COURSE SYLLABUS
IS 573:
Programming for Children & Young Adults
Fall 2016

Last update: 08/20/16

Course Section:	**001 (CRN 45142) and 002 (CRN 45143), online**
Meeting Time and Place:	**Mondays, 6:30 – 9:10 p.m., Cyberspace!**
Course Credit Hours:	**3 Graduate Hours**

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COURSE DESCRIPTION AND VALUE PROPOSITION

"Philosophy and objectives of public and school library services for children and young adults. Reading, listening, and viewing guidance for individuals and groups. Program planning, implementation and evaluation." (SIS Graduate Student Handbook)

This course is both practical and conceptual. You will acquire specific tools and knowledge that you will use every day when you work with youth, and you will also understand the best current principles and philosophy supporting service to youth, so that as change happens – and it will – you will be well prepared to embrace and even lead that change. On an even more practical note, this course will help you get a job in a school, public or other youth-centric information venue. Finally, Intellectual Freedom is a foundational tenet of our field and we must learn to separate our personal beliefs from our professional behaviors. This class will help you clarify your beliefs in relation to children, and help you practice operating from a professional rather than personal stance.

NOTE: This class focuses on "whole person" rather than curriculum-based programs in schools and public libraries. The INSC 551 class is where you will learn more about creating lesson plans and curriculum-related programming.

STUDENT LEARNING OUTCOMES
You will be able to:
- Design and deliver developmentally appropriate educational and recreational programming for youth, from birth through high school;
- Use appropriate media (including print) and technology in youth programming and services, to promote literacy and reading;

- Demonstrate how programming fits within the mission and learning goals of libraries;
- Use professional development resources to create or improve programming;
- Discuss the history and evolution of programming in public libraries;
- Develop and evaluate policies related to sensitive issues in youth services;
- Use community information to network with agencies and non-profit groups at the local, state, regional, and national levels to support and/or leverage programming for youth.

LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important.

My approach to teaching is based on Malcolm Knowles' view of adults as learners, and on John Dewey's ideas about active (versus passive) learning. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. What this means for us is that I am expecting active participation to create a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You will also be selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

There are several different kinds of learning activities in this class, including but not limited to papers, group work, polls or surveys, brief presentations, and lectures. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time. There may be times in our class when out-of-class preparation may substitute for in-class time, for example listening to pre-recorded lectures, and any reduced in-class hours will be noted ahead of time.

Instructional techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections through blogs and discussion board postings. Class sessions are 2 hours and 40 minutes long, including a 10-15 minute break.

TEXTS FOR THE COURSE

Required: None

Recommended (but not required) – This is just a taste of the many approaches to services, policies, and programming, so use it as a jumping off point and have fun exploring!
- Bolan, Kimberly. 2009. *Teen Spaces: The Step-by-Step Library Makeover*, 2nd ed. Chicago, American Library Association.
- Booth, Heather and Karen Jensen. 2014. *The Whole Library Handbook: Teen Services.* Chicago: ALA.

- Braun, Linda. 2012. *Being a Teen Library Services Advocate*. Chicago: Neal-Schuman.
- Fasick, Adele M. 20ll. *From Boardbook to Facebook: Children's Services in an Interactive Age*. Santa, Barbara, CA: Libraries Unlimited.
- Fox, Mem. 2008. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*, 2nd edition. New York: Mariner Books.
- Stoltz, Dorothy, Marisa Conner, and James Bradberry. 2015. *The Power of Play: Designing Early Learning Spaces*. Chicago: ALA.
- Trelease, Jim. 2006. *Read Aloud Handbook*, 6th edition. New York: Penguin.
- Tuccillo, Diane. 2010. *Teen-Centered Library Service: Putting Youth Participation into Practice*. Santa Barbara, CA: ABC-CLIO, LLC.
- Velásquez, Jennifer. 2015. *Real-World Teen Services*. Chicago: ALA

Assigned readings – unless indicated otherwise – are on our class **Blackboard Learn** *(hereafter* **Bb***) space. An additional list of reference resources is provided at the end of the syllabus. The list is meant to get you started and is not comprehensive.*

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Blackboard Learn, Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:
- Technology at SIS – www.sis.utk.edu/sis-technology
  - o For online support during class, scroll down the page until you see the section entitled, "Real Time, Live Class Meetings Using ZOOM"
- UT Office of Information Technology: https://oit.utk.edu/Pages/default.aspx
  - o There's a link to the OIT HelpDesk on the upper left side of the page.

