SYLLABUS
Please read this syllabus carefully and do not hesitate to contact me if you have questions or need clarification. Each student in this class should be aware of all the course requirements, assignments and procedures. I will update the syllabus if needed, in response to the interests you express in the discussions and other communication with me. You will be alerted to any changes in the schedule or assignments on the Welcome page, so be sure to read each update posted there.

DESCRIPTION: A foundation for developing, planning, and programming library services to meet the needs and interests of children and young adults; attention to content and evaluation of literature for these groups.

OBJECTIVES/COMPETENCIES: Successful library media and public library personnel whose responsibilities are in any way involved with the lives of children and young people must have knowledge of: materials available, programming, networking and new technologies, methods for evaluating services, and research on the subject of library services for children and young adults.

At the conclusion of the course, the student should have the ability to:

1) Identify and become knowledgeable of the goals of agencies, institutions, and interest groups which provide or utilize library services for children and young adults.

2) Develop and evaluate library services and programs for children and young adults in a variety of settings.

3) Plan effective and developmentally appropriate library programs for children and young adults.

4) Demonstrate knowledge of the organizational structures and management patterns in which programs of library service are placed.

5) Select and utilize all formats of library materials for library services and programs for children and young adults.
6) Examine the literature and identify recent research on the topic of library services and resources for children and young adults.

This course is designed to provide students with the competencies identified by ALA’s youth services divisions. Specifically, ALSC’s Competencies for Librarians Serving Children in Public Libraries, YALSA’s Competencies for Librarians Serving Youth: Young Adults Deserve the Best, and to a lesser degree, AASL’s school librarian competencies are addressed in this course.

TEXTBOOK AND RELATED READING. Two books are required:


In addition, a wide variety of readings and links to resources will be posted to the course site. A bibliography of recommended titles is posted, and you are strongly encouraged to seek out and read the titles that interest you. Some of our course readings come from this list, plus many more recent titles are included. This course bibliography is a valuable place to begin your research for the research assignment/final project as well, for topic ideas as much as for the sources you’ll find there.

Methods: The primary method of instruction will be readings & presentations processed through class discussion. This means that active participation is at the heart of our interaction. Please read or view all materials in advance so that your postings are thoughtful and well-supported. You will be expected to post at least three times each week. In your posts, you are expected to: 1) respond to the class materials, and 2) respond to your classmates.

Pay attention to the discussion board forums and post to the appropriate one. Each week’s discussion will be open for posting on Monday morning through the following Sunday evening. Please make your contributions to our discussion during the assigned week; the discussion forum will remain open, but hopefully, postings during later weeks will be minimal. There is a “Coffee Shop” forum for miscellaneous postings—that is for any kind of off-topic news or comment. I will inform you of any additions or changes to the syllabus or other things I need to share on the Welcome page, so please be sure to take a look at that page each time you sign in.

Posts should be succinct and to the point, thoughtful and careful. In response to student comments and suggestions, I recommend that each student respect the time of others by minimizing brief "I agree" or “Good point" posts; while a minimum of 3
posts is required, be aware that posting FAR in excess of that – 8 to 10 or more posts per week – would be considered excessive. Please be sure your posts are substantive, thoughtful, and well-supported.

I’ll be writing a discussion starter or a few questions at the beginning of each week. Please use this as a jumping off place for your discussion but don’t feel limited by these initial comments or questions. Our readings, observations, and assignments will offer important context for each week’s discussion. If you have experience in children’s & young adult library services, your stories will be welcome. But please be aware that if you have limited or no experience in these areas, your questions and observations will help us form meaningful discussions, too. Each of you will have unique perspectives to offer.

**Rubric for Assessment of Discussion Posts (up to 5 points each week)**

<table>
<thead>
<tr>
<th>5 point Participation</th>
<th>4 point Participation</th>
<th>3-2 point Participation</th>
<th>2-1 point Participation</th>
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<tr>
<td>Responds to discussion questions thoroughly and succinctly, adding insight and extended information. Cites classmates, engages classmates in dialogue that adds synthesis, clarification and significant dimension to discussion. Participates steadily throughout the week.</td>
<td>Responds fully to all discussion questions. Comments are mostly well supported and show above average thought. Supports and engages classmates. Participates several times throughout the session.</td>
<td>Partially responds to discussion questions. Comments show some thought. Sometimes acknowledges classmates and engages in dialogue. Participates late in the week (Saturday &amp; Sunday only).</td>
<td>Rarely responds to discussion questions. Comments show little thought. Posts are isolated from class dialogue. Participates minimally, posting only very late in the week.</td>
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**EVALUATION**

