

IS 573: Programming for Children and Young Adults

Fall 2009

Class Meetings:

Mondays, 6:30-9:10 p.m.
Room 309 Communications Building & CentraSpace

Office Hours – Fall 2009

24/7 via email
Wednesdays, 10:00-Noon
Other times by appointment

Instructor's Office:

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Information About Instructor:

<https://www.sis.utk.edu/user/667>

COURSE DESCRIPTION

Philosophy and objectives of public and school library services for children and young adults. Reading, listening, and viewing guidance for individuals and groups. Program planning, implementation and evaluation.

Please Note: The instructor reserves the right to modify course schedule and requirements.

COURSE OBJECTIVES

By end of this course, the student will:

- Understand and articulate how programming fits within the mission and learning objectives of school library media centers and public libraries;
- Articulate developmental and learning needs for youth at all levels, from birth through high school;
- Understand and be able to create policies regarding challenged books, Internet use, and other sensitive issues within the field of youth services;
- Understand and have strategies for developing programming with varying levels of internal and external support;
- Understand how to network with private and public local, regional and national agencies to support/enhance programming;
- Understand the role of and locate professional development tools for creating and sustaining programming;
- Understand the role of professional organizations in the development of the field;
- Understand the evolution of programming in public libraries and school library media centers;
- Have accumulated a collection of programs and ideas for programs.

REQUIRED AND RECOMMENDED TEXTS

Required:

Cerny, Rosanne and Penny Markey and Amanda Williams. 2006. *Outstanding Library Services to Children: Putting the Core Competencies to Work*. Chicago: American Library Association (ALA)/Association for Library Service to Children (ALSC).

Vaillancourt, Renée J. 2000. *Bare Bones Young Adult Services: Tips for Public Library Generalists*. Chicago: ALA/Public Library Association (PLA)/Young Adult Library Services Association (YALSA).

Zmuda, Allison and Violet H. Harada. 2008. *Librarians as Learning Specialists: Meeting the Learning Imperative for the 21st Century*. Westport, CT: Libraries Unlimited.

Recommended (but not required):

Fox, Mem. 2008. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*, 2nd edition. New York: Mariner Books.

Trelease, Jim. 2006. *Read Aloud Handbook*, 6th edition. New York: Penguin.

Recommended (but not required) for those interested in working in public libraries:

Association for Library Service to Children (ALSC) and Steele, Anita T. 2005. *Bare Bones Children's Services: Tips for Public Library Generalists*. Chicago: ALA

Gorman, Michele and Tricia Suellentrop. 2009. *Connecting Young Adults and Libraries*. New York: Neal-Schuman.

YALSA and Patrick Jones. 2002. *New Directions for Library Service to Young Adults*. Chicago: ALA/YALSA.

Recommended (but not required) for those interested in working in school media centers:

American Association of School Librarians (AASL). 1998. *Information Power: Building Partnerships for Learning*. Chicago: ALA.

AASL. 2009. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: ALA

Grimes, Sharon. 2006. *Reading is Our Business*. Chicago: ALA

Riedling, Ann Morrow. 2004. *Information Literacy: What Does it Look Like in the School Library Media Center*. Westport, CT: Libraries Unlimited.

Woolls, Blanche and David V. Loertscher. 2005. *The Whole School Library Handbook*. Chicago: ALA

*Assigned readings – unless indicated otherwise – are on our class **Blackboard** (hereafter **Bb**) space.*

COURSE CALENDAR AND WEEKLY SCHEDULE

August 24 (Meeting 1) – Course Overview

Explanation of syllabus; what is programming and why do we do it?

August 31 (Meeting 2)

Brief history of programming, connection to missions/goals

Read for today

- Zmuda, Ch 1 and 2 – “Closing the Learning Gap: Reframing Our Mission” and “The Learning Specialist: Clarifying the Role of Library Media Specialists”
- Walter, Virginia A. 2000. Ch 1 and 2 – “Where We Came From: The Tradition of Public Library Service to Children,” and “Where We Are Today: Contemporary Public Library Service to Children,” in *Children and Libraries: Getting it Right*. Chicago: ALA
- Woolls, Blanche and David Loertcher. 2005. Section 1 – “History,” in *The Whole School Library Handbook*. Chicago: ALA. NOTE: Pay attention to first two entries, skim the rest.

