Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 127: Library Programs & Services for Children and Young Adults

Bulletin Description
This course provides knowledge and experience in creating, promoting, and evaluating library programs for 6 to 19 year-olds with a focus on programming and reference services.

Credit: 3 semester hours.

Course Description
This course is designed to provide knowledge of, and practical experience in, creating, promoting, and evaluating a wide variety of library programs for 6 to 19 year-olds. There is specific focus on 21st Century programming, the provision of reference services, reader's advisory, and instruction to children and young adults on the use of library tools and resources. The design of this course was guided by the core set of competencies developed by two key library and information (LIS) organizations: the Association for Library Service to Children (ALSC) and the Young Adult Library Services Association (YALSA), which are both divisions of the American Library Association (ALA). Covered to a lesser degree in this course are the competencies developed by the American Association of School Librarians (AASL) for school librarians/libraries as well as services for young children (birth to 5) and their caregivers.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives

As outcomes of the course, students *will gain knowledge and/or an understanding of:*

Creating and promoting developmentally appropriate library programs for children and young adults

Evaluating library programs and services to young adults and children

Promoting and evaluating library programs and services to the underserved children, parents, & caregivers

Providing instruction to children and young adults in the use of library tools and resources

Providing reference services to children and young adults

Providing readers' advisory services to children and young adults

The rights of youth to browse, regardless of age

How to provide nonjudgmental answers to their questions

Program Goals and Outcomes

The course contributes towards satisfying the following MS LIS program goal/s:

2B: Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.

4A: Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

8A: The principles of planning and budgeting in libraries and other information agencies.

8B: The principles of effective personnel practices and human resource development.

Units of Instruction

Unit	Title
1	-Preliminaries -History of Youth Services
2	-Guidelines, Competencies, and Standards
3	-Development as a Factor in Providing Library Services and Programs
4	-Knowledge of Client Group -Programming for Diverse Populations
5	-Communication
6	-Technology, Youth, and Programming
7	-Technology: Challenges, Opportunities, and the Future of Libraries
8	-Gaming in the Library -Gamification
9	-Libraries, Literacy, and Education -Information/Digital Literacy
10	-Collection Development
11	-Evaluation
12	-Professional Development
13	-Management and Administration
14	-Advocacy, Marketing, and PR

	-Wrap-up

Learning Activities

Programming Assignment

Overview of the 4-Part Programming Assignment:

Students are given a budget of $5,000 to design, plan, promote, and implement at least one scheduled program per week for one year (i.e. approximately 50 events). In this four-part assignment they are required to:

> 1: Create a calendar of events (Part 1)
> 2: Create a descriptive journal detailing each event (Part 2)
> 3: Create/design a flyer and marketing plan to promote ONE of their programs (Part 3)
> 4: Create a budget detailing their expenditures for the year of programs created (Part 4)

Students select one of the following age groups on which to focus for this assignment: 6-8; 9-12; 13-15; or 16-19.

Weekly Discussions and Activities

This class is designed to be highly interactive; therefore, students are expected to actively participate in weekly discussions and activities. In addition to the readings assigned each week, students are required to listen to and/or view all other assigned content (i.e., presentations, videos, and/or podcasts). Students alos respond to other students as instructed. These responses must be thoughtful and contribute to the development of robust and respectful discussion.

Assessment Course-Level Assessment

1. Course-Level Assessment

   a. *Programming Assignment*

   This 4-part assignment provides an opportunity for students to apply the knowledge acquired to a real-life scenario – as youth services librarians charged with using the annual programming budget to create a year of programs for children or teens. They are required to create and describe each program - including how it would be implemented, create a flyer and marketing plan for one program, and to show all expenditures in a spreadsheet. Real-life scenarios are excellent vehicles for online learning because the content can be aligned within the scenario, giving students a taste of reality by allowing them to control a situation much like they would on the job. In addition, each part of the assignment builds on the previous, so students can work at their own pace, although they must submit each part of the assignment by a specific date.

   b. *Weekly Discussion and Activities*

   The assigned weekly readings and activities are designed to reinforce course objectives through discussion board posts/responses (i.e., active discussion). Students are expected to consistently contribute to this shared pool of knowledge. Discussion posts/responses are assessed based on demonstrated knowledge and/or understanding of the topics, identification of key points, and ability to present these coherently. Students also respond to other students as instructed. These responses must be thoughtful and contribute to the development of robust and respectful discussion.

2. Program-Level Assessment.

   The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.

   a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

   In LIS LIS 127, the Program Assignment and weekly discussion/activities are used as a representative measure of student learning of the related program goal/s.

b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact.

In LIS LIS, the entire 4-part Programming Assignment is suggested as the course artifact should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the comprehensive nature of the project.

Grading Scheme

The course grade will be determined from the following activities. The percentage in parenthesis is that of the overall course grade.

a) Discussion Posts/Activities (45%)

b) Programming Assignment (55%)

      1. Calendar (15%)

      2. Journal (15%)

      3. Flyer and Marketing Plan (5%)

      4. Budget (20%)

Bibliography

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Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

- Asynchronous or synchronous Lecture
- Assigned weekly reading
- Weekly assignments (individual and group)
- Active participation in online discussions
- Research for semester-long projects (term papers, projects)
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)