



COURSE SYLLABUS
INSC 573: Programming for
Children & Young Adults
Fall 2022
Updated on 8/1/22

Credit Hours: 3 Graduate Hours
Section 001 and 002, combined online
Meeting: Mondays, 6:30-9:10p.m., Zoom

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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 (Children's Materials) and 572 (Young Adult Materials)

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. Practically speaking, 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 related to children and operate from a professional rather than personal stance.

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

Texts for the Course

Required:

- *Create, Innovate, and Serve: A Radical Approach to Children's & Youth Programming*, edited by Kathleen Campana and J. Elizabeth Mills; 2019, ALA-Neal Schuman: Chicago. (Hereinafter referred to as “Campana-Mills.”)
- *Library Programming for Autistic Children and Teens*, 2nd ed., by Amelia Anderson; 2021, ALA: Chicago. (Hereinafter referred to as “Anderson.”)

Additional assigned readings are in Canvas or available online and should be completed BEFORE class.

How to be Successful in this Class

Be present, be intellectually curious, contribute regularly, and engage equally with your peers and me. You 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. Your contributions show original thought and initiative, not simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning **community**. Quality of thought is much more important than quantity.

Civility

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/>.

Student Learning Outcomes for this class

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 to promote literacy, reading, and personal growth;
- Connect programming to the mission and goals of libraries;
- Integrate community agencies and non-profit groups at the local, state, regional, and national levels to support and/or leverage programming for youth;
- Use professional development resources to constantly improve programming.

SIS Program Outcomes and Assignments for the Student Learning Collection (SLC)

Assignment	Associated with these SIS Outcomes
Build Your Own Program	<ul style="list-style-type: none">• Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)• Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)• Analyze research and apply it to information practice (#9)
Program/Kit in a Bag	<ul style="list-style-type: none">• Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)• Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)• Analyze research and apply it to information practice (#9)

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 John Dewey's ideas about active (versus passive) learning. You are self-directed, purposeful learners, who learn best when you build on your own personal experiences. You like to be involved in the construction of your learning experience. Our mutual active participation will create a collaborative learning community, where we co-create value. Even though you may be new to working with youth in a professional capacity, you still bring knowledge and experience that can enrich our class when shared appropriately.

You are 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, asks when others are silent.

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.

Information Literacy/Technological Resources

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and 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](#)
- UT Office of Information Technology ([OIT](#))
 - There's a link to the OIT HelpDesk on the upper left side of the page.
 - [LinkedIn Learning](#) is a great free source of online training support, with tutorials and video on everything from Google Drive to Canvas. You'll need your UTK netid and password to sign in.

Each semester OIT offers "Test Flights" where you can join an informal Zoom session to test your equipment and connections prior to class. These sessions are announced via an email from OIT and also posted on our Canvas class site. Strongly recommended!

I am required to communicate with you through your UTK email address, so please arrange to use it during our time together.

Course Requirements, Assessment, and Evaluation Methods

Methods of Documentation for Assignments



**The Chicago Manual
of Style Online**

- Give your paper a title, but do not use a title page
- 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, clear, and readable as you can.

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

Assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular [grading scale](#) for graduate students, and you can use the following formula to convert your 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 $13/15 = .87 \times 100 = 87$, or a B.

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 may discuss your evaluations with me by **waiting 24 hours after receiving the grade to contact me**, and present valid documentation for why you believe you have earned a different grade. The amount of time and/or effort spent 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**, 1 point per business day may be deducted for written or oral work not submitted by class time the day due. “**Prior agreement**” means as much time as possible and at least 24 hours prior to the original time scheduled for the presentation or assignment.

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 online. If UT cancels classes, then our class is automatically cancelled. Information about the University of Tennessee weather-related closing policy is available [here](#).

Academic Integrity

Students should be familiar and maintain their Academic Integrity, described in <https://hilltopics.utk.edu/academics/> as: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the Honor Statement (https://studentconduct.utk.edu/wp-content/uploads/sites/53/2021/08/2021_FINAL_SCCS_Code.pdf Section XI. Honor Statement), "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."

Plagiarism

Plagiarism in any form is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses. Specific examples of plagiarism:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval;
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students unsure of the nature of plagiarism should consult the instructor or a style manual. More information is available [here](#). Infractions are penalized according to the severity of the infraction and may include an assignment grade of "F."

