LIS 693. Library Services for Youth in Custody

Summer 2015: Meets asynchronously online  
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Email: joe.a.coyle@gmail.com  
Office hours: Please e-mail to make an appointment

Course description

This course focuses on library services to youth in custody, with an emphasis on youth in juvenile detention centers. The course covers a variety of topics including collection development, programming, outreach, and intellectual freedom.

Student learning outcomes addressed

SLO 1: Understand, apply and articulate the history, philosophy, principles, ethics of library and information science and the related professions.
   1a) Apply LIS theory and principles to diverse information contexts  
   1c) Develop and apply critical thinking skills in preparation for professional practice  
   1d) Craft and articulate a professional identity

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
   2a) Demonstrate understanding of leadership  
   2c) Develop, manage, and assess information services for specific users and communities  
   2d) Create instructional and outreach programs  
   2e) Demonstrate the ability to advocate effectively for information services

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
   3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated.  
   3b) Organize, create, archive and manage collections of information resources following professional standards  
   3c) Search, retrieve and synthesize information from a variety of systems and sources

SLO 4: Evaluate and use the latest information technologies, research findings and methods.
   4b) Integrate emerging technologies into professional practice  
   4c) Apply current research findings to professional practice
SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
  5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
  5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems
  5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

Professional expectations

All students in the course are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice/

Course objectives

Students in this course will:

- Understand the information needs of youth in custody
- Understand and analyze current trends in Juvenile Detention Center (JDC) librarianship
- Contextualize services to youth in custody within frameworks of juvenile justice and social justice
- Identify books and library materials that could support a juvenile detention center library
- Analyze local, regional, state, national, and global differences as regards to juvenile justice policy and its relation to library services
- Analyze existing library services for youth in custody in regards to collections, policies, programs, justice frameworks, intellectual freedom, outreach, and issues of inequality (e.g., gender, race, class, sexuality, nationality, dis/ability)
- Understand similarities and differences between youth services and adult services in custody settings
- Create artifacts that can be utilized in the development of a professional portfolio

Evidence for these objectives will be documented through:

- Participation in online class discussion
- The design of a short program focusing on a selected topic, theme, or issue related to library services for youth in custody
- Conducting an interview with a leader in the field
- A report on a critical issue in juvenile justice law, policy, or practice
- A book order that could support the collection development of a library serving youth in custody
Teaching method

In this course emphasis is on inquiry-driven learning and the practical application of theory to practice. Therefore, in addition to traditional lectures the following strategies will be incorporated into the course:

- Interactive discussions
- Cooperative learning activities
- Reflective and analytical writing
- Creative and persuasive presentations with peer and instructor feedback
- Guest speakers augmented by student or teacher-led discussions

Research methods

Students will make use of a variety of research methods including: action research, baseline-intervention, case study, content analysis, critical incident analysis, evaluation research, instructional design, interview, needs-assessment, and participant-observation.

Requirements (course assignments and scoring)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>1. Seminar project or paper (must be pre-approved by instructor)</td>
<td>30%</td>
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<tr>
<td>2. Purchase Order</td>
<td>20%</td>
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<tr>
<td>3. Library Program</td>
<td>15%</td>
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<tr>
<td>4. Feedback to Writers</td>
<td>5%</td>
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<td>5. Report on an issue, policy, law, or practice in juvenile justice</td>
<td>5%</td>
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<td>6. Interview with an expert in the field</td>
<td>5%</td>
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<td>7. Active Participation</td>
<td>20%</td>
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Grading Scale


Required and optional texts

Required Books


Other required readings are noted in the course schedule.

**Recommended book**

**Technology requirements**
This course requires you to use a computer with an Internet connection for all assignments and participation requirements.

**Course schedule**

<table>
<thead>
<tr>
<th>Week 1: Introduction</th>
<th>Podcast:</th>
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| May 26-31            | Serving Incarcerated Youth:  
http://valsa.al.org/blog/2015/05/07/podcast-with-patrick-jones-serving-incarcerated-youth/?utm_source=feedburner&utm_medium=twitter&utm_campaign=Feed%3A+feedburner%2Fyalsa+%28YALSA+Blog%29 |

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<th>Video:</th>
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| Reading For Life:  

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<tr>
<th>Readings:</th>
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</table>
| Ross, Richard. 2012. *Juvenile In Justice*  
*2013 and/or 2014 Words Unlocked Anthology*  
http://www.cceas.org/words-unlocked/ (browse)  
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<tr>
<th>Recommended:</th>
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</table>
| Ross, Richard. 2015. *Girls In Justice*:  

<table>
<thead>
<tr>
<th>Organizations of the Week:</th>
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| Center for Educational Excellence in Alternative Settings:  
| Juvenile Justice Information Exchange:  
| Reading For Life:  
| Juvenile in Justice:  