- Class Participation: 60 points
- Baby Media Memo: 20 points
- Observation report: 20 points
Online quizzes (two) 10 points each
Planned program assignment 20 points
Webinar assignment 10 points
Research Report 40 points
Research presentation (VoiceThread) 10 points

UWM Grading Scale:

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<tr>
<th>Points</th>
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<tr>
<td>96-100</td>
<td>A</td>
<td>74-76.99</td>
<td>C</td>
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<tr>
<td>91-95.99</td>
<td>A-</td>
<td>70-73.99</td>
<td>C-</td>
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<td>87-90.99</td>
<td>B+</td>
<td>67-69.99</td>
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<td>84-86.99</td>
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<td>60-63.99</td>
<td>D-</td>
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<td>77-79.99</td>
<td>C+</td>
<td>Below 60</td>
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For additional SOIS academic policies please go to http://www4.uwm.edu/sois/programs/graduate/mlis/policies/.

**COURSE CALENDAR**

1/23 **Introductions**

Please introduce yourselves on the discussion board this week. Tell us about your background, current employment (as relevant) and what you would like to get out of the course. Please be sure to specify whether your interest or experience is primarily in a public or school library. I will provide a lecture on the ALSC and YALSA competencies on which the content of this course are roughly based; please take the time to review these competencies in full, linked to the content page.

Also, sometime during this first week, make arrangements to visit a public library (if you already work in a public library, please take this opportunity to visit a different library) and observe a story time program for young children. The first several weeks of class, we will be reading about and discussing best practices in library programming for babies, toddlers and pre-schoolers, so observing a lap-sit or pre-school program would be ideal. Later in the term, you will have the opportunity to share some of the details of your observation visit with the class.

View: Course introduction and syllabus overview video.
View: Lecture on ALSC and YALSA competencies
Read: Competencies linked to the Content page

INTRODUCTIONS/ DISCUSSION
1/30  Programming for the very young
Read: Marino, “B is for Baby, B is for Books"
Browse: “Early Learning Initiative for Wisconsin Public Libraries.” Read pages 30-38, Language Development... and Public Library Practices... (pages 17-25 on document), scan other parts of this lengthy document to become familiar with what is included here.
View: Jane Marino’s video presentation on her Mother Goose Time program
View: Libraries are for babies, too!

Due 2/5 midnight:  Baby Media Memo
Note that a few supporting articles and links to complete this assignment are included on the Content Page. See Assignments for more information.

2/6  Working with toddlers and pre-schoolers: early literacy
Read: Ghoting, Saroj. Early Literacy Storytimes @ your library, Part I (Chapters 1-5): thoroughly browse part II for ECRR storytime plans.
View: Early Literacy Introduction video
Explore: Every Child Ready to Read website & wiki
Quiz: After completing the Ghoting & Martin-Diaz reading, take the quiz. You will have 30 minutes to complete the quiz. It is worth 10 points.

2/13  Programming for school-age children (5-12)
Listen to: NPR interview with Jon Scieszka

Due: Observation Report (in dropbox 2/26 by midnight)
There will be a combined discussion forum set up for all students for the purpose of sharing interesting observations, great ideas, and other successful elements you...
witnessed in your library story time observation. Your participation in this forum is
optional, but since we have an opportunity to hear about so many storytime
programs, I encourage you to participate if you observed something worth sharing,
whether a great idea or exemplary practice, or a less successful practice along with
your suggestion for improvement.

2/27  The School Library Media Center: An Overview
Read:  AASL Standards for the 21st-Century Learner (pdf)
Browse: AASL website (including issues and advocacy page), plus School Libraries
Work! Also, please look at the Baltimore lesson plan examples, the WINSS
lesson plan database, and the Wisconsin Integrated Lesson Plan
template.
View: 21st Century Librarian

DISCUSSION

3/5  Policies and procedures for youth services,
Read:  Wagner & Wronka, “Youth Services Policies and Procedures” (from
Staerkel book) and the Youth Services Division Policy of Louisville Public
Library.
Special discussion session with scenarios activity.

3/12  Professional Development for youth services librarian

Both ALSC and YALSA competencies that were discussed earlier in the course stress
the importance of ongoing professional development for youth services librarians.
Attendance at conferences, professional online and print reading, and many other
opportunities for professional development are available. Especially convenient,
though, are the numerous & often free webinars that bring current professional
development right to your desktop. The purpose of this special week is to expose you
to the variety of webinars available and to allow you to choose your own focus of
study from among those listed below. As a side benefit, this might be an opportunity
to hone in on a topic for your final research paper in this course. Be sure to take a look
at Web Junction’s great list of webinars & bookmark it for future use (some URLs need
updating, but this is a good list of providers).

