COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor]

Children in Public Libraries

IRLS 525 Section 010

COURSE DESCRIPTION:

This course will cover the history, philosophy, and practical application of children's and young adult library services. We will look at the role of children’s and teen services librarians including: assessing needs based on community input and the developmental characteristics of children; planning and evaluation; age appropriate services and materials; Our focus will be on children from birth through age 13, and young adults from 12-18 along with adults who are stakeholders in children's literacy (parents, teachers, caregivers, etc.). The services we will explore will include programming, reference/information, readers advisory and educational services. We will also look at technology as it impacts children's and young adult services, including how Web sites are used as gateways to service. Physical facilities for library service will also be covered.

Though this course is called "Children in Public Libraries" we will be covering cooperation with school libraries and teacher librarians and other child services agencies. This course is essential for those considering a career in Children's librarianship in the Public Library sector, but would also be useful for School/Teacher Librarians and other public librarians.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the A1, A3, B1, B2, B3, C1,C2 and C3 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the semester, students will be able to:

1. To become aware of the past, present and potential of library services to children and young adults

2. To develop skills to assess needs and to be able to utilize goals to plan services and programs, and to evaluate services and programs.

3. To plan, implement and assess a variety of types of programs appropriate for various age groups, and to observe and conduct model programs in real settings.

4. To learn how to present booktalks, do readers advisory, and put the right book in the hands of the right kid at the right time.
5. To learn how to make use of computers and technology in the provision of children's and young adult services.

6. To develop a passion for children's and young adult services.

REQUIRED COURSE MATERIALS:

Texts:


While I am assigning texts for this class, my general philosophy is that the foundation for children's and teen services is the literature that we provide and share. The most important thing you can do is read children's and young adult books, and for that reason I am assigning a number of children's and young adult books that will be relevant to the course content.

Assigned reading will be announced prior to the first day of class. Students should check the ALSC Web site http://www.ala.org/ala/alsc/alsc.htm on Monday, January 26th, 2009 to check for the announcement of the Newbery, Caldecott and other literary awards. Reading of any 2009 award winners is highly recommended, and some will be assigned reading.

Assigned Reading TBA

For sure, we will be reading the following books:

- The Graveyard Book by Neil Gaiman
- Additional reading: Articles to be posted on D2L.

While these are not assigned or required, you may find some of the following books helpful:

- Harris, Frances Jacobson. I Found it On the Internet: Coming of Age Online. Chicago: American Library Association, 2005

COURSE REQUIREMENTS:

This course will be taught virtually using a D2L course on the Web. Enrolled students will be given accounts by the start of the semester.

Note: Information about using D2L is available at http://sirls.arizona.edu/resources/computing#d2l. If you have trouble with D2L, you can contact the D2L Support Staff (d2l@email.arizona.edu). (In addition, you can contact the SIRLS "D2L GAT" for the semester.) Send the D2L staff an email message explaining exactly what is happening.

I plan to post one lecture per week. I plan to post these lectures on Tuesday afternoon or evening. So, you should find them posted in the "Content" area of the D2L course by the following morning.

I will set up a discussion forum for each lecture. Online discussions of the content of the course will take place in these forums. The participation requirement for this course requires active participation in these discussions. Lectures will typically conclude with a few possible discussion questions. You should have something thoughtful to say (a question, a comment, a reply, etc.) every week or so. But in order to stay up-to-date on discussions and announcements, you should check into D2L every day or so.
Note: The last day of classes this semester is May 6th. This will be the last official day for participation. However, D2L should still be accessible for at least a couple of weeks after that point. I will still be checking in on the discussions and you are free to continue posting to the discussion forums.

I have a couple of small requests with regard to the discussion forums. These forums will be our main mode of communication in this course. In order to keep this communication more or less organized, I will set up different forums for different purposes. For example, in addition to a forum for each lecture, I will also set up a "Greetings" forum for you to describe who you are and why you are taking this particular course. So, my first request is that you try to direct your comments to the appropriate forum. My second request is that you use D2L email, instead of the forums, for any personal correspondence.

Note: If I need to communicate with you directly, I will typically send you a D2L email message. So, in addition to regularly checking the discussion forums, you need to regularly check your D2L email account (or you need to have your D2L email forwarded to your regular email account).