Note on “Incompletes”

University of Tennessee policy states that an "Incomplete" is granted only under "the most unusual of circumstances" at the discretion of the instructor. An “F” is submitted for students who simply disappear. More information is available [here](#).

Students with Needs that May Impede Learning

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community. Your School of Information Sciences is also very committed to diversity and inclusion, and [creates opportunities](#) for learning more about and living these ideals.

Instructor Status as a Title IX 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 Help for Information Science Students



Hodges Library resources for graduate students are [here](#)
Information Science [LibGuide](#) (library guide)
Our Information Sciences librarian is [Calantha Tillotson](#)

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, and students will always be notified in writing and/or by email.

Weekly Schedule for INSC 573 – Fall 2022

August 29 – Course Overview and Expectations; Introduction

Takeaways: what you need to know to navigate the class; definition of a “program”

Read, explore, view (etc.) for today

- “The [Programming Librarian](#),” an ALA Public Programs web site.

Due today

- Canvas post: Introductions

September 5 – Labor Day (no class)

September 12 – General Information about Programming

Takeaways: nuts and bolts of programs, audience, planning, types of programs

Read, explore, view (etc.) for today

- Campana-Mills Ch 3
- [ALSC Competencies for Librarians Serving Children in Public Libraries](#)
- [Core Professional Values for the Teen Services Profession](#) (2015)

September 19 – Frameworks for Programming

Takeaways: various developmental approaches to programming including developmental tasks, assets, 21st Century Learners, etc.

Read, explore, view (etc.) for today

- Developmental [Stages or Milestones](#) - be focused on many aspects of growth
- Search Institute Assets for [early childhood](#), [middle childhood](#) (ages 5-8), [adolescents](#) (choose the one you’re most interested in, and look at as many others as you like)
- [Wallace](#) Framework
- [4 C's of 21st Century Skills](#)
- [CASEL's SEL](#) (social emotional learning) Framework
- [4-H](#) Thriving Model
- [Connected Learning in Libraries](#)

Due today

- Canvas Post: Observation (discussion and reflection)

September 26 – Literacy/Early Literacy Programming

Takeaways: types of literacy programming for all ages, including storytimes and lapsits

Read, explore, view (etc.) for today

- Campana-Mills Ch 8-13 (short-ish chapters, quick reads)
- Campana, Kathleen, J. Elizabeth Mills, and Saroj N. Ghoting. *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide, Part II*. Chicago: ALA. You may also want to look at Ghoting’s “[Storytime Resources](#).”
- Stoltz, Dorothy, Conner, Marisa, and Bradberry, James. 2015. Ch 3 – “[Activating the Power of Play](#).” Chicago: ALA.

Due today

- Canvas Post: Resource Round-up (please feel free to add resources throughout the semester!)

October 3 – Makerspaces, Tech Programs

Takeaways: planning and executing makerspaces and technology-based/enhanced programs

Read, explore, view (etc.) for today

- Campana-Mills Ch 4
- Guidara, Marissa. 2018. “Rethinking Computational Thinking for Public Libraries’ Youth Programs,” in *Pennsylvania Libraries*, 6(2), Fall 2018: p. 75-85.
- [Edutopia – Maker Education](#)
- Some great examples of tech-related programming:
 - Barack, Lauren. 2016. “Where Teens Teach,” in *School Library Journal*, April 2016: 30.
 - Carnegie Library of Pittsburgh
 - [Technology for Kids](#), web resources from Carnegie Library of Pittsburgh.
 - [Technology-enhanced storytime video](#); OR go find (Google it!) and watch a virtual storytime done by a library/librarian.

