



COURSE SYLLABUS

INSC 573: Programming for Children & Young Adults Spring 2019

Last update: 01/13/19

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

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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).

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 our joint active participation creates 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 are selfless learners, putting yourself forward to ask questions, propose answers, and provide feedback as needed. In fact, if one person has a question or needs clarification, many others also wonder. Be bold and brave, asks when others are silent. Taking this a step further, there will be practice-based problems that you will grapple with, situations where there may not be one "right" answer, but where understanding comes from applying the principles and practices of our class to these situations and reflecting on the results.

As a result of the pedagogical and experiential learning approaches, our learning activities will include lectures (led by both the instructor and students), discussion groups (inside and outside of class),

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
 - 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>
 - 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>. 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) 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



**The Chicago Manual
of Style Online**

- 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_Point_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 $130/150 = .87 \times 100 = 87$, or a B+.

Converting Points to a Letter Grade

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

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

submitted for students who simply disappear. More information is available at [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade of Incomplete](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete).

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.

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).

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.

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

Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
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

Synchronous	Asynchronous
- Canvas Post: Introductions - Explore (see below)	- Nothing this week

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

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

Read for today

- 📖 “Reading with Red: My Baby Storytime,” blog post online at <http://readingwithred.blogspot.com/2013/03/my-baby-storytime.html>.
- 📖 Tennessee State Improvement Grant, “Helping Your Child Grow, Birth to Three,” available online at <http://www.tnspdg.com/resources/products/HYCGBirth-3.pdf>
- 📖 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

Synchronous	Asynchronous – due by start of class 1/29
- Reading (see below) - Attend class	- Listen to pre-recorded lecture - Take the quiz (on readings and lecture)

Read for today

- 📖 Campana, Kathleen, J. Elizabeth Mills, and Saroj N. Ghoting. *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide*, Part II. Chicago: ALA.
- 📖 Preschool Storytime Template, from the Indian Head Federated Library System in Wisconsin, available online at <https://www.iflweb.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

📖 Stoltz, Dorothy, Conner, Marisa, and Bradberry, James. 2015. Ch 3 – “Activating the Power of Play.” Chicago: ALA.

📖 Tennessee State Improvement Grant, “Helping Your Child Grow, Three to Five,” available online at www.tnspdg.com/resources/products/HYCG3-5.pdf

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

Synchronous	Asynchronous – due by start of class 2/5
<ul style="list-style-type: none">- Read and explore (see below)- Upload program for Birth to 24 months- Email Dr. Welch re final project- Attend class	<ul style="list-style-type: none">- Listen to pre-recorded lecture- Take the quiz (on readings and lecture)

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_4yQsX-oCwAw&ved=0CEIQFjAI&usq=AFQjCNFn5tO-78ISMzUno4_7cO4dCvft1Q

Explore (in some depth) for today

- Reading Rockets Web site – www.Readingrockets.org.

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

Synchronous	Asynchronous – due by start of class 2/12
<ul style="list-style-type: none">- Read and explore (see below)- Upload program for ages 3-5- Attend class	<ul style="list-style-type: none">- Listen to pre-recorded lecture- Take the quiz (on readings and lecture)

Read for today

📖 Arnold, Johnny, prezi on “Child Development: 10-14,” available online at <https://prezi.com/4pkykevK0iil/child-development-ages-10-14/>

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

📖 Witteveen, April. 2015. “What do Tweens Want?” in *School Library Journal*, October 8, 2015; available online at 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 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

Synchronous	Asynchronous – due by start of class 2/19
<ul style="list-style-type: none"> - Read and explore (see below) - Attend class 	<ul style="list-style-type: none"> - Listen to pre-recorded YALSA lecture https://www.youtube.com/watch?v=Cfn8TR-384c&feature=youtu.be - Take the quiz (on readings and lecture)

Read for today

- 📖 Parent Further, “Developmental Overview: Ages 15-18,” available online at <https://www.parentfurther.com/content/ages-15-18-developmental-overview>
- 📖 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/>.
- 📖 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

- 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

Synchronous	Asynchronous – due on or before 3/12
<ul style="list-style-type: none"> - Read and explore (see below) - Canvas Post: Observation 1 - Attend class 	<ul style="list-style-type: none"> - Interview Insights

Read for today

- 📖 Johnson, Abby. (2017). “Leadership in Librarianship: Professional Development Isn’t Just for Managers,” in *American Libraries* online, September 1, 2017, available at <https://americanlibrariesmagazine.org/2017/09/01/leadership-in-librarianship/>.
- 📖 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

Synchronous	Asynchronous
<ul style="list-style-type: none"> - Read and explore in some depth (see below) - Upload program for ages 6-10 or 10-13 	<ul style="list-style-type: none"> - Canvas Post: Resource Round-up - Read asynchronous articles (below)

- Attend class	
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Read for today

- 📖 Guidara, Marissa. 2018. “Rethinking Computational Thinking for Public Libraries’ Youth Programs,” in *Pennsylvania Libraries*, 6(2), Fall 2018: p. 75-85.
- 📖 Snelling, Jennifer. 2018. “Code Name Literacy: How to Make the Shift from Coding to Computational Thinking,” in *School Library Journal*, April 2018: 24-27.