Each semester there are "Test Flights" where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv (UTKSIS-L@LISTSERV.UTK.EDU) and at the LiveOnline@UT site (https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx).

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS
Methods of Documentation for Assignments
Information Science is a multi- and inter-disciplinary field and you will encounter many citation styles – both as lifelong learners and as authors – including APA, MLA, and the Chicago Manual of Style. For that reason, as long as you are consistent in how you apply your choice, you may choose any major citation system.
In general, your essays and papers should be double-spaced, paginated (insert page numbers), with 1" margins, in 12-point type. Title pages are optional, but papers should

always have a title – even if you simply restate the assignment name. References should be present when needed. Put your name on everything you turn in for class.

Penalty for Late Work
Except by **prior agreement**, one (1) point per business day may be deducted for written or oral work not submitted by class time on the due date. "**Prior arrangement**" means at least 24 hours prior to the original time scheduled for the presentation or assignment.

Active Class Participation
You must do more than show up for class. You will be present and engaged during and after class; start and contribute to posts on Blackboard, and bring related materials to the attention of the instructor or your fellow students. Blackboard contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning **community**. Quality of contribution is much more important than quantity.

Assessment and Evaluation
There will be a variety of assessments used in this class, both formative (along the way, usually ungraded), and summative (at the end of class, usually graded). The assessments will include but not be limited to feedback during class, required blog/forum posts, presentations, observations and reflections, and various other assignments that are described in detail on our Bb class space. *The quality, clarity, and organization of your writing will impact your evaluations.*

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale (see http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=searc h#Grades__Credit_Hours__and_Grade_Point_Average) for graduate students, and the scale below is what I use to convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be 13/15 = .87 x 100 = 87, or a B+.

Converting Points to a Letter Grade

A	93 – 100 points	Superior performance Well-written; well-organized
B+	85 – 92 points	Better than satisfactory Well-written; well-organized
B	80 to 84 points	Satisfactory performance Well-written; traceable line of thinking
C+	75 to 79 points	Less than satisfactory Unclear or confusing writing; disorganized
C	70 to 74 points	Performance well below the standard expected
D	60 to 69 points	Clearly unsatisfactory
F	0 points	Extremely unsatisfactory

You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me, and you must present a reasoned argument and/or valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Note on "Incompletes"
Based on University of Tennessee and SIS policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An "F" is submitted for students who simply disappear without contacting the instructor and without completing the required form. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto= search#Grade_of_Incomplete.

HOW TO BE SUCCESSFUL IN THIS CLASS
Be present, be intellectually curious, ask and answer questions, and engage equally with your peers and with me.

UNIVERSITY POLICIES
Class Attendance Policy
Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. If you do miss class, be sure to listen to the archived lecture/discussion and let me know if you have questions.

Class Cancellation
Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via **Bb**. More information about the School's cancellation policy is available at www.sis.utk.edu/courses/guidelines.

Academic Honesty
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort of any sort unless previously approved. (See also the Graduate School Catalog, "Academic Honesty," http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto= search#Academic_Honesty).
COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. The full address for ODS is 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@utk.edu.

Student Support

Each student should be aware that he/she has a web of available support services at UTK, starting with me (course instructor), your advisor, and the SIS administration. For more information, see the SIS "Course Wellness" guidelines at www.sis.utk.edu/courses/guidelines.

Hodges Library's Information Sciences Page

- Information Science LibGuide (library guide) – http://libguides.utk.edu/infosci
- Our Information Sciences librarian is Margaret Casado, http://libguides.utk.edu/profile.php?uid=15558

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, but students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:
http://civility.utk.edu/.

EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at http://safety.utk.edu. Check the emergency posters near exits and elevators for building specific information.
In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines

ACADEMIC INTEGRITY

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

KEY RESOURCES FOR STUDENTS:

· Undergraduate Catalogs: http://catalog.utk.edu (Listing of academic programs, courses, and policies)
· Graduate Catalog: http:- http://catalog.utk.edu/index.php?catoid=2
· Hilltopics: http://dos.utk.edu/hilltopics (Campus and academic policies, procedures and standards of conduct)
· Course Timetable: https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
· Academic Planning: http://www.utk.edu/advising (Advising resources, course requirements, and major guides)
· Student Success Center: http://studentsuccess.utk.edu (Academic support resources)
· Library: http://www.lib.utk.edu (Access to library resources, databases, course reserves, and services)
· Career Services: http://career.utk.edu (Career counseling and resources; HIRE-A-VOL job search system)

Assignment Schedule
Note: All assignments are due BEFORE the start of class on date indicated.
Details are included in this syllabus.

Assignment	Points	Post, File or Present
Programming Assignments (choose one from each age group, 10 points each)	40	• File each one in "Assignments" • Post on the age-appropriate discussion board to share with your peers.
Observations (complete 2, 10 points each)	20	Post to age-appropriate discussion board
Program/Kit in a Bag	10	• File in "Assignments" • Post on the age-appropriate discussion board to share with your peers.
Tech Tools	10	Post on "Tech Tools" discussion board
Final Project (group): 1. Paper 2. Presentation 3. Reflection	20	• Paper filed by one group member in "Assignments" • Presentation in class; slides and extras posted to Final Project discussion board, or if you have an advocacy piece, you'll upload it to YouTube • Reflection filed individually (by everyone) in "Assignments" •

Weekly Schedule for Fall 2016

August 22 (Meeting 1) – Overview, What is Programming?
DUE today – Blackboard Post
- BEFORE CLASS
    - Introduce yourself on the "Introductions" Blackboard (Bb) forum
    - Look over the syllabus and weekly schedule and bring your questions with you

August 29 (Meeting 2) – Programs and Services for Birth to 24 Months
Read for today
- Marino. Jane. 2003. Ch 1 – "Babies in the Library," in *Babies in the Library*. Lanham, MD: Scarecrow Press.
- Stoltz, Dorothy, Conner, Marisa, and Bradberry, James. 2015. Ch 3 – "Activating the Power of Play," Ch 4 – "Guideposts for the Journey," and Ch 6 – Simple Practices, in *The Power of Play: Designing Early Learning Spaces*. Chicago: ALA.

Watch for today
- Richardson Lapsit and Sunnyvale Lapsit programs (in "Course Materials")

September 5 – Labor Day, UT closed, NO CLASS

September 12 (Meeting 3) – Programs and Services for Pre-Schoolers (Ages 3-5)
Read for today
- Paganelli, Andrea. 2016. "Storytimes in a Digital World," in *Knowledge Quest* 44:3, January/February 2016: 9-17
- Steele, Anitra T. 2001. Ch 3 – "Storytime and Storytelling," in *Bare Bones Children's Services: Tips for Public Library Generalists*. Chicago: ALA.
- Trelease, Jim. 2006. Ch 1 – "Why Read Aloud," AND Ch 4 – "The Do's and Don'ts of Read-Aloud," from *The Read-Aloud Handbook*. New York: Penguin Books.

Explore for today
- Every Child Ready to Read (ECRR) – (ALSC and PLA), at www.everychildreadytoread.org/ (Not required, but recommended, a 75-minute "Sneak-Peek" Webinar at www.everychildreadytoread.org/sneak-peek-webinar)

DUE today
- Programming Assignment for birth through age 2
- Choose and post groups for final project; limit 3-4 people per group

September 19 (Meeting 4) – Programs and Services for School-Age Children (Ages 6-10)
Read for today
- Sullivan, Michael. 2005. Selections from *Fundamentals of Children's Services*. Chicago: ALA. (Ch 8, 9, 10, 15, 17)

Explore (in some depth) for today
- Reading Rockets Web site – www.Readingrockets.org.
- Adlit Web site – www.adlit.org.