October 10 – Tweens, Teens, and New Adult Programming

Takeaways: building programs for tweens, teens, and new adults

Read, explore, view (etc.) for today

- Campana-Mills Ch 14-23 (I know this looks like a lot of reading, but the chapters are short and it will go fast)
- Jensen, Karen. 2018. “[Proposal: Serving New Adults in Public Libraries](#),” *School Library Journal*, May 16, 2018 (blog).
- YALSA. 2015. [The Future of Library Services for and with Teens: A Call to Action](#)

Due today

- A la Carte Option 1 – Canvas Post: Tech Tool and Reflection

October 17 – Community Resources, Collaboration, Collective Impact

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

Read, explore, view (etc.) for today

- Johnson, Abby. (2017). “[Leadership in Librarianship: Professional Development Isn’t Just for Managers](#),” in *American Libraries*.
- Subramaniam, Mega and Linda W. Braun. 2020. “[Wake Up Libraries: Curbside Pickup is NOT the Answer: Reimagining Libraries](#),” *School Library Journal*, July 30, 2020. *Note: we will use this as the basis for a class discussion, so be sure to read it!*
- YALSA, Community Connections Taskforce, May 9, 2017. [Partnering to Increase Your Impact](#), read pages 1-15 and then as much as appeals to you.
- ALSC – [Everyday Advocacy](#) and YALSA [Advocacy Toolkit](#)

Due today

- Build Your Own Program 1

October 24 – Neurodiversity, EDI Mind-set

Takeaways: approaches to equitable, diverse, and inclusive programming

Read, explore, view (etc.) for today

- Anderson, Chapters 1, 2, and 3
- Cottrell, Megan. 2016. “[Aging out of Sensory Storytime](#),” in *American Libraries*, April 29, 2016.
- ALSC [EDI Statement](#)
- YALSA [Serving Diverse Teens Wiki](#)
- [Adaptive Umbrella](#)

Due today

- Bring to class: your unique article/webinar/podcast/wiki, etc. (published 2016 or after) on underserved youth (and please post on the “Underserved” discussion board)

October 31 – Halloween (no class)

November 7 – Summer Library Experiences

Takeaways: overview of summer reading, summer learning programs for all ages

Read, explore, view (etc.) for today

- Urban Libraries Council, [examples](#) of summer learning programs and supporting resources
- Collaborative Summer Library Programs (CSLP) [white paper](#) (research) on summer reading programs – you’re responsible for the executive summary, and can read as much more as you like.
- ALA Summer Reading Program Resources – [Fact Sheet 17](#) – read at least 2 of the linked articles (excluding the CSLP, which you’re already reading)

November 14 – Outreach, Marketing, and Budgets

Takeaways: programming beyond library walls, reaching your audiences, financial concerns

Read, explore, view (etc.) for today

- Campana-Mills Ch 6
- Paraschiv, Petra. 2017. “[10 Online Channels to Attract More Users to Libraries](#),” from the Princh web site, blog post on June 6, 2017.
- Rossman, Doralyn and Scott W.H. Young. 2017. “[Social Media Optimization](#),” *American Libraries* (online), January 3, 2017.
- Russo, Laurie. 2017. “[Mastering Marketing/Library Promotion](#),” *Library Journal*, March 9, 2017 blog post.

Due today

- Build Your Own Program 2

November 21 – Program Evaluation

Takeaways: characteristics of good programs, program planning with intentionality

Read, explore, view (etc.) for today

- Campana-Mills Ch 5
- Fasick, Adele and Holt, Leslie Edmonds. 2013. Ch 4, in *Managing Children’s Services in Libraries*, 4th edition. Santa Barbara, CA: Libraries Unlimited.
- Design Thinking for Libraries [Tools](#)

November 28 – Organizations, Spaces

Takeaways: resources at local/regional/national level, physical spaces best practices, and underserved youth programming

Read, explore, view (etc.) for today

- Bernier, Anthony & Mike Males. 2014. “YA Spaces and the End of Postural Tyranny,” *Public Libraries*, July/August 2014: 27-36.
- Lange, Alexandra. “[Young Adult Architecture](#),” Curbed (blog), May 24, 2018.

Due today

- A la Carte Option 2 – (Program) Kit in a Bag
- Canvas Post: what are some great youth spaces out in libraryland, and why are they noteworthy? Include links if appropriate.

December 5 – Workshopping your Final Project; Course Wrap-up and Evaluation

Takeaways: Learn from your peers; revisit our learning goals

Due today

- Upload to Canvas your final project materials, except for the paper and reflection
- Final Project Presentations

December 12 – deadline for handing in:

- Final version of your final project and all materials (including reflection), this is what will be graded, so you can incorporate any feedback you get/got during the presentations