INFOST 745 Library Services for Children and Young Adults

On-line – Fall 2018

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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.

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.

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.

LEARNING OUTCOMES

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

1. Demonstrate understanding of language acquisition, brain studies, and other current scientific and social research related to youth development.
2. Incorporate early literacy skills and knowledge of youth development in appropriate and effective programs for children and adolescents
3. Evaluate library services and programs for children and young adults in a variety of settings
4. Critique policy and service issues related to youth collections and programs
5. Employ new technologies in the provision of library services & programs for young people
6. Examine recent research on current topics in library services and resources for children and young adults and summarize and reflect on new knowledge.

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 and YALSA’s Teen Services Competencies for Library Staff.

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 selections that interest you. 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); 3 weeks graded by instructor and 1 week self-assessed by student (will be assigned)**

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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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<td>Responds to discussion questions/prompts thoroughly and succinctly, adding insight and extended information. Cites course materials and other resources, 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/prompts. 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/prompts. Comments show some thought. Sometimes acknowledges classmates and engages in dialogue. Participates several times throughout the session (Saturday &amp; Sunday only).</td>
<td>Rarely responds to discussion questions/prompts. 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  20 points
Storytime assignment
  • Storytime idea (STEM, aside) -- paper  10 points
  • Picture book reading – video  5 points
Observation report  10 points
Online quizzes (two)  5 points each
Planned program assignment  10 points
Research Presentation  10 points
Research Report  25 points
TOTAL  100 points

UWM Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96-100</td>
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<td>A-</td>
<td>91-95.99</td>
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<td>B+</td>
<td>87-90.99</td>
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Many university policies affect all SOIS students. Links to these policies may be accessed through a PDF-document maintained by the Secretary of the University: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). Please review this document carefully to be aware of issues related to academic misconduct, religious observance, students with special needs and circumstances, etc.

COURSE CALENDAR

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<tr>
<th>Unit:</th>
<th>TOPICS:</th>
<th>READINGS &amp; CLASS MATERIALS:</th>
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| Week 1 9/4-9 (6 days) | Introduction Welcome, syllabus & assignment overview | • Course introduction and syllabus overview (video)  
• ALSC and YALSA Competencies  
• PowerPoint slides: Core Competencies |
兿 Jane Marino’s presentation on her Mother Goose Time program (video) |
| Week 3 9/17-23 | Programs for preschoolers |兿 Textbook: Ghoting & Martin-Diaz. *Storytimes for everyone*, Part I (Introduction and Chapters 1-5)
兿 Every Child Ready to Read website: [http://everychildreadytoread.org](http://everychildreadytoread.org)
兿 Ghoting’s Early Literacy website: [http://www.earlylit.net](http://www.earlylit.net)
兿 Storytime videos to guide discussion (available on the D2L site)
兿 Take quiz based on the material in chapters 1-5 of the text. You will have 30 minutes to complete the quiz. It is available to you from 9/17 through 23. (Learning Outcome #1) |
| Week 4 9/24-30 | Programs for preschoolers, contd. |兿 Textbook: Ghoting & Martin-Diaz. *Storytimes for everyone*, Part II. Read Chapter 6 and browse the other chapters in Part II for model storytimes, asides, craft ideas, and other valuable content that will help you complete this week’s assignment.
兿 Screen Sense website: [http://www.zerotothree.org/parenting-resources/screen-sense](http://www.zerotothree.org/parenting-resources/screen-sense)
兿 PowerPoint slides: Every Child Ready to Read 2
兿 Assignment due THURSDAY 9/27: Storytime idea with STEM and aside. (Learning Outcome #2)
兿 Assignment due SUNDAY 9/30: upload YouTube video link of your picture book reading. (Learning Outcome #2 and #5) |
• Fasick, A.M. (2011). *From boardbook to Facebook: Children’s services in an interactive age*. Chicago, ALA. Chapter 3 - What has changed for children from five to nine?  
• PowerPoint slides: Children’s Services and Programs |
• Chapter 17 from last week’s Sullivan reading  
• Altruistic summer reading programs (video)  
• Collaborative Summer Library Program website  
• PowerPoint slides: Summer Reading  
Assignment due – Observation Report due 10/14 by midnight. (Learning Outcome #3) |
| Week 7 10/15-21 | Serving all children and teens | • Naidoo, J.C. (2014). *The importance of diversity in library programs and material collections for children*. Chicago: ALSC.  
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<th>Week 8 10/22-28</th>
<th>Teens</th>
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<tr>
<td>Introduction</td>
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<td>Adolescent development</td>
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- Search Institute, 40 Development assets for teens.