DUE today
- Program Observation

September 26 (Meeting 5) – Programs and Services for Tweens (Ages 10-14)
Read for today
- Marshall, Kyle. 2016. Edmonton Public Library Report: "What Tweens Want," available online at https://epl.bibliocms.com/wp-content/uploads/sites/18/2015/08/Tween-Services-Report.pdf. This is a Canadian library report, but still very interesting! Read pages 15-35 and then skim or read anything else here that interests you.
- Witteveen, April. 2015. "What do Tweens Want?" in *School Library Journal*, October 8, 2015; available online at http://www.slj.com/2015/10/programs/what-do-tweens-want/.

Explore (in some depth) for today
- Being 12: The Year Everything Changes. WNYC, available online at http://www.wnyc.org/series/being-12/. Watch as many of the videos as interest you.

DUE today
- Programming Assignment for ages 3-5
- Post BY SUNDAY, SEPTEMBER 25th; Watch for the October 3rd class: audio or video clip (less than 10 minutes, if possible) that tell us something about a particular age group's popular culture interests. Include a 1-2 sentence annotation indicating the significance (why you chose that clip and what it tells us). Try not to duplicate; watch everyone's clips before class. ("Humor & Miscellany" blog)

October 3 (Meeting 6) – Programs and Services for Teens and New Adults (Ages 14-21)
Read for today
- Tuccillo, Diane. 2010. Ch 1 – "Why Teen Library Participation in the First Place," AND Ch 9 – "Getting (and Keeping) Teens Involved," in *Teen-Centered Library Service*. Santa Barbara, CA: ABC-CLIO.
- Wetta, Molly. Blog posts on "new adults," from November 8-9, 2015, available online at https://wrappedupinbooks.org/2015/11/08/resources-on-literature-and-services-for-new-adults-at-yalsa-symposium-2015/ and https://wrappedupinbooks.org/2015/11/09/programming-for-new-adults/. Read both posts.
- YALSA. 2015. *The Future of Library Services for and with Teens: A Call to Action*, available online at www.ala.org/yaforum/sites/ala.org.yaforum/files/content/YALSA_nationalforum_final.pdf.

Explore for today
- Amanda Lenhart, Pew Research Center's Internet & American Life Project, Youth Online Safety Working Group. 2012. This is a set of slides from her research: http://pewinternet.org/Presentations/2012/Jun/Teens-Kindness-and-Cruelty-on-Social-Network-Sites.aspx
- YALSA Teen Services Evaluation Tool, online at http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/guidelines/yacompetencies/evaluationtool.pdf

DUE today
- Programming assignment for ages 6-11
- Program Observation

October 10 (Meeting 7) – Marketing Programs and Services
Read for today
- Horn, Laura Peowski. 2011. "Online Marketing Strategies for Reaching Today's Teens," in *YALS: Young Adult Library Services*, Winter 2011: 24-27. Available online at http://adolescenceandsocialmedia.wiki.westga.edu/file/view/7465_Group6_A5_Article4_OnlineMarkingStategies.pdf.
- Youth Services Librarianship Wiki, "Library Marketing," available online at https://youthserviceslibrarianship.wikispaces.com/Library+Marketing.

Explore for today
- Annette Lamb has created an Eduscapes course on marketing for libraries. Watch the 4:25 minute vimeo video, and then skim the rest of the content on this site, at http://eduscapes.com/marketing/1.htm.

DUE today
- Programming Assignment for ages 10-12

October 17 (Meeting 8) – Outreach, Advocacy, Partnerships
Read for today
- Gorman, Michele and Tricia Suellentrop. 2009. Ch 8 – "Outreach and Partnerships," in *Connecting Young Adults and Libraries*, 4th edition. Chicago: ALA.
- Youth Services Librarianship Wiki, "Community Outreach," available online at https://youthserviceslibrarianship.wikispaces.com/Community+Outreach. Be sure to spend some time with this, there is terrific information here.