View ONE of these presentations, and then consult “Assignments” for written response
requirement:

- Hosting a mock Newbery - http://www.opal-online.org/MockNewbery20091014
- Teens, Tweens and Social Networking – http://infopeople.org/training/teens-
tweens-and-social-networking
- E-rate, CIPA and Library Filters: What you Need to Know - http://infopeople.org/training/e-rate-cipa-and-library-filters
- Re-energizing Your Preschool Storytime: New Ideas for Busy Children’s Staff -
http://infopeople.org/training/re-energizing

- Creating Inviting, Low-Cost Teen Spaces -
  http://infopeople.org/training/creating-inviting-low-cost-teen-spaces
- Battling Bullying with Books: Celebrate No-Name-Calling Week -
  https://alapublishing.webex.com/alapublishing/lsr.php?AT=pb&SP=EC&rID=3145512&rKey=99e752d137528da2
- Creating Library Spaces for Very Young Children -
  http://infopeople.org/training/creating-library-spaces-very-young-children
- 30 Ways to Reach Reluctant Readers in 60 minutes –
  http://connectpro87048468.na5.acrobat.com/p95101631/?launcher=false&fcsContent=true&pbMode=normal
- Defending the Right to Read: Celebrating Banned Books Week -
  http://vimeo.com/15372731
- Serving Teens in the 21st century -
  https://connectpro87048468.na5.acrobat.com/p55129363/?launcher=false&fcsContent=true&pbMode=normal
- Going Mobile – teens, libraries and cell phones -
  http://connectpro87048468.na5.acrobat.com/p31998249/?launcher=false&fcsContent=true&pbMode=normal
- Seeing is Reading: An Inside Look at Graphic Novels -
  http://vimeo.com/16507038

Note: If you find another recent webinar on a youth services topic, please drop me an email for permission to view and report on that one.
Limited, combined DISCUSSION (instructions to follow)

Due: Webinar assignment (in dropbox by midnight, Saturday, March 17th)

UWM Spring Break March 18th – 25th

3/26 Understanding Young Adults
Read: Burek Pierce, p 1-49 (introduction & first 2 chapters)
Quiz: After completing the Burek Pierce reading, take the quiz. You will have 30 minutes to complete the quiz. It is worth 10 points.
Browse: Gorman, “The Language of the Librarian Serving Teens”
DISCUSSION

4/2 Young adults in the digital world; gaming
Read: Burek Pierce, chapter 3 (p. 50-85)
Read: Levine, “Why Gaming?”
View: Schmidt & Houghton-Jan presentation, “Engaging Youth on Their Own Terms”
DISCUSSION
4/9  Service to Diverse populations, plus issues in the provision of library services for children and young adults.
Read:  Burek Pierce, chapters 5 & 6 (p. 110-124)
Read:  Peck, “Issues in Children’s Library Service” and Gorman, “Issues in Young Adult Services”
View and listen to a lecture that will provide background information on a variety of current issues. Overview of the final assignment (the research report) will be included.

DISCUSSION

Due:  Planned Program Assignment (by midnight, Sunday, April 15th)

4/16  The virtual Children’s and YA library: websites, social software, blogs, and other new technologies.
Guest Lecture:  Cheryl Becker, Public Library Consultant, South Central Library System, Madison, WI. View the powerpoint and listen to the audio file.
Read:  Church, “Your Library Goes Virtual” and Blowers, Weaving a Library Web, ch. 2.
Explore:  Many of the children’s library websites cited in the Blowers chapter (some URLs have changed, but a Google search will usually take you to these sites).

DISCUSSION

4/23  Collections, Selection and Censorship
Read:  Miner, “Reading, Writing & Censorship” (linked from the CCBC site and also the content page) and Fasick & Holt, “Intellectual Freedom and Censorship”
Explore:  CCBC Intellectual Freedom site, including links, sample policies, and “What Ifs”: http://www.education.wisc.edu/ccbc/freedom

DISCUSSION

Due:  Research Assignment (by midnight, Sunday night, April 29th)

4/30  Discussion of Issues Assignment

To launch our discussion of various issues and research topics studied for our final project, each student will be required to create a brief presentation using the (free) VoiceThread presentation tool. Students must post the URL to their VoiceThread presentation to the D2L discussion forum, using a subject line that describes their topic. This initial post of your presentation must be made by the end of the day Wednesday in order to be eligible for full credit. This exercise is meant to replicate the experience of the on-site class presentations, to give on-line students an opportunity to make a presentation to a group (an important and necessary competency for youth services librarians) and to engage in dialog with classmates on the issues and topics explored by other students. See assignment instructions for further detail.

