



**COURSE SYLLABUS**  
**IS 583:**  
**Introduction to Youth Informatics**  
**Fall 2016**

**Last update: 08/18/16**

**Course Section:** 001 (CRN 51290) and 002 (CRN 51291), online  
**Meeting Time and Place:** Wednesdays, 6:30 – 9:10 p.m., Cyberspace!  
**Course Credit Hours:** 3 Graduate Hours

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**COURSE DESCRIPTION AND VALUE PROPOSITION**

“Introduces the study of youth informatics. Presents essential concepts of the study of youth and informatics. Explores the connection between youth, technology, and community. Project-driven with intensive experiential learning components.” (SIS *Graduate Student Handbook*)

This course is beneficial to anyone interested in working with youth up to age 21, in any type of community organization or institution. By learning about information behavior, community engagement, youth development, social justice, and technology as tools – specifically as these things relate to youth – you will become a much more effective (and much more engaged) practitioner. Because of the advances of technology and changes in the way we think about youth, it is important for adolescents and teens to have knowledgeable adults as partners as they share, use, evaluate, manage, and create (or co-create) their own information sources and services.

The course is built, in part, on the concepts and organization of the LIS 418 class at the University of Illinois, Champaign/Urbana, taught by Dr. Martin Wolske, <https://mwolske.files.wordpress.com/2014/11/syllabusspring15-lis418a.pdf>, which is available through a Creative Commons Attribution-NonCommercial 3.0 License.

**STUDENT LEARNING OUTCOMES**

You will be able to:

- Discuss the concepts, principles and practices of “informatics,” and “community engagement” as they relate to youth.
- Discuss concepts of social justice as they relate to youth and community work.
- Use youth development theories to inform professional work with youth.

- Locate and mindfully engage with community institutions and organizations that serve youth
- Utilize technology, along with concepts of youth development and engagement, to co-create (with youth) programs and services that empower youth as change agents in their communities

## LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important.

We share responsibility for and ownership of content in this class. I am not the only source of information or learning here and it is essential that everyone bring their commitment to learning and leading, in order to make the class successful.

My approach to teaching is based on Malcolm Knowles' view of adults as learners, and on John Dewey's ideas about active (versus passive) learning. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. I am expecting active participation to create a collaborative learning community, where we co-create value. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You will also be selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

In addition, we will be experimenting with an IBL (inquiry-based learning) model, where much of the content emerges from YOU, as you engage with community groups and projects. Together we will determine goals for learning, participate in and observe community organizations, generate questions, investigate solutions, concepts and methods, discuss results, and reflect on experiences inside and outside the class space.

This class includes a strong community involvement component. You are expected to find a youth-serving agency/organization/institution of interest to you – preferably not a public or school library – and volunteer there a minimum of three (3) hours per week. This activity is important for building trust and bridges, seeing opportunities, and understanding the organizational environment. You are expected to take this seriously and act professionally: show up and be on time, dress appropriately, and conscientiously fulfill your obligations to the organization as well as to our class. What you do reflects on you as an individual, but also on the School of Information Sciences and the University of Tennessee. The person who oversees or coordinates your work will be contributing to your grade for this part of the class.

There are several different kinds of learning activities in this class, including discussion groups (inside and outside of class), presentations, lectures, self-reflection in the form of discussion

board or journal posts, etc. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time. Be prepared to spend out-of-class time working with or consulting with youth-serving community organizations.

Instructional techniques include but are not limited to lectures, peer-to-peer teaching through presentations, discussions, and projects, personal reflections, guest speakers, discussion board posts. Class sessions are 2 hours and 40 minutes long, including a 10-minute break.

### **TEXTS FOR THE COURSE**

There is no required text for this class, however there are assigned readings that are, unless otherwise indicated, on our class **Blackboard Learn** (hereafter **Bb**) space. You are responsible for reading these before class and coming to class prepared to discuss them.

### **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Blackboard Learn, Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:

- Technology at SIS – [www.sis.utk.edu/sis-technology](http://www.sis.utk.edu/sis-technology)
  - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology: <https://oit.utk.edu/Pages/default.aspx>
  - There’s a link to the OIT HelpDesk on the upper left side of the page.

Each semester there are “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) and at the LiveOnline@UT site (<https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx>).

### **COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS**

#### **Methods of Documentation for Assignments**

Information Science is a multi- and inter-disciplinary field and you will encounter many citation styles – both as lifelong learners and as authors – including APA, MLA, and the Chicago Manual of Style. For that reason, as long as you are consistent in how you apply your choice, you may choose any major citation system.