Explore (in some depth) for today
- ALSC – Everyday Advocacy, online at www.ala.org/everyday-advocacy/
- YALSA Advocacy Toolkit online at http://wikis.ala.org/yalsa/index.php/Advocating_for_Teen_Services_in_Libraries

DUE today
- Programming Assignment for ages 12-18
- Program/Kit in a Bag

October 24 (Meeting 9) – Leadership; Youth Spaces
Read for today
- Bolan, Kimberly. 2009. Ch 2, 3 in *Teen Spaces: The Step-by-Step Library Makeover*," 2nd edition. Chicago: ALA.
- Chow, Anthony S. and Rich, Melissa. 2013. "The Ideal Qualities and Tasks of Library Leaders: Perspectives of Academic, Public, School, and Special Library Administrators," in *Library Leadership and Management*, accessed online on July 27, 2016, and available online at https://journals.tdl.org/llm/index.php/llm/article/viewFile/6380/6220.
- Fasick, Adele and Holt, Leslie Edmonds. 2013. Ch 6 – "Facilities and Space Planning," in *Managing Children's Services in Libraries*, 4th edition. Santa Barbara, CA: Libraries Unlimited.
- Revisit Stoltz/Connor/Bradberry reading from Meeting 2

October 31 (Meeting 10) – Technology
- National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media. 2012. *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8* [Position Statement]. Available online at www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf.
- Rideout, Victoria J., Foehr, Ulla G., and Roberts, Donald F. 2010. *Generation M^2: Media in the Lives of 8- to 18-Year Olds*, a Kaiser Family Foundation Study. Available online at https://kaiserfamilyfoundation.files.wordpress.com/2013/04/8010.pdf. Read pages 1-5 and skim or read anything else that interests you in this report.
- Rowan, Cris. July 29, 2013, blog post. "The Impact of Technology on the Developing Child," on the Huffington Post blog, available at http://www.huffingtonpost.com/cris-rowan/technology-children-negative-impact_b_3343245.html. Remember that this is an opinion piece, do you agree with her conclusions?

Explore (in some depth) for today
- Edutopia – Maker Education, online at www.edutopia.org/topic/maker-education

DUE today
- Tech Tool products and paragraph

November 7 (Meeting 11) – Research and Practitioners
Read for today
- TBA

DUE today
- TBA

November 14 (Meeting 12) – Managing Youth Services (Panel)
Read for today
- Fasick, Adele and Holt, Leslie Edmonds. 2013. Ch 3, 4, and 5 in *Managing Children's Services in Libraries*, 4th edition. Santa Barbara, CA: Libraries Unlimited.
- Preddy, Leslie. 2009. "Social Reading: Promoting Reading in the Millenial Learner," *School Library Media Activities Monthly*, 25(5), January 2009.
- The policies posted by you and your peers on the "Policies" discussion board.

Explore for today
- ALSC Competencies for Librarians Serving Children in Public Libraries; online at www.ala.org/ala/mgrps/divs/alsc/edcareeers/alsccorecomps/index.cfm.
- YALSA Competencies for Librarians Serving Youth: Young Adults Deserve the Best; online at www.ala.org/yalsa/guidelines/yacompetencies2010

DUE today
- Post to "Policies" discussion board BY SATURDAY, NOVEMBER 12th: one youth services policy each from a school and public library. Discuss what was included/excluded; were policies accessible online or only in person?

November 21 (Meeting 13) – History
READ for today
- Walter, Virginia A. 2000. Ch 1 and 2 – "Where We Came From: The Tradition of Public

Library Service to Children," and "Where We Are Today: Contemporary Public Library Service to Children," in *Children and Libraries: Getting it Right*. Chicago: ALA.

- Ziarnik, Natalie R. 2003. Ch 1 – "An Abbreviated History," in *School & Public Libraries: Developing the Natural Alliance*. Chicago: ALA.

