

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 214: Teen Space: Creating Authentic Public Library Spaces for Teens

Bulletin Description

This course is designed to introduce library students to the built environment by exploring the relationship between humans and the spaces they inhabit

Credit:

3 semester hours

Course Description

This course is designed to introduce LIS students to the built environment and its relevance to the library setting. By exploring the relationship between humans and the spaces they inhabit, the course provides an understanding of how architecture and design elements (i.e., the built environment) affect human behavior (i.e., social control) and how this applies to the library setting – specifically to teen spaces. In addition to traditional teen space design, this notion of social control in the built environment is further explored for its utility in creating authentic public library spaces for teens.

While we have come a long way in teen space design, and many of these spaces do function well for teens, one issue seems to persist: the fact that many public library teen spaces are often “teen spaces” in name only. They are created for teens -- but influenced by preconceived notions of teens. The end result is that these spaces do not truly function as spaces for teens – e.g., these spaces are restrictive by design, so teens often stay away from these spaces, or are limited in how they use and behave in these spaces. In other words, these spaces do not meet the needs of teen users.

Authentic Teen Space Defined:

An authentic public library teen space is one that accommodates teens and their cultural practices in a meaningful way (i.e., a teen space that facilitates teen use as determined by teens).

Prerequisite(s): LIS 205 **OR** LIS 204 – unless an exception is granted

Co-requisite(s): None

Course Objectives

Students will be able to use the knowledge gained to create authentic public library teen spaces -- and to also evaluate public library teen spaces in order to assess authenticity. Knowledge gained will include an understanding of:

- a. the built environment and how social control operates in the built environment
- b. the history of adolescence
- c. teens and public spaces
- d. history and current landscape of library services to teens
- e. how notions of teens influence creation of teen spaces
- f. teen behavior in, and use of, teen spaces as a consequence of design

Program Goals and Outcomes

The course contributes towards satisfying the following MS LIS program goals:

1C) Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.

1D) Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

Units of Instruction

Unit	Title
1	-Space and Humans
2	-Introduction to the Built Environment -Planned Spaces and Social Order -Social Control in the Built Environment
3	-History of Adolescence: Defining Adolescence -Teens and Public Spaces: No Place to Call Their Own
4	-History and Current Landscape of Teen Library Services -Attitudes about Teens in the Public Library -Teen Space as a Consequence of Design
5	-The Built Environment, Social Control, and Teen Spaces -Creating Authentic Teen Spaces

Learning Activities

Participation: weekly discussion board posts and activities

This class is designed to be highly interactive; therefore, students are expected to actively participate in weekly discussions and activities. In addition to the readings assigned each week, students will listen to and/or view all other assigned content (i.e., presentations, videos, and/or podcasts). Students will respond to other students as instructed. These responses should also be thoughtful and contribute to the development of robust and respectful discussion.

Teen Space First Visit: Overview

Students are required to select a public library teen space that s/he will evaluate. Students will visit the teen space and provide an overview of their impressions of the space. This will be based solely on what is observed. Students are not required to speak with anyone to complete this assignment. The overview will serve as a record of the students' knowledge and perceptions of the teen spaces at the beginning of the course and provide evidence of how/if this evolved by the end of the course. It might also facilitate an understanding of some of the concepts and issues regarding "space" that will be addressed in the readings and other course content. This overview is meant to provide literal snapshots of their knowledge and thinking about the teen space at the beginning of the course.

Plan of Action

Students are required to develop and defend a plan of action that is intended to guide stakeholders (YA librarians, library administrators, architects, and designers) in the creation of an authentic public library teen space. The plan of action should be based on the knowledge gained in the course and be comprised of 8-10 points, issues, requirements, or concerns, etc., relating directly to the design and/or layout of the physical aspects of the teen space. Students are required to justify the reason/s each item, issue, and/or concern is included. To earn full points students must apply the theoretical knowledge and understanding gained to this practical scenario.

Teen Space Second Visit: Evaluation

Using their plan of action, students will re-evaluate the public library teen space visited at the beginning of the class. Students are required to update their plan of action to reflect any new information or knowledge acquired since it was first designed. They will then discuss, analyze, and present their findings in report that should be organized using the bullet points in the plan of action as headings.

Assessment (*customize highlighted text to your course; rubrics may be cited and included as appendices*)

1. Course-Level Assessment

- a) The assigned weekly readings and activities are designed to reinforce course objectives through discussion board posts/responses (i.e., active discussion); students are expected to consistently contribute to this shared pool of knowledge.

Discussion board posts/responses are assessed based on demonstrated knowledge and/or understanding of the topics, identification of key points, and ability to present these coherently.

- b) The *plan of action* provides an opportunity for students to explore several of the key theories presented in the course and to apply these to a practical setting. It is also flexible, allowing students to choose the areas on which to focus.
 - c) The two teen space visits support the course goals in 3 specific ways: they allow students to think through complex problems and apply thoughtful theory based knowledge to a real life setting; they allow students to use the knowledge of historical and present-day libraries (as they relate to teens) to link theory to practice; they serve as a point of reference by which students can measure the knowledge gained by looking at how their impression of the teen space evolved from the first to the second visit (i.e., given the knowledge gained, did they rethink their approach to this exercise and how would be different by the end of the class?).
2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.
- a) Faculty-Selected Assessment. Over a four-year period, each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

In LIS 214, the Teen Space Evaluation is used as a representative measure of student learning of the related program goal/s.

- b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection, which describes the relationship of the artifact to the respective goal and their learning from the artifact.

In LIS 214, the Teen Space Evaluation is the suggested course artifact, should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the complexity of the assignment, which demands a firm understanding of the built environment and the ability to apply the theoretical knowledge and understanding gained to a practical scenario.

Grading Scheme

The course grade will be determined based on the following activities. The percentage in parenthesis is that of the overall course grade.

Participation (50%)
Teen Space Visit (10%)
Plan of Action (10%)
Teen Space Evaluation (30%)

Bibliography

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Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

Asynchronous or synchronous Lecture

Assigned weekly reading

Weekly assignments (individual and group)

Active participation in online discussions

Research for semester-long projects (term papers, projects)

Presentations (online or face to face)

Academic Service-Learning projects (where appropriate)

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