DUE today

- Post a citation and short summary for an article about what you consider to be a “typical” program for either school media centers or public libraries.

September 7 – Labor Day – NO CLASS

September 14 (Meeting 3) – Basic program planning, program types, resources

Read for today

- Vaillancourt, Ch 6 – “Serving Young Adults”
- Zmuda, Ch 3 – “Designing Instruction to Fit the Nature of the Learning and the Learner.”
- Marino, Jane. 2003. Ch 1 – “Babies in the Library,” in *Babies in the Library*. Lanham, MD: Scarecrow Press.
- Smith, Jane Bandy. 1995. Ch 4-6 – “Planning a Curriculum-based Program,” “Planning Curriculum-based Activities,” “Teaching Information Skills,” in *Achieving a Curriculum-based Library Media Center Program*. Chicago: ALA
- Sullivan, Michael. 2005. Part III and IV – “Services,” and “Programming,” in *Fundamentals of Children’s Services*, Chicago, ALA.

DUE today

- Post a citation and short summary for an article that describes what you consider to be extreme or radical programming for either school media centers or public libraries.

September 21 (Meeting 4) – Birth-Age 4: Pre- and early literacy

Guest Speaker: Dr. Jinx Watson

Read for today

- Cerny, Ch 1 – “Knowledge of Client Group”
- Diamant-Cohen, Betsy. 2007. “First Day of Class: The Public Library’s Role in ‘School Readiness,’” *Children and Libraries*, 5(1), Spring 2007
- Hughes-Hassell, S., et al. 2007. “Making Storytime Available to Children of Working Parents: Public Libraries & the Scheduling of Children’s Literacy Programs.” *Children & Libraries* 5(2, Sum/Fall 2007)
- National Early Literacy Panel. 2008. *Developing Early Literacy: Report of the National Early*

Literacy Panel, Executive Summary. Washington, DC: National Institute for Literacy.

- Every Child Ready to Read In Practice – ALSC, at www.ala.org/ala/mgrps/divs/alsc/ecrr/ecrrinpractice/storytimeapplications/storytimeapplications.cfm

DUE today

- Post a citation and short summary for an article that describes a collaborative program. The collaboration can involve school media centers, public libraries, internal partners (e.g. faculty, staff), external partners (e.g. community groups, agencies, etc.)

September 28 (Meeting 5) – Grades 1-3: Programming for Early/Beginning Readers

Guest Speaker: Bryn Samuels

Read for today

- Zmuda, Ch 1 and 2 – “Closing the Learning Gap: Reframing Our Mission” and “The Learning Specialist: Clarifying the Role of Library Media Specialists”
- Kaiser Family Foundation. 2003. Zero to Six: Electronic Media in the Lives of Infants, Toddlers and Preschoolers, (Focus on “Key Findings,” skim the rest); www.kff.org/entmedia/entmedia102803pkg.cfm
- National Reading Panel. 2000. Report of the National Reading Panel: *Teaching Children to Read, An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, Reports of the Subgroups.* Washington, DC: National Institute of Child Health and Human Development, NIH. NOTE: Focus on 7-19; skim the rest if interested.
- Reading Rockets Web site – www.readingrockets.org. Take a good look around this site.
- Shannon, Donna. 2004. "The School Library Media Specialist and Early Literacy Programs," *Knowledge Quest*, 36(2), November/December

DUE today

- Program Plan #1

October 5 (Meeting 6) – Grades 4-6: Programming for Upper Elementary Grades

Read for today

- Zmuda, Ch 1 and 2 – “Closing the Learning Gap: Reframing Our Mission” and “The Learning Specialist: Clarifying the Role of Library Media Specialists”
- Adlit Web site – www.adlit.org. Take a good look around this site.
- Edmunds, Kathryn M. and Kathryn L. Bauserman. 2006. "What Teachers Can Learn about Reading Motivation through Conversations with Children," *Reading Teacher* 59(5)
- Lance, Keith Curry. 2002. “What Research Tells Us About the Importance of School Libraries.” *Knowledge Quest*, 31(1), September/October 2002 supp)
- Steele, Anita T. 2001. Ch 3-5 – “Storytime and Storytelling,” “Variety Programming for Children,” and Summer Reading Programs,” in *Bare Bones Children’s Services: Tips for Public Library Generalists.* Chicago: ALA