DUE today

- Post something we do now that has historical roots; and how has it evolved over time? What might have necessitated the changes? ("History & Connections" discussion board). Read as many of your peers' history posts as you can.

November 28 (Meeting 14) – Group Presentations; Course Wrap-up
DUE today

- Group project presentations

Assignment Details – Fall 2016

Assignment 1:
INSC 573: Programming Assignments – 10 points each; 40 points total
Choose one from each age range. The table below offers a menu of programming-related choices for different age groups. For this assignment, you will choose one activity from each age range and complete it by the date specified on the syllabus. You can only choose an activity once, so that you can maximize your learning. For example, if you design a marketing/outreach plan for ages 2-5, that is the only group you can use for that type of activity. Choose activities that may be unfamiliar to you so you can learn and grow.

Birth to Age Two	Ages 2-5	Ages 6-11	Ages 12-18
Design a lapsit program	Design a pre-school storytime program	Design a program based on interests and developmental traits	Design a program based on interests and developmental traits
Design a training program for parents or adult caregivers on pre- or early literacy skills	Design a training program for parents or adult caregivers on early literacy skills		
Design a marketing and outreach plan related to programming	Design a marketing and outreach plan related to programming	Design a marketing and outreach plan	Design a marketing and outreach plan
	Produce an electronic book trailer	Produce an electronic book trailer	Produce an electronic book trailer
			Create a plan for using social media with this age group
Critically review and annotate a mix of 10 blogs, web sites, and print resources related to programming for this specific group	Critically review and annotate a mix of 10 blogs, web sites, and print resources related to programming for this specific group	Critically review and annotate a mix of 10 blogs, web sites, and print resources related to programming for this specific group	Critically review and annotate a mix of 10 blogs, web sites, and print resources related to programming for this specific group

INSC 573: Lapsit/Storytime Programming
Libraries have been offering storytimes since the turn of the 20th century, but they don't just happen; they are a reflection of current societal thinking about youth and youth development, and there is theory behind what you see in action. For this assignment you will utilize what you learn about child development, the theory and concepts behind either pre-literacy or early

literacy, and children's materials (books, music, electronic materials, etc.) to create an age and developmentally appropriate program. It is important to also take the parents and/or adult caregivers into consideration when planning these programs. Be sure to clearly indicate the target group (age) for your program.

INSC 573: General "Whole Person" Programming
This class focuses on youth and adolescent development, as a framework for planning programming. We also explore ethnic heritage months, special events, and so on as other sources of programming ideas, but it always comes back to your knowledge of and relationship with your client group. Utilizing what you have learned about the interests, (developmental) abilities of youth and adolescents, and (print and nonprint) materials, create a program that would have good appeal for your target group.

INSC 573: Marketing and Outreach Plan
This assignment helps you conceptualize how you will use what you know about community resources to advertise programs, leverage programs, and serve as many youth as possible. Program attendance is dependent on getting the word out and maximizing your impact and reach. How will you let people know what you're doing? How will you locate and cultivate community partners? For this assignment, you'll think about a suite of services you offer from your (real or imaginary) library, and how you will make sure people know about you.

INSC 573: Electronic Book Trailer (e-Trailer, 15 points)
Technology is an important part of book promotion these days so experiment with designing and creating your own electronic booktalk, aka e-trailer. This can be as simple or as complicated as you like, but the most important part is going to be the booktalk itself and you'll file the text or your script (your choice) on the age-appropriate discussion board. If you don't have a strong booktalk, you won't be able to create a strong trailer.

We will discuss this in class, but you are responsible for locating and using your own technology. You can make it as simple as a PowerPoint with a voiceover, or you can use more sophisticated tools such as VoiceThread, Garage Band (Mac), iMovie (Mac), Movie Maker (PC), or Storybird. You are not restricted to these choices, but your final product must have both images and audio. You will be evaluated on:
1. Book choice – is the book appropriate for your designated age?
2. Effectiveness/quality of the booktalk text (which you will post on Bb)
3. Appropriate choice of tool for the book and your proposed audience
4. 1-3 minute trailer – remember that substance is more important than glitz! Does this make me want to read the book?