After completing the Burek Pierce reading, take the quiz which is based on this reading. You will have 30 minutes to complete the quiz. The quiz is available to you from Monday 10/22 through midnight 10/28. (Learning Outcome #1)

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<th>Week 9 10/29-11/4</th>
<th>Teens, contd.</th>
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<td>Spaces</td>
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<td>Programs</td>
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<td>Services</td>
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PowerPoint slides: Teen Services

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<th>Week 10 11/5-11</th>
<th>Teens, contd.</th>
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<td>Technology</td>
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<td>Gaming</td>
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<td>Virtual library services</td>
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<th>Week 11 11/12-18</th>
<th>Promotion and Assessment</th>
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| Week 12 11/19-25 | Outreach  
Partnership  
Marketing  
Evaluation of services | Columbus PL Ready to Read video: [https://youtu.be/DIUftyh4Su4](https://youtu.be/DIUftyh4Su4)  
Due 11/18 by midnight: Planned Program Assignment (Learning Outcome #2) |
| --- | --- | --- |
| Week 13 11/26-12/2 | Youth Services Policies  
• Privacy  
• Intellectual freedom  
• Behavior  
• Legal issues | Textbook: *Velásquez, Real-World teen services*, chapters 4-6  
Wagner & Wronka, “Youth Services Policies and Procedures” (from Staerkel book)  
Youth Services Division Policy of Louisville Public Library  
Wisconsin Public Library Policy Resources (DPI) [http://pld.dpi.wi.gov/pld_policies](http://pld.dpi.wi.gov/pld_policies)  
Discussion activity (Learning Outcome #4) |
| Week 14 12/3-9 | Intellectual Freedom  
• Censorship  
| Week 15 12/10-13 (4 days) | Conclusion  
• Research presentations  
• Course evaluations | No readings for this final week which will include a few more days, into the partial final week of class.  
You will be required to post a presentation to the discussion forum by Wednesday midnight (5/2) as directed in the Assignment section below. View and comment on a minimum of 3 of your classmates’ presentations to meet expectations for participation.  
Due Wednesday 12/12 by midnight: presentation posted to the discussion forum. Also post link to appropriate dropbox folder. (Learning Outcome #5)  
Due Thursday 12/13 by midnight: research paper, uploaded to the dropbox. (Learning Outcome #6) |
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.

In any case where you need to cite material, you may use either MLA or APA citation. Be accurate with whichever style you choose. (Within the discussion forum, informal or brief citation is acceptable.)

Storytime idea with STEM and aside + Picture book reading video

During Weeks 3 and 4, guided by readings from the Ghoting & Martin-Diaz text, we will be learning about how to plan storytime programs that incorporate early literacy skills. In Chapter 5 and Chapter 6 of the text, the authors introduce ways to not only instill early literacy experiences for children, but also ways to incorporate math and science concepts into a storytime program (chapter 5), and ways to inform parents and caregivers present at storytime about ways that they might support their child’s development (Chapter 6) through “asides.” Part 1 of this assignment is your written, original storytime concept or plan which incorporates both STEM concepts and an aside for the adults.

Your written submission to the dropbox and your post to the class should include the following elements:

- A target age group and theme or concept for the storytime
- A particular picture book (provide title, author & link to Amazon page so that we can see the cover or illustrations) you might share with the group
- An idea for including a science or math concept during this program. It might be before or after the picture book reading. See Chapter 5, plus the many sample storytimes that make up the 2nd half of the text. This may be very brief (p. 148 has a “counting children’s shoes” activity), or more detailed (the magnet activity on p. 153).
- One “aside” that explains an early literacy component, that gives an example, or that empowers adults. Identify which of the 3 different kinds of asides you’ve chosen to write (chapter 6). Also identify which early literacy component your aside supports (Chapter 12). A really good planning form for this may be found on p. 173 of the text.