In general, your essays and papers should be double-spaced, paginated (insert page numbers), with 1” margins, in 12-point type. Your papers should always have a title – even if you simply restate the assignment name. Bibliographies/reference lists should be present if needed. Put your name on everything you turn in for class. The quality and clarity of your writing also impacts your grade.

### Penalty for Late Work

Except by **prior agreement**, one (1) point per business day may be deducted for written or oral work not submitted by class time on the due date. “**Prior arrangement**” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

### Active Class Participation

You must do more than show up for class. You will be present and engaged during and after class; start and contribute to posts on Blackboard, and bring related materials to the attention of the instructor or your fellow students. Blackboard contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning **community**. Quality of contribution is much more important than quantity.

### Assessment and Evaluation

There will be a variety of assessments used in this class, both formative (along the way, usually ungraded), and summative (at the end of class, usually graded). The assessments will include but not be limited to feedback during class, required blog/forum posts, presentations, observations and reflections, and various other assignments that are described in detail either on this syllabus or on our Bb class site. *The quality, clarity, and organization of your writing will impact your evaluations.*

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale (see [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grades\\_Credit\\_Hours\\_and\\_Grade\\_Point\\_Average](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grades_Credit_Hours_and_Grade_Point_Average)) for graduate students, and the scale below is what I use to convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be  $13/15 = .87 \times 100 = 87$ , or a B+.

### Converting Points to a Letter Grade

A	93 – 100 points	Superior performance Well-written; well-organized
B+	85 – 92 points	Better than satisfactory Well-written; well-organized
B	80 to 84 points	Satisfactory performance Well-written; traceable line of thinking
C+	75 to 79 points	Less than satisfactory Unclear or confusing writing; disorganized
C	70 to 74 points	Performance well below the standard expected
D	60 to 69 points	Clearly unsatisfactory
F	0 points	Extremely unsatisfactory

You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me and present a reasoned argument or valid documentation for the requested change. I reserve the right to make the final decision.

### **Note on “Incompletes”**

Based on University of Tennessee and SIS policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear without contacting the instructor and without completing the required form. More information is available at [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade\\_of\\_Incomplete](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete).

### **HOW TO BE SUCCESSFUL IN THIS CLASS**

Be present, be intellectually curious, ask and answer questions, and engage equally with your peers and with me.

### **UNIVERSITY POLICIES**

#### **Class Attendance Policy**

Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. If you do miss class, be sure to listen to the archived lecture/discussion and let me know if you have questions.

#### **Class Cancellation**

Should it be necessary to cancel a class meeting, every effort will be made to do so in advance. Look for e-mail announcements via **Bb**. More information about the School’s cancellation policy is available at [www.sis.utk.edu/courses/guidelines](http://www.sis.utk.edu/courses/guidelines).

#### **Academic Honesty**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort of any sort unless previously approved. (See also the Graduate School Catalog, “Academic Honesty,”

[http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic\\_Honesty](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty)).

### **COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT**

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with

the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see [www.cci.utk.edu/diversity-statement](http://www.cci.utk.edu/diversity-statement).

### **STUDENTS WITH SPECIAL NEEDS**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. The full address for ODS is 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: [ods@utk.edu](mailto:ods@utk.edu).

### **Student Support**

Each student should be aware that he/she has a web of available support services at UTK, starting with me (course instructor), your advisor, and the SIS administration. For more information, see the SIS “Course Wellness” guidelines at [www.sis.utk.edu/courses/guidelines](http://www.sis.utk.edu/courses/guidelines).

### **Hodges Library Information Sciences Assistance**

- Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
- Our Information Sciences librarian is Margaret Casado, <http://libguides.utk.edu/profile.php?uid=15558>

*I reserve the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, and students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.*

# University of Tennessee Information

## **UNIVERSITY CIVILITY STATEMENT**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

## **ACADEMIC INTEGRITY**

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

## **YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

## **EMERGENCY ALERT SYSTEM**

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines

## **DISABILITIES THAT CONSTRAIN LEARNING**

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

## **KEY RESOURCES FOR STUDENTS:**

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannerssb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

## Assignment Schedule

*Note: All assignments are due BEFORE the start of class.*

Assignment	Points	Post, File or Present
Student-led article discussion or facilitating guest expert	10	Post article title and link Post discussion summary
Reflections on volunteering in a youth-serving organization	25	Post weekly (we will decide collectively where these will go)
Concepts paper	10	File through "Assignments"
Case Study/Project Report	30	File through "Assignments" Post to share with your peers Present in class at semester's end
Class participation	25	Post questions, resources, solutions, problems, etc; answer questions, propose solutions, bring new information, generate new knowledge, and participate in your own and each other's learning

### Assignment Details

I will post rubrics on our Bb class site.