DISCUSSION
ASSIGNMENTS

All assignments should be typed and double-spaced, unless otherwise specified. The form (including organization and mechanics) as well as the content will be considered in grading. All assignments must be posted to the dropbox by deadlines noted. Contact me promptly if an issue prevents you from posting your assignments on time. I will be flexible when needed, but only BEFORE due dates, not after they’ve come and gone.

Students who have special needs regarding the course expectations (e.g. due to physical condition, religious obligations, etc.) please notify me early in the course, so we can make alternate arrangements.

In any case where you need to cite material, please use MLA citation style in your written assignments. (Within the discussion forum, informal citation is acceptable.) If you do not own the most recent MLA style manual, you may use citation help available from EasyBib (http://www.easybib.com), from the Diana Hacker website: http://www.dianahacker.com/resdoc using the Humanities, MLA format; or the citation help within many good online databases such as those from Ebsco. Another very helpful tool for creating MLA bibliographies is the RefWorks database available to all students through the UWM libraries.

(FYI, MLA format is required for this course since librarians serving youth should become very familiar with this citation style. Most high schools require it, and reference questions on this style are relatively frequent in youth service work in both school and public libraries. Additionally, professional librarians should be familiar and comfortable with all common citation styles.)

Guidelines for assignments:

Baby Media Memo

This is a scenario assignment. You are the new youth services librarian in a public library. The library director, Joan Smith, has asked you to assist her with a collection development request. Over the past several months, patrons have requested that the library purchase the videos they have seen advertised on television which claim to be useful tools in helping parents teach their very young children to read. The director has asked for your advice. While the collection development policy of the library
states that materials purchased for the collections are those which have been favorably reviewed in standard library review sources, the policy also indicates that the library will be responsive to the information needs of the community.

You must do some reading and research on this topic. On the content page under “Baby Media Memo resources,” you’ll find a few articles to get you started, but you may do additional reading and research if you wish. Please produce a memo, addressed to the director, which summarizes your professional opinion on not only the possible purchase but also the promotion of these materials in the library collection. Your memo should be about 1 to 1.5 pages long, single-spaced. Additionally, include a final page which you may refer to in the memo, offering the library director a brief bibliography of resources you consulted to make your recommendation. You should include the three articles from the content page if you found them useful in creating your response, cited in MLA style, plus other resources you may have consulted.

This assignment is due to be uploaded to the dropbox on Sunday evening, February 5th, by midnight. It is worth 20 points.

Observation Report

Early in the semester, please make arrangements to observe a library program for very young children (babies, toddlers, preschoolers). Before you make your visit to observe, be sure to complete the readings for baby and pre-school programming (weeks 2 and 3). In your written summary to me, please describe the scene (number of participants, ages, setting, length, and title/theme/purpose as appropriate). Then, reflecting on the elements of baby storytimes presented in the Marino article and/or the six early literacy skills explained in the Ghoting reading, give me a critical evaluation of the program you observe. NOTE: The assessment checklists found in chapter 11 of the Ghoting text should be very useful to you in your observation. What was effective? What might you do differently? The typed paper should be no longer than 4 to 5 pages, double-spaced, and must be submitted to the dropbox by midnight on February 21st.

Webinar Assignment

This professional development exercise meant to expose you to a variety of interesting and timely content and hot topics in youth services. A secondary goal of this assignment is to introduce you to currently available tools for ongoing professional development. In this era of shrinking budgets, attendance at state and national conferences may be difficult, so it’s good to know about the variety of professional development programs available to you online (and often free).

Choose one of the webinars listed on the Course Calendar and view it in its entirety. Most of the webinars are about 1 hour long. Some webinars may require you to log in
or install some software. Write a brief, 1.5 to 2 page (double-spaced) reflection on the webinar, summarizing the content and sharing any new information you acquired. You may include a critical assessment as well (some webinars are great, and others less so – you may be honest). Following this short report, you must use databases or the web to locate 3 additional articles, webpages, blog posts, or other reputable information sources on the topic of the webinar. For example, if you choose the anti-bullying library program topic, locate 3 more sources of information on providing anti-bullying programs and materials in library settings. Provide the complete bibliographic citation in MLA style for each of these 3 resources. Then for each of these 3 articles, write a very brief annotation of 2 to 4 sentences, summarizing the ideas shared by the author.