October 12 (Meeting 7) – Program Presentations I

DUE today

- Booktalk presentations for grades 3-5

October 19 (Meeting 8) – Program Presentations II

DUE today

- Booktalk presentations for grades 6-8

October 26 (Meeting 9) – Grades 7-9: Programming for Tweens and Young Teens

Read for today

- Vaillancourt – Ch 1-3 – “Young Adult Services Philosophy,” “Youth Participation,” and “Planning for Young Adult Services”
- Wilson, Patricia J., and Roger Leslie. 2002. Ch 1 – “Putting Students Center Stage,” in *Center Stage: Library Programs that Inspire Middle School Patrons*. Greenwood Village, CO: Libraries Unlimited. (available as an e-book via Hodges Catalog)

DUE today

- Program Plan #2

November 2 (Meeting 10) – Grades 10-12+: Programming for Older YAs

Read for today

- Gorman, Michele and Tricia Suellentrop. 2009. Ch 2 and 9 – “Understanding the Audience,” and “Programming,” in *Connecting Young Adults and Libraries*. Chicago: ALA
- Harada, Violet, Carolyn Kirio, and Sandy Yamamoto. 2008. "Project-Based Learning: Rigor and Relevance in High Schools," *Library Media Connection*, 26(6), March 2008

DUE today

- Final Project topic – must be approved by instructor!

November 9 (Meeting 11) – Information Power; Standards; Information Literacy

Guest Speaker: Suzanne Sherman, Media Specialist at Hardin Valley Academy

Read for today

- AASL and Jo Ann Carr. 2008. Ch 2 – “Leadership in Learning and Thinking,” in *Leadership for Excellence: Insights of National School Library Media Program of the Year Award Winners*. Chicago: ALA
- Giller, Michael. 2009. Ch 5 – “Information Literacy,” in Michele Gorman and Tricia Suellentrop, *Connecting Young Adults and Libraries*. Chicago: ALA

DUE today

- Program Plan #3

November 16 (Meeting 12) – Advocacy, Outreach and Special Programs

Read for today

- Cerny, Ch 6 – “Advocacy, Public Relations, and Networking Skills”
- Gorman, Michele and Tricia Suellentrop. 2009. Ch 8 – “Outreach and Partnerships,” in *Connecting Young Adults and Libraries*. Chicago: ALA

November 23 (Meeting 13) – Program Presentations III

DUE today

- Booktalks for young adults (grades 7-12)

November 30 (Meeting 14) – Program Presentations IV; Course Wrap-up

DUE today

- Booktalk for one professional resource

December 4 – FINAL PROJECT DUE

Assignments

In addition to active class participation, there are four booktalks, three program plans, and a final project. We will NOT use the Digital Drop Box in this class, you will either post your assignments to specified Blackboard Fora, or will email them to me at cwelch11@utk.edu.

Booktalks – 4 total

Booktalking is an important part of every librarian's duties – no matter what the setting or service group. This semester you will deliver booktalks for four different age categories, as specified:

1. Grades 4-5 – due October 12
2. Grades 6-8 – due October 19
3. Grades 9-12 – due November 23
4. Professional Resource – due November 30

Requirements:

- 10-minute presentations; includes 3-5 titles
- Create a bookmark for one group (your choice) – must have 10 titles and brief annotations
- Post your titles and a short (1-2 sentence) annotation for each title (not an attachment) to the appropriate forum. Posts are due at the beginning of class on presentation day.
- Post your bookmark (as an attachment) to the appropriate forum; bookmark is due at the beginning of class on presentation day.
- NOTE: You will only need to booktalk one (1) professional resource, but you are still responsible for creating a forum entry for it. You will need to include an evaluation of the resources (recommend/not recommend, additional/essential purchase, how you would use it, who might use it. Post your resource annotation/review by the beginning of class on November 30th.

Program Plans – 3 total

Plan 1 – due September 28

Plan 2 – due October 26

Plan 3 – due November 9

Planning is essential to the success of your programs, and the more detailed your plans, the more useful they are over time. This semester you will plan three (3) programs for particular audiences. You may choose from the following categories:

- Lapsit/Toddler program (birth-24 months)
- Pre-school program (ages 3-5)
- Elementary school program (Grades 1-5)
- Middle school program (Grades 6-8)
- High school program (Grades 9-12)

More than likely you will have a preference for working in a public or school library, so one of the

three programs you plan must be for the “other audience.” For example, if you plan to work in a public library, you may do two (2) of three programs for public library audiences if you so choose, but the third program **MUST** be in a school media setting. For those interested in SLMs, you may do two (2) programs in that setting if you so choose, but **MUST** do at least one program for a public library audience. I will provide handouts detailing guidelines and requirements for each group.