#### Student-led Article Discussion (10 points)

Use your own 583-based information needs and those of your peers to locate a timely and relevant article and facilitate an in-class discussion of that article. What information do you need to know, what are you struggling with, what do you think we need to discuss? As an alternative to the article, you can locate a guest expert, collection questions from your peers, and facilitate his/her visit to our class (30-45 minutes, or longer with permission). The guest and topic must be pre-approved by Dr. Welch before the class visit, and you will still summarize the topic and discussion and posting the summary.

#### Concepts Paper (10 points)

Produce a brief paper (maximum 500 words) that first defines "youth development," "youth informatics," and "social justice" (as it relates to youth), and then provides examples of these concepts in action. You can include links to online materials if applicable or desirable, but providing links doesn't demonstrate understanding. Be sure to briefly but fully discuss the concepts so that I have no doubt you understand what they are. Be wary of using too many quotations; I want to see your understanding of these concepts in your own words.



### **Volunteer in a youth-serving agency in your community and reflect on the experience (25 points)**

You are required to volunteer a minimum of three (3) hours per week, and you can choose any agency, institution, or organization as long as your volunteer tasks are related to youth. You are strongly encouraged to choose places other than public libraries or schools, however if we have talked and it is truly a last resort, I will consider those venues. You will provide a contact person at the organization/institution/agency who will complete a brief evaluation of your commitment and contributions, which will be included as part of the assessment of your work on this assignment.

Then, reflect weekly on your volunteer experience, service project, or other aspect of your learning in this class. You should incorporate Dr. Ann Bishop's thoughts about reflection as a "log of your work, feelings, frustrations, ideas ..." The object is to integrate the conceptual into the practical, and vice versa, demonstrating to me that you're thinking deeply about the subject matter and looking for applications and examples in the real world. You're also welcome to include questions or concerns in these reflections. The posts should be at least 250 words, but you are encouraged to be concerned with content rather than quantity. There is no need to pad your reflections; make your posts substantive and meaningful.

### **Case study of your organization/agency/institution (30 points)**

You are spending time volunteering in a youth-serving community organization. This assignment asks you to take a step back and assess their overall program in terms of the concepts we discuss in class. With this final assignment you are proving that you have fully understood and integrated content from the semester and are ready to take your new knowledge, tools, and confidence into the field.

Your case study should include – but is not limited to:

1. Name and location
2. Mission and purpose
3. BRIEF history (don't get bogged down in this section) and development
4. Description of youth-related programming
5. SWOT analysis based on class concepts (youth development, youth participation, social justice, youth informatics)
6. Conclusions and/or recommendations for any changes or improvements, or even a projection of their future (e.g. do they have adequate funding and/or community support to sustain their efforts? How could an information professional help them in the future?)

### **Inquiry-based Class Participation (25 points)**

Our class takes a modified inquiry-based approach to knowledge creation and sharing, which means that your contributions are essential to the success of the class. The control for learning has moved from the instructor to the students, so I will be acting more as a facilitator rather than "sage on the stage," although early in the term I will be lecturing on threshold concepts. Over the course of the semester you must demonstrate to me that you are indeed working with your peers

to generate questions, discussing what is happening in your youth organization, testing theories and ideas, and coming up with solutions to real-world problems. There are many ways to contribute, but it is up to you to find them.

***Project of your choice***

*As part of the IBL approach to class, you have the opportunity to propose alternative assignments or ideas for consideration as an assignment. Your proposal should include learning goals, the connection to the class outcomes on your syllabus, as well as suggestions for a rubric or evaluation. Any proposed assignments should be submitted well in advance of due dates and allow time for class discussion. You are not required to propose any changes, you just have the opportunity to do so. I reserve the right to make a final decision about whether the proposed assignment meets class goals, and individuals can opt in or out (once the assignment is approved) based on their own learning goals and preferences.*

## Weekly Schedule for Fall 2016

### **August 17 (Meeting 1) – Overview; Course Expectations; Threshold Concepts**

#### **Topics: Inquiry-based learning; What do we need to know in order to move ahead?**

##### Read for today

- Nagaoka, Jenny et al. 2015. “Executive Summary” from *Foundations for Young Adult Success: A Developmental Framework*, a concept paper produced by the University of Chicago Consortium on Chicago School Research. Available online at <https://consortium.uchicago.edu/sites/default/files/publications/Wallace%20Report.pdf>.