This assignment must be uploaded to the dropbox Saturday, March 17th, by midnight. It is worth 10 points.

Children's/YA Program Assignment

Each student will create an exemplary library program for children or young adults. You may choose from the following ideas, or feel free to contact me with your own concept and plan. What I want you to produce is the script, outline or thorough plan for a program you are able to use with children, ‘tweens or teens in a public or school library setting. Be sure to begin with a goal for the program and include a way to assess the program’s success. **Your program may be anywhere from 4 to 10 pages in length, is due in the dropbox by midnight, April 15th.**

1. A series of booktalk scripts (see Sullivan chapter 14 from youth programming readings). You may choose a theme and an age group, such as science fiction for teens, non-fiction for middle-school, animal stories for school-age children, etc., or you may choose to offering a variety of materials to a mixed audience. You must write short, original booktalk scripts for five to seven books. Please include the full bibliographic citation, followed by a short, enticing paragraph. Vary your scripts by incorporating several of the various types of booktalks described by Sullivan (plot summary, character sketch, vignette, dialog, etc.). Review examples of exemplary booktalks from Sullivan reading & others for guidance.

2. Plan a collaborative research unit for use in a school library media center. Your finished product should be a lesson plan that includes subject and grade level, a descriptive title, an overview of the project, desired student outcomes, plus resources needed. Also include the roles & responsibilities of the classroom teacher and of the library media specialist and be sure to address AASL Information Literacy Standards covered in the unit (link provided on course content page), or your own state standards for information literacy. Some examples of collaborative lesson planning templates may be found online from
Wisconsin Information Network for Successful Schools (WINSS) under Websites on the Content page. If you use the pull-down menu on the left to choose “Information & Technology” as the subject, you’ll be able to find a wide range of lesson plans broken down by grade level and topic. More succinct plans may be found at the Baltimore County Public Schools site. These samples may be used as guidelines, but it is expected (of course) that your plan is your own original work.

3 Plan a book club session for middle or high school students. Write out a procedure that will include your choice of book and age group (and why this book was selected for this group), a list of five to seven open-ended discussion questions, your plan to publicize or promote the activity, your ideal setting (including displays, snacks, anything else to set the tone for the event), and any other information you care to provide. Also include a list of 5 appropriate titles you could booktalk at the conclusion of the book club session to help students select the next book, with a short statement about each describing why this book might be a good choice for the group. A chapter from Dickerson’s book (full citation in course bibliography) on this topic will be available on the content page to provide you with guidance on creating a good book club plan.

4 Or, if you prefer, create a plan for any new, one-time or ongoing program for children or teens at a school or public library. Some ideas include gaming tournaments or regularly scheduled gaming nights, knitting or other art or craft ideas, guest speaker or author series, community service projects, launching of a teen advisory board, open mic, battle of the bands, etc. Your creativity is encouraged. Please outline a goal for this new program, a target audience, complete & thorough publicity efforts & community partnerships, and a plan or outline for the first event. Feel free to research other successful programs and to informally cite sources for your ideas. See the course bibliography for several good programming sources.

Research Report and Presentation

Many important issues face library professionals who provide services to children and young adults in school and public library settings. I will provide you will have readings plus a lecture that will give you a brief overview of many of these issues.

For this assignment, you will select a topic from the list below that you wish to explore further. Using the research databases and catalogs available to you through UWM’s library or another library, locate a minimum of 5 resources such as research or trade journal articles, book selections (see course bibliography for some suggestions), or other reputable print or online sources relevant to the topic. Pay attention to currency – you want to rely on materials published within the last five or so years if possible.
Read these materials carefully to help you better understand the issue or topic presented. Statistical information is often useful to introduce your paper.

You will submit (to the dropbox) an 7 to 10 page synthesis and analysis of the opinions and findings in the resources you’ve found and read. You must conclude this paper with a paragraph or two stating your (now “educated”) opinion on this topic. Please use MLA style to document parenthetical citation and works cited. The paper is due by midnight on April 29th (this is the Sunday night preceding our final discussion week).

