Credit Hours: 3 Graduate Hours
Section 001 (CRN 53082) Section 002 (CRN 53083)
Meeting: Mondays, 6:30-9:10p.m., Zoom

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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 (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:

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)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Associated with these SIS Outcomes</th>
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<tbody>
<tr>
<td>Build Your Own Program</td>
<td>• Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)</td>
</tr>
<tr>
<td></td>
<td>• Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently. (#8)</td>
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<td></td>
<td>• Analyze research and apply it to information practice (#9)</td>
</tr>
<tr>
<td>Program/Kit in a Bag</td>
<td>• Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. (#3)</td>
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<td></td>
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</tbody>
</table>
**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**
  - 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)**
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
- **LinkedIn Learning** is a great 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 on the UTKSIS-L listserv and the LiveOnline@UT site. Strongly recommended!

I am required to communicate with you through your UTK email address.
Course Requirements, Assessment, and Evaluation Methods

Methods of Documentation for Assignments

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- 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 1000 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 $13/15 = 0.87 \times 100 = 87$, or a B.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Points per Semester Hour</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>(4 quality points)</td>
<td>superior graduate student performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.75</td>
<td>(3.7 quality points)</td>
<td>intermediate performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.75</td>
<td>(3.5 quality points)</td>
<td>better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.75</td>
<td>(3 quality points)</td>
<td>satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.75</td>
<td>(2.7 quality points)</td>
<td>intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.75</td>
<td>(2.5 quality points)</td>
<td>less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 77.75</td>
<td>(2 quality points)</td>
<td>well below the graduate student standard.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.75</td>
<td>(1 quality point)</td>
<td>clearly unsatisfactory/doesn’t satisfy requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59.75</td>
<td>(no quality points)</td>
<td>extremely unsatisfactory/doesn’t satisfy degree requirements.</td>
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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 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/, p. 15 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://hilltopics.utk.edu/student-code-of-conduct/ Section X. 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
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

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

Information Science [LibGuide](#) (library guide)
Our Information Sciences librarian is [Paris Whelon](#).

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 2021

August 23 – 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

August 30 – 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 13 – 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, 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 20 – Program Evaluation, Backward Design
Takeaways: characteristics of good programs, program planning with intentionality
Read, explore, view (etc.) for today
• Campana-Mills Ch 5
• Design Thinking for Libraries Tools

September 27 – 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 4 – Makerspaces, Tech Programs**

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

*Read, explore, view (etc.) for today*
• Campana-Mills Ch 4
• Edutopia – Maker Education
• Some great examples of tech-related programming:
  • Carnegie Library of Pittsburgh
    o Technology for Kids, web resources from Carnegie Library of Pittsburgh.
    o Technology-enhanced storytime video; OR go find (Google it!) and watch a virtual storytime done by a library/librarian.

**October 11 – 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)
• YALSA. 2015. *The Future of Library Services for and with Teens: A Call to Action*

**Due today**
• Canvas Post: Tech Tool and Reflection

**October 18 – Community Resources, Collaboration, Collective Impact**

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

*Read, explore, view (etc.) for today*
• 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*
October 25 – Neurodiversity, EDI Mind-set
Takeaways: approaches to equitable, diverse, and inclusive programming
Read, explore, view (etc.) for today
  • Campana-Mills Ch 1
  • ALSC EDI Statement
  • YALSA Serving Diverse Teens Wiki
  • Adaptive Umbrella
Due today
  • Build Your Own Program 1

November 1 – Outreach, Marketing, and Budgets
Takeaways: programming beyond library walls, reaching your audiences, financial concerns
Read, explore, view (etc.) for today
  • Campana-Mills Ch 6
Due today
  • (Program) Kit in a Bag

November 8 – Organizations, Spaces, Fringe Youth
Takeaways: resources at local/regional/national level, physical spaces best practices, and underserved youth programming
Read, explore, view (etc.) for today
  • Lange, Alexandra. “Young Adult Architecture,” Curbed (blog), May 24, 2018.
Due today
  • Canvas Post: what are some great youth spaces out in libraryland, and why are they noteworthy? Include links if appropriate.
  • Bring to class: your unique article/webinar/podcast/wiki, etc. (published 2015 or after) on underserved youth (and please post on the “Underserved” discussion board)

November 15 – 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)

Due today
• Build Your Own Program 2

November 22 – Presentations
Takeaways: Learn from your peers
Due today
• Upload to Canvas an anonymized version of your final project presentation slides (regardless of your presentation date)
• Final Project Presentations
• Final Project Group Work Reflection (individual)

November 29 – Presentations (if needed) and Wrap-up
Takeaways: looking at how we spent our time together
Due today
• Final Project Group Presentations

December 3 – deadline for handing in:
• Final version of your final project and all materials, this is what will be graded, so you can incorporate any feedback you get/got during the presentations