

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7422
Programming for Children & Young Teens
3 Semester Hours**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and

disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [*ALA CORE COMPETENCES 1,2,3,5,8*]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [*ALA CORE COMPETENCES 4*]

PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]

PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

Instructor

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COURSE DESCRIPTION

An overview of the nature, philosophy, design and delivery of library programs for youngsters from birth through early teens. Includes principles of planning, implementing, promoting, and evaluating programs for this age group. Emphasis will be on creative arts including storytime and storytelling, puppetry, reading incentive programs, and other age-specific activities.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

- *Fundamentals of Children's Services, Second Edition.* By Michael Sullivan (2013) ALA Fundamentals Series, American Library Association ISBN 078-0-8389-1188-4
- *From Boardbook to Facebook: Children's Services in an Interactive Age.* By Adele M. Fasick (2011) Libraries Unlimited ISBN 978-1-59884-468-9
- *Georgia Public Library Service's Children's and Youth Services Staff Handbook* (2002) This is published as a pdf and is available free of charge at <http://www.georgialibraries.org/lib/child/childmanual.pdf>
- Readings from LIS professional and academic literature will be assigned weekly. Articles will be available via GALILEO Scholar, the Odum Library's e-journals collection or on Odum Library e-reserve, or links will be provided in the course website.

- *Publication Manual of the American Psychological Association* [APA Style Manual], 6th ed. (2009). If you have the first printing of the 6th edition, be sure to get the corrections from the APA website.
 - Basics of APA style are available at the Purdue University Online Writing Lab [OWL] website: <http://owl.english.purdue.edu/> and at <http://www.apastyle.org> but students will be held to the standards given in the actual APA Style Manual.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

COURSE OBJECTIVES (*With alignment to MLIS Program Objectives (PO)*).

Upon completion of this course, the student will be able to:

- Create library programs for young audiences aligned with principles of child development, ethnic diversity, and special (physical or psychological) needs
- Conduct a community analysis to assess local needs, tastes, and resources pertinent to developing library programs for children and young teens
- Design program presentations based on a variety of creative arts techniques
- Deliver or perform program presentations in a style attractive to young audiences
- Describe a physical environment conducive to conducting or hosting programs for youngsters
- Engage with other participants or stakeholders (e.g., colleagues, parents, care-givers or child care agencies, other professionals involved with child welfare) in program planning and implementation
- Evaluate a library program for children and young teens based on audience needs and interests in consort with the goals of the library

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Full details are available in the Assignments module of the course website.

- **Discussion board/Module Activities = 30 points**
- **Youth Environment Observations = 15 points**
- **Community Analysis Report = 20 points**
- **Stakeholder Letter = 15 points**
- **Creative Program = 20 points**

Course Grades

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points

- D: 60 – 69 points
- F: fewer than 60 points.

To be eligible for an **A** in this course, a student must complete *every* assignment.

COURSE EVALUATION

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

ATTENDANCE POLICY

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

20% of the possible assignment grade will be deducted from the student's score for every 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Friday unless otherwise identified). If you need additional time to work on an assignment or if you have a scheduling conflict you must contact your instructor before the assignment is due to discuss your situation. The instructor will not accept work after the assignment submission window closes without prior consent.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two

weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.