##### Watch for today

- “Classroom Strategies for Inquiry-Based Learning,” at <https://www.youtube.com/watch?v=PQy5DBUj3Pg>
- “Community Informatics Intro,” by Jeff Ginger, the slide share is available online at [www.slideshare.net/Geph/community-informatics-intro](http://www.slideshare.net/Geph/community-informatics-intro).
- “What is Inquiry-Based Learning?” at <https://www.youtube.com/watch?v=u84ZsS6niPc>

##### DUE today – Blackboard Post

- BEFORE CLASS
  - Introduce yourself on the “Introductions” Blackboard (Bb) forum
  - Look over the syllabus and weekly schedule and bring your questions with you
- Class participation

### **August 24 & August 31 (Meetings 2 & 3) – Community Engagement Concepts**

#### **Topics: Community, community engagement, social informatics, youth informatics**

##### Read for today

- ACT for Youth. “What is Youth Engagement, Really?” Available online at [http://www.actforyouth.net/youth\\_development/engagement/](http://www.actforyouth.net/youth_development/engagement/).
- Freire, Paulo. 1993. *Pedagogy of the Oppressed*, Chapter 2. New York: Bloomsbury Academic.
- Kling, Rob. 2007. “What is Social Informatics and Why Does it Matter?” in *The Information Society*, 23: 205-220. (NOTE: If Kling hangs you up, read the Sawyer article first.)
- Sawyer, Steve. 2005. “Social Informatics: Overview, Principles, and Opportunities,” in *Bulletin of the American Society for Information Science and Technology*, June/July 2005: 9-12.
- Walker, Martha A. [n.d.] “Community Engagement,” available online at [https://www.uvm.edu/extension/community/buildingcapacity/pdfs/community\\_engagement\\_handout.pdf](https://www.uvm.edu/extension/community/buildingcapacity/pdfs/community_engagement_handout.pdf).

##### DUE today

- Reflection (both weeks) on volunteer experience
- Class participation

## **September 7 & September 14 (Meetings 4 & 5) – Youth and their World(s)**

**Topics: Youth eco-systems, Youth and society, Youth development/engagement**

### **Read for today**

- Larson, Reed W., Izenstark, Dina, Rodriguez, Gabriel, and Perry, S. Cole. 2015. “The Art of Restraint: How Experienced Program Leaders Use Their Authority to Support Youth Agency,” in *Journal of Research on Adolescence*: 1-19.
- National League of Cities Institute for Youth, Education and Families. 2010. *Authentic Youth Civic Engagement: A Guide for Municipal Leaders*. Read pages 1-10 and 23-30, and then skim what interests you. Available online at <http://www.nlc.org/documents/Find%20City%20Solutions/IYEF/Youth%20Civic%20Engagement/authentic-youth-engagement-gid-jul10.pdf>.
- Center for the Study of Social Policy. 2007. *Engaging Youth in Community Decision Making*. Read the Introduction, and Sections A and B. Available online at <http://www.cssp.org/community/constituents-co-invested-in-change/other-resources/engaging-youth-in-community-decision-making.pdf>.

### **DUE today**

- Reflection (both weeks) on volunteer experience
- Class participation

## **September 21 (Meeting 6) – Information and Youth**

**Topics: Youth information seeking and use, Technology and information**

### **Read for today**

- Agarwal, Naresh Kumar. 2014. “Use of Touch Devices by Toddlers or Preschoolers: Observations and Findings from a Single Case Study,” in *New Directions in Children’s and Adolescents’ Information Behavior Research*: 3-38.
- Gasser, Urs, Cortesi, Sandra, Malik, Momin, Lee, Ashley. 2012. Read the Executive Summary from “Youth and Digital Media: From Credibility to Information Quality.” A report from the Berkman Center for Internet & Society Research. Skim through as much of the rest as you can.
- Moore, Cherrie L. 2016. “A Study of Social Media and its Influence on Teen Information Seeking Behaviors,” *The Serials Librarian*, DOI: 10.1080/0361526X.2016.1209452.

### **DUE today**

- Reflection on volunteer experience
- Class participation

## **September 28 (Meeting 7) – Youth and Technology**

**Topics: Role of technology in youth lives, Innovative technology practices with/for youth**

### **Read for today**

- Ahn, June, et al. 2012. “Youth Identities as Remixers in an Online Community of Storytellers: Attitudes, Strategies, and Values,” in *ASIST 2012*, October 26-31, 2012, Baltimore, MD. Available online at [http://ahnjune.com/wp-content/uploads/2012/07/ASIST2012\\_Scidentity\\_final\\_0711.pdf](http://ahnjune.com/wp-content/uploads/2012/07/ASIST2012_Scidentity_final_0711.pdf).