Some issues you may wish to explore include but are not limited to:

- Censorship/Intellectual Freedom
- Restricted access (including internet filtering); Privacy
- “Latchkey” youth & after school programming
- Library services to homeless children & youth
- Library services to incarcerated youth
- Library services to immigrant or non-English speaking families
- School and public library collaboration/cooperation
- Service to homeschooling families
- Connecting boys and books
- Library connections and partnerships with other agencies
- Library outreach with day care centers & preschools
- Summer Library Programs (school age or teen) – new ideas
- Teen Advisory Boards – best practices
- Reference services for children
- Use of IM/Chat, MySpace, etc. to reach children & teens
- Library Instruction & information literacy (school or public)
- CIPA & school libraries
- New literacies & library services – media, digital, visual literacy
- Evaluation of: Programs, Services, Staff, Collections, etc.
- Gaining public support/advocacy
- Publicity and marketing
- Best practices & trends in buildings and facilities for children/YA
- Services to GLBTQ teens
- Using youth or adult volunteers (in public or school libraries)
- Technology planning, implementation, assessment
- Student achievement & the school library media center
- Serving children with disabilities
- Gaming in the library – circulating collections or gaming programs
- Family literacy programs
- Virtual worlds (Teen Second Life) in youth services
- Reading incentive programs such as Accelerated Reader

This list is not comprehensive, simply a place to begin. If you would like to explore
another issue or topic, please do not hesitate to contact me via email. If it is an issue of interest to you, it will likely be of interest to others in the class as well.

**Presentation requirement, worth 10 points and due by Wednesday, May 2\textsuperscript{nd} at midnight (posted to D2L by this time):**

In addition to producing this final paper, you will be expected to provide your classmates with a brief overview or segment of your research and knowledge of the topic. In the past, I have had students simply post a paragraph or two summarizing their research and reflection on the topic to the discussion forum, but that tends to be less interesting and engaging than the experience we have in the on-site version of this class in which students create a PowerPoint presentation and give an oral report of their topic. To replicate that experience we’ll be making use of a social software tool called VoiceThread. ([http://www.voicethread.com](http://www.voicethread.com)) This will require you to create a few (no more than 4 or 5) PowerPoint slides which summarize part of your research and share your new knowledge of the subject.

I will be providing a tutorial for using VoiceThread but I also want to share these thoughts and tips for success:

- Keep your slides simple with short phrases, images, charts of other graphics to capture concepts you wish to discuss orally. It is not good presentation practice to read lengthy text verbatim from PowerPoint slides.
- Although you may want to make some notes for recording your oral presentation, try to stick to bullet points and avoid reading a script. A casual, informal, unscripted presentation will be more enjoyable for the class.
- Try to keep your presentation to somewhere between 5 and 10 minutes. I understand that you may have done a great deal of research and reading, so a good idea might be to share the most interesting, surprising or important things (trends, practices, examples, facts, statistics) that you uncovered. You’re not expected to share every detail of a lengthy paper in this brief presentation – just share a few interesting details and perhaps a resource, article or website you would like to recommend.
- View the VoiceThread tutorial and share tips or ask for help in the Coffee Shop forum.
- Don’t panic. Have fun!
PI 34 Competencies that are met by this class, with assignments listed:
(this is only relevant if you are seeking school library media licensure in Wisconsin)

1.3 demonstrate awareness of local, state, regional and national professional associations and publications.
   Webinar assignment; Research assignment

2.4 demonstrate skills for collaborative planning of curriculum and lessons with teachers.
   School library unit discussion; Program project

3.3 develop and monitor selection policies that include reevaluation and review procedures that insure unrestricted access to information and ideas.
   Intellectual Freedom discussion; Policies discussion

3.7 encourage Intellectual Freedom, free inquiry and access to information.
   Intellectual Freedom discussion; research assignment

3.8 develop and monitor policies that ensure privacy and confidentiality of patrons.
   Policies discussion

4.1 develop, implement and revise collection management policies and procedures that reflect school's philosophy, goals, and objectives.
   Discussion; research assignment

4.3 use appropriate collection management principles and procedures for selection and evaluation of resources in collaboration with teachers.
   Discussion

4.5 ensure that evaluation and selection process reflects cultural diversity and pluralistic nature of American society and supports variety of instructional strategies and learning styles.
   Discussion and research assignment

7.2 collaboratively plan with other faculty to provide instructional activities, resources and opportunities that respond to students' learning styles.
   Planned program project

7.4 plan for development of students' reading, listening, viewing and critical thinking skills.
   Class discussion

7.6 motivate and guide elementary and secondary students in appreciating literature.
   SLP and other school age programs discussion & issues