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<tr>
<th>Listservs:</th>
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| YALSA Lockdown:  
[http://lists.ala.org/wws/info/yalsa-lockdown](http://lists.ala.org/wws/info/yalsa-lockdown)  |
| Library Services to Prisoners:  
[http://lists.ala.org/wws/info/prison-l](http://lists.ala.org/wws/info/prison-l)  |

| Week 2: Introduction to JDC Libraries  
June 1-7  |
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<tr>
<td><strong>ASSIGNMENT DUE June 7: REPORT ON JUVENILE JUSTICE ISSUE</strong></td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Week 3: Service Models</td>
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<tr>
<td>June 8-14</td>
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**Organization of the week:**

Library Services For Youth in Custody:  

**Readings:**

Bodart, Joni. 2008. “It’s All About the Kids: Presenting Options and Opening Doors” *Young Adult Library Services*. 7.1


Guerra, Stephanie. 2010. “Reaching Out to At-Risk Teens: Building Literacy with Incarcerated Youth.” *PNLA Quarterly* 75.1


Hill, Adriene. 2015. Can Tech Transform Education for Juvenile Offenders:  

**Organizations of the week:**

Inside Out Prison Exchange Program:  

Changing Lives Through Literature:  
[http://cilt.umassd.edu/home-flash.cfm](http://cilt.umassd.edu/home-flash.cfm)

Free Minds: Book Club and Writing Workshop:  

Passages Academy:  
ASSIGNMENT DUE June 21: BOOK ORDER

Readings:

Booth, Coe. 2007. *Tyrell*


Neri, Greg. 2010. *Yummy*


Interview with Bluford High author Paul Langan:

ALA Bill of Rights:

ALA. Access to Library Resources and Services for Minors:
[http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/access-library-resources-for-minors](http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/access-library-resources-for-minors)

ALA. Minors and Internet Activity: An Interpretation of the Library Bill of Rights:

ALA, “Access for Children and Young Adults to Nonprint Materials”
[http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesschildren](http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesschildren)

Examples of Collections Policies:


[http://www.doc.state.co.us/sites/default/files/ar/0300_26_111512.pdf](http://www.doc.state.co.us/sites/default/files/ar/0300_26_111512.pdf)
### Organizations/Websites of the week:

- **In The Margins:**

- **Locked Up Literature:**
  [http://connectingya.com/blog1/2015/03/09/locked-up-literature/](http://connectingya.com/blog1/2015/03/09/locked-up-literature/)

- **Reaching Reluctant Readers:**
  [https://writetoreadbooks.wordpress.com/](https://writetoreadbooks.wordpress.com/)

- **Children’s Books with Parental Incarceration:**

### Week 5: Programming

**June 22-28**

**ASSIGNMENT DUE June 28: INTERVIEW WITH AN EXPERT IN THE FIELD.**

**ASSIGNMENT DUE June 28: LIBRARY PROGRAM**

### Readings:


- Guerra, Stephanie. 2012. “Using Urban Fiction to Engage At-Risk and Incarcerated Youths in Literacy Instruction.” *Journal of Adolescent & Adult Literacy* 55.5


### Organizations of the week:

- **Pongo Teen Writing:**
Week 6: Outreach, Community Engagement, and Reform
June 29- July 2

ASSIGNMENT DUE July 2: FEEDBACK TO WRITERS

July 5: FINAL PROJECT OR PAPER

Readings:


[http://ecommons.luc.edu/jcshesa/vol1/iss1/2/](http://ecommons.luc.edu/jcshesa/vol1/iss1/2/)


Recommended:

In Their Own Words: Young People’s Experiences of the Criminal Justice System and Their Perceptions of its Legitimacy:
[http://thejha.org/sites/default/files/JHAInTheirOwnWords.pdf](http://thejha.org/sites/default/files/JHAInTheirOwnWords.pdf)

Organizations of the Week:

Annie E Casey- Juvenile Detention Alternatives Initiative:

LGBT Books to Prisoners:

Project Nia:
[http://www.project-nia.org/](http://www.project-nia.org/)
Assignment Descriptions

Active Participation

Leading Discussion
Each student will sign up to lead one discussion week. Weekly discussion leaders are responsible for starting discussion in the weekly discussion forum. Discussion leaders should post by Monday, 10 A.M. H.S.T. on their week. Discussion leaders should pose thoughtful questions to the group about the weekly materials. Discussion leaders may also provide additional resources to consider, provide their own analysis of the materials, and describe relevant professional experiences.

General Participation Guidelines
Each week, students are required, at a minimum, to make one original post in a forum and respond to another student post. Posts should be made well in advance of the end of each week. Students are also encouraged to post in the “News and Announcements” forum often. Participation is graded by the level of engagement demonstrated. Some weeks and assignments require additional peer-to-peer feedback and dialogue.