- Fisher, Karen E., Bishop, Ann Peterson, Fawcett, Philip, and Magassa, Lassana. 2014. “Info Me: A Field-Design Methodology for Research on Ethnic Minority Youth as Information Mediators,” in *New Directions in Children’s and Adolescents’ Information Behavior Research*: 135-156.
- Hill, Rebecca A. 2016. “Almost Home,” *School Library Journal*, February 2016, available online at <http://www.slj.com/2016/02/teens-ya/almost-home-how-public-libraries-serve-homeless-teenagers/>.

**DUE today**

- Reflection on volunteer experience
- Class participation

**October 5 (Meeting 8) – Community Partnering**

**Topics: Youth-serving organizations, Collective impact, Responsible community partnering**

**Read for today**

- Institute for Museum and Library Services (IMLS), report authored by Dr. Mary Downs. 2008. *Nine to Nineteen: Youth in Museums and Libraries: A Practitioner’s Guide*. Available online at [https://www.ims.gov/assets/1/workflow\\_staging/News/750.pdf](https://www.ims.gov/assets/1/workflow_staging/News/750.pdf).
- Kania, John and Kramer, Mark. 2011. “Collective Impact,” in *Stanford Social Innovation Review*, Winter 2011: 36-41. Available online at [http://ssir.org/pdf/2011\\_WI\\_Feature\\_Kania.pdf](http://ssir.org/pdf/2011_WI_Feature_Kania.pdf).

**DUE today**

- Reflection on volunteer experience
- Class participation

**October 12 (Meeting 9) – Social Justice (SJ), SJ and Youth**

**Topics: “Fringe” and other non-mainstream youth, disenfranchisement, power**

**Read for today**

- Blandford, Alieda, Taylor, Dominique, Smit, Mike. 2015. “Examining the role of Information in the Civic Engagement of Youth,” Conference Proceedings, ASIST 2015, November 6-10, 2015, St. Louis, MO.
- Eubanks, Virginia. 2011. “Technologies of Citizenship” (Ch 5) & “Popular Technology” (Ch 6) in *Digital Dead End: Fighting for Social Justice in the Information Age*.
- Lloyd, Annemaree, Wilkinson, Jane. 2016. “Knowing and Learning in Everyday Spaces (KALiEds): Mapping the Information Landscape of Refugee Youth Learning in Everyday Spaces,” *Journal of Information Science*
- McKinney-Vento Act at a Glance, available online at <https://www.achildsplace.org/wp-content/uploads/2013/06/mckinney-vento-act.pdf>.
- Youth Risk Behavior Surveillance System – online at [http://www.cdc.gov/healthyyouth/data/yrbs/index.htm?s\\_cid=hy-homepage-002](http://www.cdc.gov/healthyyouth/data/yrbs/index.htm?s_cid=hy-homepage-002). Look through the web site and get a good overview of what this is and what it does.

**Watch for today**

- Social Justice – is it still relevant in the 21<sup>st</sup> century,” a TEDx talk online at <https://www.youtube.com/watch?v=Wtroop739uU>.

**DUE today**

- Reflection on volunteer experience
- Class participation

**October 19 (Meeting 10) – Project/Engagement Updates; Student-generated Topics**

*Student-led Discussion/Guest Speakers: Natalie Emmett & Jon Hudson*

**Read for today**

- TBA

**DUE today**

- Concepts Paper
- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker
- Class participation

**October 26 & November 2 (Meetings 11 & 12) – Student-generated Topics**

*November 2<sup>nd</sup> Student-led Discussion/Guest Speakers: Katie Booher, Carleigh Isbell, & Nicole Decker*

**Read for today**

- TBA

**DUE today**

- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker
- Class participation

**November 9 (Meeting 13) – Final Reports; Grant Opportunities in Youth Work**

*Student-led Discussion/Guest Speakers: Erika Long, Walter Malone, Amber Sewell*

**Read for today**

- TBA

**DUE today**

- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker
- Class participation

**November 16 (Meeting 14) – Final projects work day**

*Student-led Discussion/Guest Speakers: Cassandra Huang & Jaime Cleek*

**Read for today**

- TBA

**DUE today**

- Reflection on volunteer experience

- Student-led facilitated discussion or guest speaker
- Class participation

**November 23 (Meeting 15) – No Class; work day**

**November 30 (Meeting 16) – Course Wrap-up and Review**

**Read for Today**

- TBA

**DUE Today**

- Final case study/project report
- Class participation