Explore (in some depth) for today

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

Asynchronous reading

- 📖 Bowler, Leanne, Amelia Acker, Wei Jeng, and Yu Chi. 2017. “It Lives All Around Us: Aspects of Data Literacy in Teens’ Lives.” Association for Information Science & Technology (ASIS&T) annual meeting, Fall 2017.
- 📖 Shtivelband, Annette, Lauren Riendeau, and Robert Jakubowski. 2017. “Building Upon the STEM Movement: Programming Recommendations for Library Professionals,” in *Children and Libraries*, Winter 2017: 23-26.

March 12 – Technology, Part 2

Takeaways: designing programs with tech; tech petting zoo

Synchronous	Asynchronous – due on or before class 3/12
<ul style="list-style-type: none"> - Read and watch (see below) - Upload program for ages 14-21 - Attend class 	<ul style="list-style-type: none"> - Canvas Post: Tech Tools

Read for today

- 📖 Barack, Lauren. 2016. “Where Teens Teach,” in *School Library Journal*, April 2016: 30.
- 📖 Carnegie Library of Pittsburgh
 - Technology for Kids, web site available online at <https://www.carnegielibrary.org/kids-teens/technology-for-kids/>.
 - Hill, Rachel Squirrel. 2015. “All Hands on Tech: Exploring Technology in Kids’ Library Programming,” Carnegie Library of Pittsburgh blogpost, available online at <https://www.carnegielibrary.org/all-hands-on-tech-exploring-technology-in-kids-library-programming/>.
 - Technology-enhanced storytime video, available online at <https://www.youtube.com/watch?v=JGjtCAoIMNw#action=share>.
- 📖 Christner, Carissa. 2018. “Saying Yes to Screen Time,” guest columnist for “The Wired Library,” in *Public Libraries*, 57(6), November/December 2018: 16-18.
- 📖 Paganelli, Andrea. 2016. “Storytimes in a Digital World,” in *Knowledge Quest* 44:3, January/February 2016: 9-17

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

Synchronous	Asynchronous – due on or before 3/26
<ul style="list-style-type: none"> - Reading (see below) - Canvas Post: Observation 2 	<ul style="list-style-type: none"> - Canvas Post: Youth-related policy

<ul style="list-style-type: none"> - Bring to class: your unique article/webinar/podcast/wiki, etc. (published 2015 or after) on underserved youth - Attend Class 	<ul style="list-style-type: none"> - Canvas Discussion: what are some great youth spaces out in libraryland, and why are they noteworthy? Include links if appropriate.
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Read for today

📖 Bolan, Kimberly. 2009. Ch 2 and Ch 3 in *Teen Spaces: The Step-by-Step Library Makeover*,” 2nd edition. Chicago: ALA.

📖 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.

📖 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

Synchronous	Asynchronous – due on or before 4/9
<ul style="list-style-type: none"> - Reading (see below) - Upload Program/Kit in a Bag - Attend class 	<ul style="list-style-type: none"> - 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.

Read for today

📖 Paraschiv, Petra. 2017. “10 Online Channels to Attract More Users to Libraries,” from the Princh web site, blog post on June 6, 2017, available online at <https://princh.com/social-media-tools-for-libraries-to-attract-patrons/#.XDtmte9KgwD>.

📖 Rossman, Doralyn and Scott W.H. Young. 2017. “Social Media Optimization,” *American Libraries* (online), January 3, 2017, available online at <https://americanlibrariesmagazine.org/2017/01/03/social-media-optimization/>.

📖 Russo, Laurie. 2017. “Mastering Marketing/Library Promotion,” *Library Journal*, March 9, 2017 blog post, available online at <https://www.libraryjournal.com/?detailStory=mastering-marketing-library-promotion>.

April 9 – History/Management

Takeaways: knowing your history roots you and gives you wings

Synchronous	Asynchronous – due on or before 4/9
<ul style="list-style-type: none"> - Read and explore in some depth (see below) - Attend class 	<ul style="list-style-type: none"> - Canvas Post: Roots & Wings: Then or Now? - Prepare questions for our visiting panelists

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 Millennial 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/edcareers/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

Synchronous	Asynchronous
<ul style="list-style-type: none">- Canvas Post: Any and all presentation materials- Attend class	<ul style="list-style-type: none">- Evaluate the class using TN Voice!

April 23 – Presentations (if needed) and Wrap-up

Takeaways: looking at how we spent our time together

Synchronous	Asynchronous
<ul style="list-style-type: none">- Canvas Post: Any and all presentation materials- Upload Final Project Rationale and Team Assessment- Attend Class	<ul style="list-style-type: none">- Evaluate the class using TN Voice