Note that I am not asking for a full program plan such as the text provides in chapters 7, 8, and 9, although these will be helpful to browse not only for this assignment but also for your observation report due later. You will simply be finding a suitable picture book, composing an aside for adults, and coming up with a coordinated way to include science or math concepts. I expect this might be 1 to 2 pages, double spaced.

This written assignment will be a contribution to the Week 4 Discussion Forum and must also be uploaded to the dropbox by the date indicated in the course calendar above.

Part 2 of this assignment requires that you create a video of yourself reading the picture book you chose for this assignment. Your video should be no more than 5 minutes in length, and it should include your aside, either at the start of the reading or at the end of the reading. Consider the videos from week 3’s activity as a model, and exhibit the practices we’ve learned about to provide early literacy experiences for a hypothetical storytime
group (you will have no audience, but you should read the book as if you were sharing it with children and their caregivers at a storytime). You are not required to post this video to the class discussion. The easiest way to submit this video is to post it to YouTube and specify privacy settings so that only those with the URL may access it. Submit the link on a document in the dropbox. After you have read your feedback, you may delete your video from YouTube if you wish. Alternatively, you may save the video in a playable format (.mp4 for example) and submit it as a file to the dropbox. You may record with a webcam or even a smartphone. Upload your link or file to the dropbox by the date indicated in the course calendar above.

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 - 4). 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 video, and/or the five early literacy components explained in the Ghoting reading, give me a critical evaluation of the program you observe. 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 the date indicated in the course calendar above.

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. A plan for evaluation is an important aspect of this assignment – reviewing the Flowers reading for week 11 should be helpful with this aspect of your paper. Your program may be anywhere from 4 to 10 pages in length, is due in the dropbox by the date indicated in the course calendar above.

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 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!

3 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, a plan or outline for the first event, and an idea for assessing the program. 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.

Research Report

Many important issues face library professionals who provide services to children and young adults. For this assignment, you will select a topic from the list below that you wish to explore further. Using sound research strategies, locate a minimum of 8 sources such as journal articles (a mix of scholarly and professional is fine), book selections (see course bibliography for some suggestions), or other reputable print or online resources relevant to your 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 8 to 10 page paper summarizing and analyzing your topic. Page limits exclude cover page and references. You may use either MLA or APA style. The paper is due as indicated in course calendar above.

In addition to your paper, you should prepare a presentation for the class. This is to be posted to the discussion forum during our final week together. These issues presentations will be the foundation of our last week of discussion. Techsmith Relay is no longer supported by SOIS, so you may use another tool of your choice. Some suggestions are CaptureSpace Lite (http://uwmltc.org/?p=13291), Screencast-o-matic (https://screencast-o-matic.com/), Voicethread (https://voicethread.com/), or something else. Using the recorded in Powerpoint also works, although classmates without that software may not be able to view it. Your presentation should be between 8 and 10 minutes in length (or thereabouts). The presentation is due as indicated in course calendar above.

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

- Censorship and self-censorship
- Library services to homeless children & youth
- Library services to incarcerated youth
- Library services to immigrant or non-English speaking children and families
- School and public library collaboration/cooperation
- STEM/STEAM in children’s services
- Service to homeschooling families
- Connecting boys and books
After school programming
Partnerships with other agencies
Outreach
Teen Advisory Boards – best practices
Use of social media to reach children & teens
Makerspaces for children and/or teens
Library Instruction & information literacy (school or public)
New literacies & library services – media, digital, visual literacy, transliteracy
Evaluation of: Programs, Services, Staff, Collections, etc.
Gaining public support/advocacy
Publicity and marketing of youth services
Best practices & trends in buildings and facilities for children or young adults
Services to GLBTQ teens, families
Serving children with disabilities (choose one group)
Gaming in the library – circulating collections or gaming programs
Family literacy programs
Reading incentive programs such as Accelerated Reader
Restricted access (including internet filtering); Privacy

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.