Credit Hours: 3 Graduate Hours

- Section 001 (CRN 32098) synchronous meeting: Tuesdays, 2:10-3:25 p.m., Room 325 Art & Architecture Building (Corner of Volunteer and Lake Loudoun Boulevards)
- Section 002 (CRN 32099) synchronous meeting: Tuesdays, 5:05-6:20 p.m., Zoom

*Additional asynchronous class time for both sections is indicated in the Weekly Schedule*

Dr. Cindy C. Welch,
Clinical Associate Professor
445 Communications Bldg, 1345 Circle Park Drive
Knoxville, TN 37931
Phone: 865-974-7918/ Email: cwelch11@utk.edu
Office hours by appointment; please don’t hesitate to contact me!

**COURSE DESCRIPTION AND VALUE PROPOSITION**

Philosophy and objectives of diverse, culturally and developmentally appropriate library services for children and young adults. Emphasis on program planning, implementation, and evaluation. Prereq: 571 or 572 (and even better, both!)

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.*

**TEXTS FOR THE COURSE**

Required: None

Assigned readings – unless indicated otherwise – are in Canvas. Readings for the week should be completed BEFORE class.

**COURSE LEARNING OUTCOMES**

You will be able to:
• Design and deliver developmentally appropriate educational and recreational programming for youth, from birth through high school;
• Integrate appropriate media (including print) and technology in youth programming and services, to promote literacy and reading;
• Modify and/or devise policies related to sensitive issues in youth services;
• Integrate community agencies and non-profit groups at the local, state, regional, and national levels to support and/or leverage programming for youth;
• Connect programming to the mission and learning goals of libraries;
• Use professional development resources to constantly improve programming.

SIS PROGRAM OUTCOMES
You will be able to:
• Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
• Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.

HOW THE CLASS IS TAUGHT
_Synchronous class sessions (both in-person or via Zoom) are 1 hours and 15 minutes long, and asynchronous class commitments (lectures, webinars, trainings, etc.) will approximate an additional 1 hour and 25 minutes in length. Both synchronous and asynchronous participation is required for each student. There will also be readings and other activities to prepare before class, as well as assignments that demonstrate your learning and provide opportunities for assessment (grades)._
presentations, and self-reflection in the form of discussion board or journal posts, among other things. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time.

**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. Keep up with the synchronous and asynchronous demands of the class.

**INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

This class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation 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](http://www.sis.utk.edu/sis-technology)
  - 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 (OIT): [https://oit.utk.edu/Pages/default.aspx](https://oit.utk.edu/Pages/default.aspx)
  - There’s a link to the OIT HelpDesk on the upper left side of the page.

- lynda.com is a great source, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at [https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx](https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx). You’ll need your UTK netid and password to access lynda.

Each semester OIT offers “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](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) and at the LiveOnline@UT site ([https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx](https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx)).

**COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS**

**Methods of Documentation for Assignments**

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages optional, BUT always give your paper a title
- Cite everything! Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.
Initiative and Resilience, aka active class participation
You must do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Canvas 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
- Formative (along the way, usually ungraded)
  - Includes but is not limited to feedback during class, comments on drafts, in-class polls and clarification requests, discussion board postings and feedback
- Summative (at the end of the section, usually graded)
  - All your assignments, as posted on Canvas

All assignments receive a point value, and a perfect score on all assignments adds up to 1000 points. The University mandates a particular grading scale for graduate students (see http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Poin t_Average) and the scale below is how I 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 130 points for a 150-point assignment, your letter grade would be 130/150 = .87 x 100 = 87, or a B+.

### Converting Points to a Letter Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>(4 quality points per semester hour) superior graduate student performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.75</td>
<td>(3.7 quality points per semester credit hour) intermediate performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.75</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.75</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.75</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.75</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 77.75</td>
<td>(2 quality points per semester hour) well below the graduate student standard.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.75</td>
<td>(1 quality point per semester hour) clearly unsatisfactory/doesn’t satisfy requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0–59.75</td>
<td>(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.</td>
</tr>
</tbody>
</table>

You are always welcome to discuss your evaluations with me. Please take at least 24 hours to reflect on the evaluation and assignment, and present valid documentation or reasons to support your request for a change. Time spent on the assignment is not a valid reason for a change. I reserve the right to make the final decision.

### 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.

### Note on “Incompletes”
Based on University of Tennessee 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

### 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, 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 Canvas. More information about the School’s cancellation policy is available at [www.sis.utk.edu/courses/guidelines](http://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](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search# Academic_Honesty)).

### STUDENTS WITH SPECIAL NEEDS
Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

### 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](http://www.cci.utk.edu/diversity-statement).
UNIVERSITY OF TENNESSEE TITLE IX STATEMENT, MANDATORY REPORTER

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

HODGES LIBRARY INFORMATION SCIENCE ASSISTANCE


Our Information Sciences librarian is Anna Sandelli.