There are five components that go into the final course grade:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Program Observation</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>35%</td>
</tr>
<tr>
<td>Program Development</td>
<td>25%</td>
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<tr>
<td>Short Assignments</td>
<td>20%</td>
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Note: It is very important to me that assignments reflect in a practical way the sorts of things you will be doing in a real world setting with children's books, whether in a school or a public library. Each of these assignments is something you would be doing as a practicing professional.

Participation is discussed above under Course Format.

The Program Observation requires that before planning your own programs for presentation in class you will observe two similar programs in a real library setting for a similar age group. Contact the librarian presenting the program in advance to let them know that you will be attending, and the nature of your assignment. As the librarian if you can have a few moments with them after the program for a brief interview. Write a report of your experience that includes a 1-2 page description of the program, and additional pages describing your impressions based on the audience reaction to the program and your interview with the librarian who presented the program.

Note: All of the assignments in this course will be due at 11:59pm Tucson time, on the date specified on D2L.

The Individual Presentation requires each of you to participate in creating an online presentation on a topic within the scope of youth services in public libraries. These presentations will take place during the last few weeks of the semester. Each student will sign up for a specific date to put their presentation online. We will treat the presentations like any other virtual lecture. For instance, I will set up a forum for each presentation, presentations will be required reading, etc.

The Program Development Project requires you to design two programs for two distinct age groups depending on your experience and career goals. They should be chosen from the following age groups:

**Program I: Preschool**

Choice A: Baby/lapsit program
Choice B: Toddler time
Choice C: Preschool storytime

Program II: Children

Choice A: Young Children (6-8 years / 1st-2nd Graders)
Choice B: Middle Grade Children (9-12 years / 3rd-4th graders or 5th-6th graders)

1. Book Discussion program with related activities
2. Craft program (literature based)
3. Information Program/Computer Literacy
4. Booktalk program

Program III: Young Adults (13-15 Years)

Choice A: Book Discussion program with related activities
Choice B: Teen Council program
Choice C: Information Program/Computer Literacy
Choice D: Film or other media-oriented program

Each program is to by typed using a program planning sheet that will be provided on D2L. These programs will be shared with the class and should be in a format in which they can be used in the future.

Short Assignments consisting of a few short questions will typically be posted on Tuesdays at the end of each lecture. These assignments will be due on the following Tuesday.

Further details about these assignments (including due dates) will be provided in D2L. All assignments must be submitted as HTML or PDF files. Information about creating HTML documents is available at: http://sirls.arizona.edu/resources/computing#html.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. ‘The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.’ If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.
Assignment Policies

How to submit your assignments: The papers are to be submitted usually by the d2l assignment Dropbox, which can be found as a link on the toolbar.

Assignment due dates: Assignment due dates will be announced on d2l at the beginning of the semester. Assignments will be due at 11:59 pm (Tucson time) on the date due.

Late Policy: Late work will lose one letter grade from the grade it would have gotten had it been turned in on time.

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

Grading Criteria:

A=90-100 The grade 'A' means excellence and reflects the fact that you not only understand the material but also that you have a demonstrated critical thinking skills and the ability to draw your own conclusions. A score of 90-92 indicates that your work is very good, but is perhaps lacking in one of the above-mentioned areas.

B=80-89 This grade indicates that you have a good grasp of the material and show some thoughtfulness in approaching the assignments, but that your knowledge or ability is lacking something in both areas. This grade represents a decent standard of academic achievement, but indicates that you have not 'gone the extra mile' in terms of meeting the requirements of the assignments. A score of 80-82 indicates that your performance was felt to be slightly below average in terms of either the knowledge or understanding of the facts and of relevant information, and your ability to apply what you have learned to specific questions or problems.

C=70-79 This grade indicates that performance was below average in both knowledge and understanding or interpretation of relevant information.

D=60-69 The D range of grade is reserved for those who do the assignments, but perhaps should not have bothered. A 'D' means your work was sufficiently related to the question so as to deserve a grade, but that you were for the most part unprepared.

F=59 and below An 'F' normally indicates that the work was not done at all, or if it was done, was not relevant to the subject assigned.

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Instructor: Tim Wadham, Ph.D.
Assistant Director, Youth and Community Services
St. Louis County Library
E-mail: wadham@email.arizona.edu
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
- more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
- more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
- more...

Task