UPLOAD your product to YouTube. You may elect to keep it private or post it for the public to see, but remember that if you use images from published works, you'll need to think about copyright permissions.

POST the link and a brief paragraph describing the experience of finding, learning, and using the technology. How would you use it in the future? Would you recommend it to others? Use the app/tool name as your subject line. Don't forget this reflective piece!

INSC 573: Social Media Plan for Teens
Social media is a popular and powerful tool for tweens and teens, and libraries are using it to do everything from increase program attendance to conduct online Twitter bookclubs. Utilizing what you know about teens, from our readings and lectures – and any other material you want to include – create a plan for utilizing social media in your work. What media would you use and for what groups? Why that media? What sort of frequency and content might you include?

INSC 573: Critical Review and Annotations
This is an opportunity to take a critical look at resources that will help you grow professionally, and that may be things you'll want to use in the future. Locate a mix of 10 items – blogs, web sites, or print materials – that are related to programming for birth through 18 years of age. Start by taking 2-3 brief sentences to capture the essence of the purpose of the material, similar to a very short plot summary for a book. Then, comment on whether it fulfills its stated purpose, who the target audience is and how you know that – and whether the content matches the audience; how useful it is; how frequently it is updated if online, etc. The resource must be targeted at librarians, not teachers or caregivers. What is the content, scope, purpose of the material? What special features does it have? Would you recommend it to others?

Assignment 2
INSC 573: Observation Reflections – 2 visits (10 points each)
We will cover a lot of ground in this course, but going to libraries and watching actual programs and storytimes is invaluable. You are asked to do this TWO times during the semester, but I strongly encourage you to do this as much as you can. Reflect on what you've learned from the visits; what things will you take from them? How have they shaped your own beliefs or understanding? You can maximize your learning by choosing age groups that you are least familiar with, try to stay away from age groups you already know. NOTE: These are not merely "visits," you MUST view a program.

Post your observations on the age-appropriate discussion board. For example, if you attend a public library storytime, you would post it on the "Ages 3-5" discussion board; while an ACT prep workshop would go in the "Ages 14-21" discussion board. If in doubt, ask your instructor. Note: various ages may attend all programs, but try to think about the actual target audience and post it accordingly. *You should also plan to read and respond to at least two of your classmates' observations.*

A rubric is included below so that you know what I'm looking for, but here are a few things to consider:
1. The climate of the building? (Is it welcoming, chaotic, etc)
2. The layout of the library?
3. Are there displays? How is content displayed (or not) in the library space?
4. How the books are organized?
5. How do children/teens enter the library? (physically as well as emotionally)
6. How do the students/children/teens respond to the librarian?
7. What are they (participants) doing during the program? (Engaged? Not engaged?)
8. What does the participants' body language say about their interest?

This is *your* learning experience, so don't limit yourself to just what you see here – but be sure to include responses to the required elements. **Post your observations by the start of class on the date due.**

Assignment 3
INSC 573: Program/Kit in a Bag (10 points) - Assignment
Programming kits are a way to build staff capacity and can also serve as training tools for parents and adult caregivers. These kits/bags typically include manipulatives or realia supported by printed instructions. We will talk more about this idea in class, but your kit/bag should include the following:
1. Activity description or program outline
2. Instructions for presenting or doing the activity or program
3. Detailed description of supporting material such as rhymes, seeds, movie, books, etc.
4. List of kit/bag materials
5. Evaluation form
6. Rationale (up to 250 words); why "this" kit done "this" way? What does it do?

The program/kit materials should be filed *as a single document* in "Assignments," but you are also strongly urged to share it with your peers (after the due date), by posting it on the age-appropriate discussion board.

Assignment 4
INSC 573: Tech Tool (10 points)
Identify and use an appropriate application to promote literacy and reading. Choose an app that you will eventually want to use with youth. Create an age-appropriate product using your new tool.