I reserve the right to revise, alter and/or amend this syllabus, as necessary. In general, we will discuss any changes in class ahead of time, but students will always be notified in writing and/or by email of any revisions, alternations and/or amendments.
Weekly Schedule of Learning for INSC 573 – Spring 2019

- **Synchronous (~75 minutes, real-time Zoom session) and asynchronous activities (~75 minutes) must each be done weekly as indicated on the schedule.**
- **Synchronous activities are done in preparation for that week’s class, asynchronous activities will vary over the semester, so watch the due dates!**
- **Details about posts and assignments are on Canvas.**

**January 15 – Course Overview and Expectations**

*Takeaways: What you need to know to navigate the class*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Canvas Post: Introductions</td>
<td>- Nothing this week</td>
</tr>
<tr>
<td>- Explore (see below)</td>
<td></td>
</tr>
</tbody>
</table>

*Explore (in some depth) for today*

- “The Programming Librarian, an ALA Public Programs web site, online at http://www.programminglibrarian.org/.

**January 22 – Pre-walkers and toddlers**

*Takeaways: general characteristics of pre-walkers and toddlers and how libraries can program in support of their healthy development; general components of a lapsit program*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due by start of class 1/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and watch (see below)</td>
<td>- Listen to pre-recorded lecture after doing the readings</td>
</tr>
<tr>
<td>- Attend class</td>
<td>- Take the quiz (on readings and lecture)</td>
</tr>
</tbody>
</table>

*Read for today*

- Zero to Three “Early Learning” Section. You’re welcome to explore as much of the site as you like, but the early learning section is central to our class discussion this week. Accessible online at https://www.zerotothree.org/early-learning.

*Watch for today*

- Richardson and Sunnyvale Lapsit programs (available through Canvas)

**January 29 – Walkers and preschoolers**

*Takeaways: general characteristics of walkers and preschoolers and how libraries can support their healthy development; general components of a storytime program*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due by start of class 1/29</th>
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</thead>
<tbody>
<tr>
<td>- Reading (see below)</td>
<td>- Listen to pre-recorded lecture</td>
</tr>
<tr>
<td>- Attend class</td>
<td>- Take the quiz (on readings and lecture)</td>
</tr>
</tbody>
</table>

*Read for today*

- Preschool Storytime Template, from the Indian Head Federated Library System in Wisconsin, available online at https://www.iflsweb.org/preschooltemplate.
- Scholastic’s “Guide to Ages 3-5,” available online at
www.scholastic.com/parents/resources/collection/more-life-learning/guide-to-ages-3-5


February 5 – School-age
Takeaways: general characteristics of 6-10-year-olds, their hobbies and interests, and how libraries can program in support of their healthy development

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due by start of class 2/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and explore (see below)</td>
<td>- Listen to pre-recorded lecture</td>
</tr>
<tr>
<td>- Upload program for Birth to 24 months</td>
<td>- Take the quiz (on readings and lecture)</td>
</tr>
<tr>
<td>- Email Dr. Welch re final project</td>
<td></td>
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<tr>
<td>- Attend class</td>
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</tbody>
</table>

Read for today

Association for Library Service to Children (ALSC). “Programs for school-aged kids,” available online at www.ala.org/alsc/kickstart.

KidCentral TN, click on “Development” link at the top of the page and carefully read the “6-7” and “8-10” sections, available online at https://www.kidcentraltn.com/

Stanford Children’s Health, “The Growing Child: School-Age), focus on 6-10 year-olds, available online at www.stanfordchildrens.org/en/topic/default%3Fid%3Dthe-growing-child-school-age-6-to-12-years-90-P02278&sa=U&ei=eMq7VNe2I8_4yQSY-oCwAw&ved=0CEIQFjAI&usg=AFQjCNFn5iO-78ISMzUno4_7cO4dCvft1Q

Explore (in some depth) for today


February 12 – Tweens/Early Teens
Takeaways: general characteristics of 10-13-year-olds, their hobbies and interests, and how libraries can program in support of their healthy development

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due by start of class 2/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and explore (see below)</td>
<td>- Listen to pre-recorded lecture</td>
</tr>
<tr>
<td>- Upload program for ages 3-5</td>
<td>- Take the quiz (on readings and lecture)</td>
</tr>
<tr>
<td>- Attend class</td>
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</tbody>
</table>

Read for today


Parent Further, “Developmental Overview: Ages 10-14,” available online at https://www.parentfurther.com/content/ages-10-14-developmental-overview


Explore (in some depth) for today

- Being 12: The Year Everything Changes. WNYC, available online at www.wnyc.org/series/being-12/. Listen to “Being 12: The Year Everything Changes” (https://www.wnyc.org/story/being-12-intro) and then watch as many of the videos as interest you.
February 19 – Teens/New Adults

Takeaways: general characteristics of 14-21-year-olds, their hobbies, interests, and life decisions, and how libraries can program in support of their healthy development

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<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due by start of class 2/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and explore (see below)</td>
<td>- Listen to pre-recorded YALSA lecture</td>
</tr>
<tr>
<td>- Attend class</td>
<td><a href="https://www.youtube.com/watch?v=Cfn8TR384c&amp;feature=youtu.be">https://www.youtube.com/watch?v=Cfn8TR384c&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td></td>
<td>- Take the quiz (on readings and lecture)</td>
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</tbody>
</table>