You must post your program plans to the appropriate bulletin board by the start of class on the dates they are due.

Final Project – Choice of 2 options

For your final project you may choose to create a summer reading program or a personal portfolio. You may use any of your earlier materials (booktalks, program plans) to satisfy the requirements of this project, as appropriate.

Option 1 – Summer Reading Program

Requirements: You will plan a 6-8 week summer reading program, including

1. Booklist – featured (annotated) book for each week, read-alikes
2. Discussion questions/starters
3. Promotional flyer(s) and any material you would use to recruit or retain group members
4. Budget for field trips, food, any costs related to the book club
5. Paper (5-7 pages) describing intended audience, philosophy, approach, etc.

Option 2 – Personal Portfolio

Requirements: You will create an e-portfolio that will include the following information:

Portfolios (10 points for organization and aesthetics) include:

1. Table of contents
2. Personal mission statement
3. Resume/CV
4. Prepared booktalks for middle and high school – 5 written and 2 podcasts
5. Two (2) picture book programs for elementary
6. Five (5) finger games for young children
7. “Connections”: a special topic of personal interest supported by books, A-V, Websites, field trip ideas and artifacts/exhibits presented as an annotated bibliography
8. Additional materials that represent your thinking and work

Active Class Participation

Active class participation is different than simply class participation. You must do more than show up for class. You must read and be prepared to be an active contributing part of the class experience each week. You will start and contribute to posts on Blackboard, or bring related materials to the attention of the instructor or your fellow students.

Assignments Recap

Assignment	Due Date	Per Cent of Course Grade
Booktalks	October 12, 19 November 23, 30	40%

Program plans	September 28 October 26 November 9	30%
Final Project	December 4	25%
Active class participation	EACH WEEK!	5%

Final Grade Components

Booktalks (4)	40%
Program Plans	30%
Final Project	25%
Active Class Participation	<u>5%</u>
Total	100%

CLASS ATTENDANCE POLICY

Students are expected to attend class each week and be fully prepared to actively participate.

CLASS CANCELLATIONS

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 **Bb**.

NOTE ON "INCOMPLETES"

Based on adopted University of Tennessee, Knoxville, and SIS policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. In the event that an "Incomplete" is even to be considered, the student will be required to petition for an "Incomplete" by filling out a SIS approved form used for that purpose (contact instructor), and the student will agree to the conditions and date set by the instructor for the removal of the "I" ("Incomplete"). In any event, an "I" not removed within one semester automatically becomes an "F." For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

NOTE ON 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.

Students who may be unsure of the nature of plagiarism should consult the instructor or a source on writing research reports, such as "Section 34," *Harborage College Handbook* (Hodges Library, Reference: PE 1112 .H6 [latest edition]). 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 is to be the product of his/her own study and/or research, not a joint effort of any sort unless previously approved. The UTK Honor Statement, adopted in 1987, and subscribed to, *de facto* by all entering students reads in part: "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." (See also *Hilltopics*.)

METHODS OF DOCUMENTATION

The standard SIS resource for matters of documentation is Kate L. Turabian, *a Manual for Writers of Term Papers, Theses, and Dissertations*, 5th edition [or later] (Chicago: University of Chicago Press, [latest edition]). (Paperbound copies abound in local bookstores.) Turabian is derived from the *Chicago Manual of Style*. For matters not covered in Turabian or where there is ambiguity, the latest edition of the *Chicago Manual of Style* is ultimately authoritative.

However some of you will be going into situations that require other formats, such as the APA or MLA citation models. As long as you are consistent in your use of the citation style, you may use any citation system.

