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:
- Develop and evaluate library services and programs for children and young adults in a variety of settings.
- Define and incorporate early literacy skills in developmentally appropriate programs.
- Plan effective and appropriate library programs for children and young adults.
- Understand policy and service issues related to intellectual freedom.
- Incorporate new technologies in the provision of library services & programs for young people.
- 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 week): 4 weeks graded by instructor and 1 week self-assessed by student (will be assigned)**

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<th>5 point Participation</th>
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<th>3-2 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>
<td>Class Participation</td>
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<td>Baby Media Memo</td>
<td>5</td>
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<tr>
<td>Observation report</td>
<td>10</td>
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<td>Online quizzes (two)</td>
<td>5</td>
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<td>Planned program assignment</td>
<td>10</td>
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<td>Webinar assignment</td>
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<td>Research Report</td>
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<td>Presentation</td>
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### UWM Grading Scale:

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<td>A-</td>
<td>91-95.99</td>
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<td>70-73.99</td>
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<td>B+</td>
<td>87-90.99</td>
<td>D+</td>
<td>67-69.99</td>
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<td>B</td>
<td>84-86.99</td>
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<td>80-83.99</td>
<td>D-</td>
<td>60-63.99</td>
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<td>C+</td>
<td>77-79.99</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

**Unit 1: May 28-29**  
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  
View: Libraries are for babies, too! (optional)

**DISCUSSION**

**Unit 2: May 30-June 1**  
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.

**DISCUSSION**

**Due June 1 midnight:** Baby Media Memo  
Note that a few supporting articles and links to complete this assignment are included on the Content Page. You do not need to read/use all of these – just some resources to get you started. See Assignments for more details.

**Unit 3: June 3-5**  
Programming for school-age children (5-12)


Listen to: NPR interview with Jon Scieszka

**DISCUSSION**

**Unit 4: June 6-8 SLP and other incentive programs**


Review: Chapter 17 from last week’s Sullivan reading

View video: “Summer Reading”

http://www.readingrockets.org/webcasts/3002/

View video: “Altruistic Summer Library Programs”

Browse: Collaborative Summer Library Program and California SLP websites

**DISCUSSION**

**Due:** Observation Report (in dropbox by midnight on Monday, June 10)

**Unit 5: June 10-12 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**

**Unit 6: June 13-15 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.

**Unit 7: June 17-19 Understanding Young Adults**

Read: Burek Pierce, p 1-49 (introduction & first 2 chapters); Flowers, chapter 1 - “Background and Theory”

Quiz: After completing the Burek Pierce reading, take the quiz. You will have 30 minutes to complete the quiz.

Browse: Gorman, “The Language of the Librarian Serving Teens”

**DISCUSSION**

**Unit 8: June 20-22 Young adults in the digital world & gaming; evaluating youth programs**

Read: Burek Pierce, chapter 3 (p. 50-85)


View: Serving Teens in Libraries (mp4 video)

**DISCUSSION**
Due: Planned Program Assignment (by midnight, Saturday June 22nd)

Unit 9: June 24-26 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. NO DISCUSSION forum this session – time off from that responsibility to work on your Webinar assignment (see assignments for more detail) and/or final paper.

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

Unit 10: June 27-29 The virtual Children’s and YA library
Read: Church- “Your Library Goes Virtual,” Agosto - “More than Books” and Fasick & Holt -“Changing Media – Changing Services”
DISCUSSION

Unit 11: July 1-3 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 privacy”
Explore: CCBC Intellectual Freedom site, including links, sample policies, and “What Ifs”: http://www.education.wisc.edu/ccbc/freedom
DISCUSSION

Unit 12: July 5-6 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 either Camtasia Relay available to UWM students or the (free) VoiceThread presentation tool available online. Students must post the URL to their 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 5th 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. A tutorial on the use of Relay and Voicethread will be available on the Content page.

Due: Research Report, Saturday July 6th, 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, you may use either MLA or APA citation. (Within the discussion forum, informal citation is acceptable.)

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 may include articles from the content page if you found them useful in creating your response, cited in either MLA or APA 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 1st by midnight.

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 3 to 5 pages, double-spaced. Citations to Ghoting or Marino are not required; additional research beyond these resources is not expected. This assignment is due Monday, June 10th, uploaded to the dropbox by midnight.
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 22nd.

1 Plan a booktalking or other materials promotion program. For example, the content of your program could be 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. Be sure to consider your goals and how you will evaluate the success of the program.

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), Baltimore County Public Schools, and elsewhere, including AASL’s new lesson plan database: http://aasl.jesandco.org/ 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 or other media 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. Be creative & flexible with this one!

4 Finally, you may 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.

I have found a good outline for this program planning assignment here: http://www.slideshare.net/palaulibraries/library-program-planning. I will post this to the Welcome page several weeks before the assignment is due.

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 webinars under “Find Training” on this page. Infopeople out of California also has some great archived webinars.

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.

- No Name Calling: Addressing Bullying through Books - https://alapublishing.webex.com/cmp0307l/webcomponents/docshow/docshow.do?javaEnable=true&siteurl=alapublishing&rd=0.9413212699655311
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) a 6 to 8 page paper summarizing and analyzing what you’ve found and read. Your conclusion may include your educated opinion on this topic. You may use either MLA or APA style. The paper is due by midnight on our final day of class, Saturday, July 6th.
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 5 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 of their topic. To replicate that experience we'll be making use of either Camtasia Relay or 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. Alternatively, you may use Prezi or another tool as a visual.
I will be providing a tutorial for using these tools, 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