You can choose your tool from the AASL Best Web Sites for Teaching & Learning – www.ala.org/aasl/standards-guidelines/best-websites, or from "100 Best Web 2.0 Classroom Tools Chosen by You" – http://emergingtech.tbr.edu/100-best-web-20-classroom-tools-mobile. You are not limited to these lists, but be sure the tool you choose will allow you to create a product! Try to avoid management or organizational tools, and focus on something that will help you promote literacy and/or a love of reading.

Process:
1. Choose your app or tool
2. Create a product
3. Post both your product (as an attachment or as a link) and a paragraph (~250-300 words) describing the experience of finding, learning, and using it. How would you use it in the future? Would you recommend it to others? Use the app/tool name as your subject line.

Assignment 5
__Final (GROUP) Project – 4 options (20 points)__
For your final project you may choose to create a plan for a summer reading program for a public library, a 1-3 minute advocacy piece for use by a youth services department of a public library, a maker space project, or a community connection.

The Paper – for all options (15 points) … is a conceptual and practical look at your final project, and may be done individually or as a group. Individual papers should not exceed 5 pages of content in length; group papers should not exceed 7 pages of content in length. This page count doesn't include the cover sheet or bibliography (if applicable), or any attachments. It should be filed in the "Assignments" section of Bb. If you produce a group paper, only one person should file it.

The Group Presentation for all options (5 points) … you will present your final project as a group, and are responsible for providing 3-5 PowerPoint slides or your advocacy trailer to support your (not more than) 15-minute presentation. Post your slides and any "extras" (flyers, handouts, quizzes, etc) *as a single entry* on the Final Project forum. If you elect to do the advocacy piece, you'll still post any supporting materials to the forum, but will upload your advocacy piece to YouTube.

Sort yourself into a group and have ONE member **post** your group name and members to the "Final Project" FORUM. Information on the Groups are limited to 3 members.

Option 1 – Summer Reading Program Plan
Requirements: You will plan a 6-week summer reading program, including (as applicable)
1. Booklist – featured (annotated) book for each week, read-alikes
2. Marketing Plan – who will you target? How will you get them involved?
3. Budget for any costs related to the book club
4. Theme
5. Objectives of the campaign; what do you want to accomplish? (Purpose)
6. Schedule of events
7. Plan for approaching administration and faculty to gain their support
8. Paper (5-7 pages) describing how you will start the program, sustain interest, evaluate its success (or failure).
9. Reflection – done individually; one page describing the process of working within the group and your contributions to the project. File your reflection in the "Assignments" section of Bb.

Option 2 – Advocacy Piece for Youth Services at a Public Library
Requirements: You will create a 2-3 minute advocacy "trailer" that promotes services or literature for a public library. We will be discussing this more in class but you can use any of a number of different technologies, including Camtasia ($$), a narrated PowerPoint, MovieMaker, or GarageBand.
1. Advocacy Trailer – uploaded to our class space on iTunes U.
2. Paper (5-7 pages) – describing how you approached this project, what resources you used, how you narrowed and chose your message and speaking points. You will also

want to address how you chose the technology, as well as how you might do a similar project in a real-life situation.

3. Reflection – done individually, one page describing the process of working within the group and your contributions to the project. File your reflection in the "Assignments" section of Bb.

Option 3 – Maker Space Project

Maker spaces are a very popular and this project allows you to apply developmental needs and programming interests of a target population and create a maker space project area. You will need to be very specific about your target group, the purpose and outcomes of your space, and how you will fund it. Include the following:

1. Target audience and venue – who are the primary audience(s) for this project?
2. What will you include in terms of equipment, projects, etc.
3. What is the purpose of providing this space for this particular group?
4. What outcomes do you hope to achieve and how do these outcomes relate to your school or public library mission and goals?
5. Paper (5-7 pages) – describing how you approached this project, what resources you used, how you narrowed and chose your message and speaking points. You will also want to address how you chose the technology, as well as how you might do a similar project in a real-life situation.
6. Reflection – done individually, one page describing the process of working within the group and your contributions to the project. File your reflection in the "Assignments" section of Bb.

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