Use of footnotes at the bottom of pages is unnecessary. One may use superscript note numbers--in text--linked to endnotes, a collection of notes with corresponding superscript numbers collected on separate pages at the paper's end. Easier still--and perfectly valid as well--is the use of internal, parenthetical documentation, such as ". . . "(Jones, p. 98) or . . . [one's paraphrase of Jones' text] (Jones, p. 98). The reader then refers to the alphabetized "Bibliography" at the end of the paper for the first and only **full** reference to "Jones." Papers containing references to more than one work by "Jones" simply use an abbreviated short title and the name parenthetically; e.g., ". . . "(Jones, "If Today," p. 98) or author's name and date of the cited work; e.g., ". . ." (Jones, 1990, p. 45).

The style of citations to Web sites is: [URL name]; visited on [date].

STUDENT EVALUATION¹

Grades in graduate study have the following meanings.

¹ This is the UTK grading scale for graduate students.

- A (4 quality points per semester hour) superior performance.
- B+ (3.5 quality points per semester hour) better than satisfactory performance.
- B (3 quality points per semester hour) satisfactory performance.
- C+ (2.5 quality points per semester hour) less than satisfactory performance.
- C (2 quality points per semester hour) performance well below the standard expected of graduate students.
- D (1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
- F (no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
- I (no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
- W (carries no credit hours or quality points) indicates that the student officially withdrew from the course.

PENALTY FOR LATE WORK

Except by **prior agreement**, ½ letter grade per working day may be deducted for written work not submitted by class time the day due. For example, a paper which would normally receive the letter grade of "B" may receive a "C" if two business days late--and so forth. The same type of penalty may apply to scheduled oral reports except that they are assessed an automatic penalty of two letter grades' reduction for each class period for which they are scheduled and are not delivered--except by **prior arrangement**, which must be arrived at least 24 hours prior to the original time scheduled for the presentation.

STUDENTS WITH SPECIAL NEEDS

The University of Tennessee intends to comply with requirements of Section 504 of the Rehabilitation Act of 1973 and those of the Americans with Disabilities Act (ADA) of 1990.

Students with special needs should consult with the instructor as early as possible in the term about possible accommodations under these regulations. Disability Services, 2227 Dunford Hall, Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@utk.edu

See also, “Student Support,” below.

STUDENT SUPPORT

Each student should be aware that he/she has a web of available support services at UTK. If you have a concern or problem that your advisor or school staff cannot address as you wish, consider the following options:

Problems with Study Habits

Student Counseling Services Center, 900 Volunteer Blvd.
865-974-2196

The Center for Leadership Development

315-F University Center
(865) 974-2313

Taking Tests

Student Counseling Services Center, 900 Volunteer Blvd.
865-974-2196

Disability Issues

Disability Services, 191 Hodges Library
865-974-6087

Writing

Writing Center, 211 Humanities Building
(865) 974-2611; writingcenter@utk.edu
<http://web.utk.edu/~english/writing.php>
HOURS: May vary, check the Web site.

Evening Writing Center

135G Hodges Library, just inside the Reference Room; www.lib.utk.edu/refs/writingcenter.html
HOURS: May vary, check the Web site.

Time Management

Student Counseling Services Center, 900 Volunteer Blvd.
865-974-2196

Health Problems

Student Health Services, 1818 Andy Holt Ave.
865-974-3135

Personal Problems

Psychology Clinic, 225 Austin Peay Building
865—974-2161

Center for International Education, 1620 Melrose Avenue
865-974-3177

Student Counseling Services Center, 900 Volunteer Blvd.
865-974-2196

Financial Aid Office, 115 Student Services Building
865-974-3131

African American Students, Black Cultural Center, 1800 Melrose Ave.
(865) 974-6861

Computer Science Tutorial Lab

107 Ayres Hall
(865) 974-5067

MORE ACADEMIC RESOURCES

Abstracts and Indexes

Library Literature
ERIC Resources in Education and Current Journals in Education
LISA: Library and Information Science Abstracts
Library Lit Full Text

Selected Core Periodicals

American Libraries (AL)
Children and Libraries (CAL)
Emergency Librarian
Library Journal
Public Libraries
Publisher's Weekly
School Library Journal
School Library Media Quarterly
Teacher-Librarian
Tennessee Librarian (or other state, regional or local publications)
Voice of Youth Advocates (VOYA)
Wilson Library Bulletin
Young Adult Library Services (YALS)

Hodges Library's Information Sciences Page

- For additional information as compiled by librarians at Hodges, see www.lib.utk.edu/refs/infosci
- The Information Sciences librarian at Hodges is Janette Prescod, www.lib.utk.edu/people/prescod.html