Read for today


Explore for today

- YALSA Teen Services Evaluation Tool, online at www.ala.org/yalsa/sites/ala.org.yalsa/files/content/guidelines/yacompetencies/evaluationtool.pdf

February 26 – Partnering/Leadership

Takeaways: “authentic” partnerships/collaborations; what leadership looks like in youth services

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due on or before 3/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and explore (see below)</td>
<td>- Interview Insights</td>
</tr>
<tr>
<td>- Canvas Post: Observation 1</td>
<td></td>
</tr>
<tr>
<td>- Attend class</td>
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</tbody>
</table>

Read for today

- YALSA, Community Connections Taskforce, May 9, 2017. Partnering to Increase Your Impact. Read pages 1-15 and then as much as appeals to you. Available online at www.ala.org/yalsa/sites/ala.org.yalsa/files/content/Partnerships_WebVersion.pdf

Explore (in some depth) for today

- ALSC – Everyday Advocacy, online at www.ala.org/everyday-advocacy/
- YALSA Advocacy Toolkit online at wikis.ala.org/yalsa/index.php/Advocating_for_Teen_Services_in_Libraries

March 5 – Technology, Part 1

Takeaways: the research related to using technology with any age, birth through 21

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<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and explore in some depth (see below)</td>
<td>- Canvas Post: Resource Round-up</td>
</tr>
<tr>
<td>- Upload program for ages 6-10 or 10-13</td>
<td>- Read asynchronous articles (below)</td>
</tr>
</tbody>
</table>
- Attend class

Read for today


Explore (in some depth) for today

- Edutopia – Maker Education, online at www.edutopia.org/topic/maker-education

Asynchronous reading


March 12 – Technology, Part 2

Takeaways: designing programs with tech; tech petting zoo

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due on or before class 3/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and watch (see below)</td>
<td>- Canvas Post: Tech Tools</td>
</tr>
<tr>
<td>- Upload program for ages 14-21</td>
<td></td>
</tr>
<tr>
<td>- Attend class</td>
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</tbody>
</table>

Read for today


Carnegie Library of Pittsburgh

- Technology for Kids, web site available online at https://www.carnegielibrary.org/kids-teens/technology-for-kids/.


- Technology-enhanced storytime video, available online at https://www.youtube.com/watch?v=JGjtCAolMnw#action=share.


March 19 – Spring Break

March 26 – Youth Spaces/Fringe Youth

Takeaways: spaces guide function and use; not all youth have the same health factors and/or opportunities – and how libraries can help

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due on or before 3/26</th>
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<tbody>
<tr>
<td>- Reading (see below)</td>
<td>- Canvas Post: Youth-related policy</td>
</tr>
<tr>
<td>- Canvas Post: Observation 2</td>
<td></td>
</tr>
</tbody>
</table>
- Bring to class: your unique article/webinar/podcast/wiki, etc. (published 2015 or after) on underserved youth  
- Attend Class  

- Canvas Discussion: what are some great youth spaces out in libraryland, and why are they noteworthy? Include links if appropriate.

**Read for today**  

- Stoltz, Dorothy, Conner, Marisa, and Bradberry, James. 2015. Ch 4 and Ch 6 in *The Power of Play: Designing Early Learning Spaces.* Chicago: ALA.

**April 2 – Marketing/Social Media**  

*Takeaways: marketing as an essential and planned activity; social media as a marketing and programming tool*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due on or before 4/9</th>
</tr>
</thead>
</table>
| - Reading (see below)  
- Upload Program/Kit in a Bag  
- Attend class | - Annette Lamb created an Eduscapes course on marketing for libraries. Watch the 4:25 minute overview, watch at least 2 other videos, and skim the rest, at [http://eduscapes.com/marketing/1.htm](http://eduscapes.com/marketing/1.htm). |

**Read for today**  


**April 9 – History/Management**  

*Takeaways: knowing your history roots you and gives you wings*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous – due on or before 4/9</th>
</tr>
</thead>
</table>
| - Read and explore in some depth (see below)  
- Attend class | - Canvas Post: Roots & Wings: Then or Now?  
- Prepare questions for our visiting panelists |

**Read for today**  

- 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

**April 16 – Presentations**
*Takeaways: Learn from your peers*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Canvas Post: Any and all presentation materials</td>
<td>- Evaluate the class using TN Voice!</td>
</tr>
<tr>
<td>- Attend class</td>
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</table>

**April 23 – Presentations (if needed) and Wrap-up**
*Takeaways: looking at how we spent our time together*

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
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</thead>
<tbody>
<tr>
<td>- Canvas Post: Any and all presentation materials</td>
<td>- Evaluate the class using TN Voice</td>
</tr>
<tr>
<td>- Upload Final Project Rationale and Team Assessment</td>
<td></td>
</tr>
<tr>
<td>- Attend Class</td>
<td></td>
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</tbody>
</table>