Assignment 1: Report on an issue, policy, law, or practice in juvenile justice
Due June 7

1. Identify a topic that interests you and applies to young people in custody.
2. Find 2-3 sources about this topic
3. Write a 2-page (double spaced) report including what you learned and your analysis. This report can be written as a formal report or as a blog post.
4. Upload your report in the forum “Reports from the field.”
5. Dialogue with your colleagues by commenting on other’s reports in the forum. The goal of this dialogue is to have a conversation on critical issues that impact young people in custody and how we as information professionals can respond to these issues.

Assignment 2: Purchase Order
Due June 21

1. Set up a library student account with Follett’s at www.titlewave.com
2. Define the library and library population you will, theoretically, be serving.
3. Choose a subject area within that library collection that needs serious updating. Select fiction, nonfiction books, and/or audiovisual materials to serve your YA population.
4. Describe any collection development restrictions you may have.
5. In the “notes” section of each item request, briefly justify that selection. Criteria may include positive reviews, patron request or “hot” items, support of learning standards, etc.
6. “Spend” $500.00. Enter this as a Do Not Exceed amount.
7. Hand in through Assignments tool.

**Assignment 3: Interview with an Expert in the Field**
**Due June 28**
1. Identify person to interview.
2. Post prospective interviewee’s name and position/organization to the “Interview” Forum. Once you have posted a name, no one else may interview this individual.
3. Reach out to prospective interviewee, describe your assignment to them, and schedule interview.
4. You may conduct interview in-person, by phone, e-mail, or video conferencing.
5. Transcribe your interview. You can use Audacity (free) or other audio recording software to capture phone or video interviews for easier transcribing into text.
6. Send a copy of the interview text to your interviewee to ensure your transcription is accurate. Give them the opportunity to make any corrections or add any additional content.
7. Upload interview to “Interview” forum so others can read your interview.

**ASSIGNMENT 4: Library Program**
**Due June 28**
1. Define your library setting and service model, e.g. juvenile detention center outreach led by public library, children’s home resource center staffed by graduate student volunteers, etc…
2. Choose either Teen Read Week (in October) or Teen Tech Week (in March) for your theoretical programming.
   Teen tech week: [http://teentechweek.ning.com/](http://teentechweek.ning.com/)
3. Plan a program. Explain your plan in detail, with goals, set-up, cost, time allotment, library site-specific considerations and restrictions, and promotion considerations included.
4. Hand in assignment through the “Library Program” Assignment tool.

**Assignment 5: Feedback to Writers**
**Due July 2**
At least three times throughout the course, provide writing feedback to young writers who are detained at the Champaign County Juvenile Detention Center in Urbana, Illinois.

I send one e-mail per week that includes a word document attachment with writings from the detention center. This summer, you will be responsible for providing feedback to the writers at least 3 times.
When providing feedback, respond to the e-mail I send out. You can include your feedback in the body of the e-mail or as an attachment, just remember to include the title and author of the piece at the top of each piece of feedback.

You can approach the feedback however you want as long as it is supportive. You can write however much you want in your feedback. Sometimes the writers want to respond back to feedback providers so you may hear from me with their responses to your comments. All of your comments will be delivered to the writers anonymously. Just to give you a little bit of context, reviewers often include these sorts of comments:

1. How the piece made you feel, how it impacted you, what you learned from the piece, what it made you think about

2. Comparisons to other works you have read, experiences you have had, lessons you have learned

3. Feedback on formal aspects of the piece that intrigued you, the way form and content related to one another in the piece, feedback on other literary aspects of the writing, constructive editing suggestions

4. Questions you may have for the writer, thoughts about where you see the piece could go or how to revise/update the writing

5. Book, essay, or poem recommendations. I can usually find these works at the library and will bring them to the writers. If you recommend a digital piece, I can print it off.

5. Other personalized reflections on the piece. You are not required to use the above feedback suggestions; they are merely some of the many ways you could provide feedback.

Assignment 6: Final Paper or Project
Due July 6. E-mail instructor a proposal by June 20.

1. Investigate a topic relevant to library services to youth in custody in a 12-14 page final paper. The paper should define the issue and include references to relevant literature. Develop and defend your argument on the issue.

OR

1. Create a pre-approved final project. The goal is to develop something that could be of interest to the library services to youth in custody community of practice. This project could also be utilized in the development of your own professional portfolio. Example projects include, but are not limited to:
A resource guide:
http://joeacoyle.wix.com/libservices4allyouth

A Professional blog:
https://exploringprisonlibrarianship.wordpress.com/
http://www.alsc.ala.org/blog/

A set of interviews/podcasts:
http://circulatingideas.com/

The Final Project option will require you to identify a web platform to host your project. There are many companies that host free websites/blogs and require no coding skills (Wordpress, Wix, Tumblr, Blogger, etc).