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.
Select and utilize all formats of library materials for library services and programs for children and young adults.

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 D2L 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 session. 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 session’s discussion will begin on Monday morning and end on Wednesday evening, or begin on Thursday morning and end on Saturday evening. (Note: There are two 2-day sessions due to Memorial Day and July 4th holidays – pay close attention to dates on the schedule & in D2L.) Sundays are “no post” days – time to recover & work on your various assignments. Please make your contributions to our discussion during the
assigned session; the discussion forum will remain open, but hopefully, postings after the final day will be minimal. There is a 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.

I'll be writing a discussion starter or a few questions at the beginning of each session. 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 session)**

<table>
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<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

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Class Participation</td>
<td>60</td>
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<tr>
<td>Baby Media Memo</td>
<td>20</td>
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<tr>
<td>Observation report</td>
<td>20</td>
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<tr>
<td>Online quizzes (two)</td>
<td>10</td>
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<tr>
<td>Planned program assignment</td>
<td>20</td>
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<tr>
<td>Webinar assignment</td>
<td>10</td>
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<tr>
<td>Research Report</td>
<td>40</td>
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<tr>
<td>Research presentation (VoiceThread)</td>
<td>10</td>
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UWM Grading Scale:

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<th>Grade</th>
<th>Range</th>
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<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>91-95.99</td>
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<tr>
<td>B+</td>
<td>87-90.99</td>
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<td>B</td>
<td>84-86.99</td>
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<td>B-</td>
<td>80-83.99</td>
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<tr>
<td>C+</td>
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<td>D-</td>
<td>60-63.99</td>
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<td>F</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/](http://www4.uwm.edu/sois/programs/graduate/mlis/policies/).

COURSE CALENDAR

**May 29-30**  Introductions; Programming for the very young
Begin by viewing my course introduction video on the Welcome page
Read:  Marino, “B is for Baby, B is for Books”; Prendergast, “Beyond Storytime: Children’s Librarians Collaborating in Communities”
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

**DISCUSSION**

**May 31-June 2**  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.

DISCUSSION

Due June 2 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 details.

June 4-6 Programming for school-age children (5-12)
Listen to: NPR interview with Jon Scieszka

Due: Observation Report (in dropbox by midnight on Monday, June 11)
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.
June 11-13  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.

June 14-16  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

June 18-20  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

June 21-23  Digital natives  
Read:  Burek Pierce, chapter 3 (p. 50-85)  
Read:  Levine, “Why Gaming?”  
View:  Schmidt & Houghton-Jan presentation, “Engaging Youth on Their Own Terms”  
DISCUSSION

Due:  Planned Program Assignment (by midnight, Saturday June 23rd)

June 25-27  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)  
View:  Issues lecture. Overview of the final assignment (the research report) will be included.  
NO DISCUSSION forum this week – time off from that responsibility to work on your Webinar assignment (see assignments for more detail)

Due:  Webinar assignment (by midnight, Wednesday, June 27th)
June 28-30  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

July 2-3  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

July 5-7  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 Friday July 6th 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.

Due: Research Report, Saturday July 7th, by midnight.

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 (written office correspondence),
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 at the end of our first week, on Saturday, June 2nd by midnight. It is worth 20 points.

Observation Report

As soon as possible, 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 (sessions 1 and 2). 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, and the new 5 early literacy practices, 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. Citations to Ghoting or Marino are not required; additional research beyond these resources is not expected.

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, Saturday June 23rd.**

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.

Webinar Assignment

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).

Choose one of the webinars listed below (also linked on D2L) 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 Wednesday, June 27th
by midnight. It is worth 10 points. There will be no discussion forum for this session in order to give you time to complete this “independent study” assignment.

- Hosting a mock Newbery - [http://www.opal-online.org/MockNewbery20091014](http://www.opal-online.org/MockNewbery20091014)
- E-rate, CIPA and Library Filters: What you Need to Know - [http://infopeople.org/training/e-rate-cipa-and-library-filters](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](http://infopeople.org/training/re-energizing)
- Battling Bullying with Books: Celebrate No-Name-Calling Week - [https://alapublishing.webex.com/alapublishing/lisr.php?AT=pb&SP=EC&rlD=3145512&rKey=99e752d137528da2](https://alapublishing.webex.com/alapublishing/lisr.php?AT=pb&SP=EC&rlD=3145512&rKey=99e752d137528da2)
- 30 Ways to Reach Reluctant Readers in 60 minutes – [http://connectpro87048468.na5.acrobat.com/p95101631/?launcher=false&fcsContent=true&pbMode=normal](http://connectpro87048468.na5.acrobat.com/p95101631/?launcher=false&fcsContent=true&pbMode=normal)
- Serving Teens in the 21st century - [https://connectpro87048468.na5.acrobat.com/p55129363/?launcher=false&fcsContent=true&pbMode=normal](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](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](http://vimeo.com/16507038)
- Supporting Early Literacy through Language-Rich Environments - [https://alapublishing.webex.com/alapublishing/lisr.php?AT=pb&SP=EC&rlD=3602887&rKey=4602435d34c2286e](https://alapublishing.webex.com/alapublishing/lisr.php?AT=pb&SP=EC&rlD=3602887&rKey=4602435d34c2286e) (click “playback”)

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.
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 with 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) a 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 our final day of class, Saturday, July 7th.

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 or public libraries
New literacies & library services – media, digital, visual, transliteracy
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 Friday, July 6th 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 on their topic. To replicate that experience we'll be making use of a social software tool called VoiceThread. (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. You may also use Camtasia Relay or another tool that will allow you to produce a brief narrated presentation you may share with the class.

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