary should incorporate the information learned from your interview.

6. Collection development – 10% of course grade (*Due October 31*)
Using reputable selection tools (H.W. Wilson, CLCD, *SLJ*, *ALAN Review*, *Booklist*, TitleWave, etc.), locate titles (7 – 10 titles that include **at least 1** nonfiction book, **at least 1** fiction book, and **at least 1** non-print resource other than an e-book) on a specific topic approved by the instructor. Create an annotated bibliography of recommended purchases for libraries and schools serving teens. For each selection, provide full bibliographic and purchasing information, review sources, a 1 – 2 sentence annotation, and a brief rationale for inclusion.
7. Booktalks – 10% of course grade (*Due November 14*)
Prepare a booktalk to deliver to adolescents ages 12-18. Booktalks should be developed around a specific theme or author, and should include 4 – 5 titles. Sample topics or themes include Equity and Social Justice, Mysteries, Fantasy & Science Fiction, Humor/Jokes, Friendship, Families, Health & Physical Fitness, Poetry, Sports & Athletes, Musicians, Artists, Animals, Classic Teen Lit, Holidays, etc. Another option is to select a YA author and booktalk several of his or her works. Whereas your book commercials for Assignment 2 were informal, this should be a thoroughly planned and practiced booktalk before you begin filming. Please review the Booktalk Guidelines document on Moodle in detail and pay careful attention to all requirements. **Booktalks should be delivered as if to a group of teens**, and should be 8-10 minutes in length.

You will video yourself presenting your booktalk (either to a real audience or to an imaginary one) and submit that file (or a link to a site where your video is uploaded) to a Moodle forum that all classmates will be able to view. *In order to ensure ADA compliance, please caption your video.* In addition, you will upload to the assignment submission dropbox a written outline that shows evidence of thorough preparation and planning.

8. Marketing, promoting, and programming for young adults – 10% of course grade (*Due **Wednesday, December 9***)
Develop a program for teens giving consideration to a focus area of their school, public library, or community. If at all possible, include another specific community agency (health care, sports associations, musicians, etc.). Refer to the YALSA website for ideas: http://www.wikis.ala.org/yalsa/index.php/Calendar_of_Teen_Programming_Ideas.

A proposal outlining and describing your program in a presentation format (Power Point, Prezi, etc.) will be posted to Moodle by the assigned date.

Your proposal presentation should include the following elements.

- Your name as contact person
- Library name, description, and location (may be fictitious)
- Title of the program
- Ages of the expected participants
- Setting of program (library, park, etc.)
- Program theme and brief description
- Community partners, if applicable
- Materials and resources required (including personnel, guest speakers if applicable)
- Cost and funding sources
- Timeline/chronology of program
- Bibliography of print and non-print resources
- Expected benefits of program to users (literacy skills, social skills, etc.)
- Program evaluation plan

As an **alternative**, you may independently observe and document 3 additional programs done for teens in a school or public library setting. Present a report on each program, including the same elements outlined above as well as a 1-page discussion of your observations of and reactions to the program. Include your perceptions of the strengths and weaknesses of each program and teens' reactions to it.

Assessment

Average work in this class will receive a B. Outstanding work, which reflects special effort or insight, exemplary documentation or writing, will receive an A. All assignments are due by the time and date specified. Grades for assignments turned in after the specified deadline will be reduced by 10% unless permission is granted by the instructor due to unforeseen circumstances.

Grading Scale

A+	99-100
A	95-98
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	79-82
C-	77-78