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. 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)**

<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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<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 25 points
Storytime idea (STEM & aside) 10 points
Observation report 10 points
Online quizzes (two) 10 points (5 each)
Planned program assignment 10 points
Webinar assignment 10 points
Research Report 25 points

TOTAL 100 points

UWM Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
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<tr>
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<td>F</td>
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For additional SOIS academic policies please go to http://www4.uwm.edu/sois/programs/graduate/mlis/policies/.

COURSE CALENDAR

Unit 1: July 6-8  Introductions; Programming for the very young
Begin by viewing 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.
Also browse: ALSC and YALSA Competencies
View: Jane Marino’s video presentation on her Mother Goose Time program
View: Libraries are for babies, too! (optional)

DISCUSSION

Unit 2: July 9-10  Working with toddlers and pre-schoolers: early literacy
Read: Ghoting, Saroj. Storytimes for Everyone, Part I (Introduction and Chapters 1-5)
Explore: Every Child Ready to Read website & Saroj Ghoting’s Early Literacy website
View: Early literacy videos from Oakville PL, linked to Content page
Quiz: After completing the Ghoting & Martin-Diaz reading, take the quiz which is based on the material in chapters 1-5. You will have 30 minutes to complete the quiz.

DISCUSSION

Unit 3: July 13-15  Working with toddlers and pre-schoolers: early literacy, continued
Read & Browse: Ghoting, Saroj. 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.

Read: Ghoting & Klatt, Chaper 9 “Spanning the Ages: Mixed-Age Storytimes.”

**DISCUSSION**

**Due:** Storytime idea with STEM and aside (in dropbox TUESDAY July 14 by midnight, plus post summary to discussion forum as instructed)

**Unit 4: July 16-18** Programming for school-age children (5-12)
Read: Sullivan, Michael. Fundamentals of Children’s Services, chapter 2 “Principles” and Part IV “Programming”; Connecting Boys and Books, chapter 2, “The Reading Gap”; Fasick, “What has changed for children from five to nine?” (From boardbook to Facebook, chapter 3).

Listen to: NPR interview with Jon Scieszka

**DISCUSSION**

**Due:** Observation Report (in dropbox by midnight on Wednesday July 22)

**Unit 5: July 20-22** 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 website

**DISCUSSION**

**Due:** Planned Program Assignment (by midnight, Saturday August 1)

**Unit 6: July 23-25** 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: July 27-29** 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: July 30 – August 1** 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**
Unit 9: August 3-5  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, August 5)

Unit 10: August 6-8  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: August 10-12

Read: Kachel & Lance - “Librarian Required”; Harvey - “People” (Chapter 2 of 21st Century Elementary Library Media Program); and AASL pages on 21st Century Standards and the Common Core State Standards.

DISCUSSION

Unit 12: August 13-15 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

Due: Research Report, Saturday August 15, 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:

**Storytime idea with STEM and “aside”**

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.” During Week 4’s online discussion, you will be sharing an original storytime concept or segment with the class which will incorporate both STEM concepts and an aside for the adults.

Your post 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, during 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 and 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 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.

**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 (units 1-3). In your written summary, 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.
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 Content page 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 either APA or 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 by the date indicated in the course calendar above. 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. A plan for evaluation is an important aspect of this assignment – reviewing the Flowers reading for week 10 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/paloalibraries/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 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 other resources available to you through UWM’s library or another library, locate a minimum of 5 sources 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 the final day of classes, Saturday, August 15th.

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

- Censorship/Intellectual Freedom (youth collections & services)
- 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
STEM in children’s services
Service to homeschooling families
Connecting boys and books
“Latchkey” youth & after school programming
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
Use of IM/Chat, Facebook, Twitter & other social media to reach children & 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
Using youth or adult volunteers (in public or school libraries)
Serving children with disabilities
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.
**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