Jan. 26  Review of goals and objectives  
Review of semester’s assignments  
Historical overview of children’s services in public libraries  
Advocacy for children  
Competencies for children’s librarians  

Feb. 9  Characteristics of children (birth – 12 years)  
Other customers (clients, patrons, users)  
Assignments due:  
Read about the characteristics of children of a certain age (each class member will be assigned an age). Prepare up to one page, outlining the characteristics which impact on library services. Bring to class a book appropriate for a child the age you’re assigned.  
Be prepared to discuss other customers of children’s departments.  

Administering Children’s Services  
Staffing for library services to children  
Review “Competencies for Librarians Serving Children in Public Libraries” on the ALSC web site or in Appendix 1. of Anitra T. Steel, **Bare Bones Children’s Services.** Be prepared to discuss this in class.  

Feb. 16  Policies and procedures in the public library that affect children  
Access and censorship issues  
Assignments due:  
Read the Library Bill of Rights.  
Choose an issue regarding library services to children; read an article in a magazine or a chapter in a book; write a short summary and be prepared to discuss in class.  

Technology in Children’s Services  
Assignment due:  
Review the course syllabus and be prepared to discuss where technology will and will not impact the topic of each class.  
Visit a public library web site for children and a blog for children’s librarians; prepare a brief description of each.  

Feb. 23  Programming – An Overview  
Preschool Story Time  
Assignments due:  
Bring to class a calendar of events showing a public library’s programs for children (may be hard copy or copied from a web page).  
Bring to class a book that you would read aloud in a pre-school story program and be prepared to discuss for which age the book is appropriate.
Mar. 2  
**Early Literacy**  
Pre-school, Toddler and Baby Programs  
Assignments Due:  
Read at least three First Steps columns (on early literacy) in *School Library Journal* by Nell Colburn and Renea Arnold.

Mar. 9  
Pre-school, Toddler and Baby Programs, continued  
Programming for Children with Disabilities  
Assignments Due:  
Observe at least two story times in a public library. (Assignments for April 6, 13, 20 also require visits to a library.) Prepare an outline for a story time for a specific target age of your choice. Prepare one of the stories and an activity, e.g. fingerplay or action rhyme, to present in class.

Mar. 16  
Programs for School Age Children  
- Book Discussions  
- Computer Classes  
- Paid Performers and Author Programs  
- Multicultural Programming  
- School/class visits - Booktalking  
- Celebrations, e.g. Children’s Book Week and Other Programs  
Assignments Due:  
Choose a children’s book for a book discussion and be prepared to explain why your choice is appropriate and for what age, gender, etc.  
Read “Public Library Summer Reading Programs: Close the Reading Gap,” a study from Dominican University and be prepared to discuss it in class.  
Read an article about summer reading programs in public libraries and be prepared to discuss the value of and/or problems with summer reading programs.

Mar. 30  
Collection Development - Print Materials  
Assignments due:  
Browse Kathleen T. Horning, *From Cover to Cover*; choose a chapter of your choice to read. Be prepared to discuss it in class.  
Read and bring to class a selection policy regarding children’s materials from a public library. Write a one page report on your impressions on how it would help and/or hinder you if you were charged with selecting materials for children.

Apr. 6  
Collection Development – Non-Print Materials  
Assignments due:  
Listen to a children’s recorded book of a title you have read – write a short critique.  
Visit three web sites for children and write an annotation on each.  
Examine a collection of audio-visual materials (videos, compact disks, book/CD combinations, etc.) at a public library. Be prepared to discuss the range of materials, the shelving challenges and opportunities, and other issues surrounding A-V material for children. You do not have to hand in a written report. (See the assignments for April 13 and April 20 that require a public library visit.)
Examine an electronic resource for children (e.g., licensed database, live, on-line homework help); write an evaluation in one or two paragraphs about your choice.


Apr. 13 Planning facilities/spaces for Children’s Services
Assignments due:
Visit a children’s room in a public library; describe in a written report (1-3 pages) the design aspects that you believe are both effective and not effective in the delivery of service to children.

Promoting Reading
Booklists – writing annotations
Reading Incentive Programs
Book talks
Public Relations
Marketing Children’s Services
Assignments due: Design a program for school age children; describe how it should be publicized, and prepare a booklist of materials to display at the program. There is no need to include annotations of the titles on your list.

Apr. 20 Readers’ Advisory and Reference
Assignments due:
Interview a children’s librarian/library associate – bring to class three unusual questions asked by children. Ask the librarian about the challenges and rewards of his/her job. Be prepared to discuss these in class.
Bring to class three booklists for children (if at all possible secure at least one in print format from a library).
Assignment due:
Write three original book talks; be prepared to present one orally.

Apr. 27 Professional Development
Outreach
Networking
Assignments Due:
Visit the web site for ALA’s Association for Library Service to Children.
Annotate three children’s books for a booklist for customers. The books may be for any age level and need not be related one to the other, but you must write original annotations.

May 4 Final Class/Wrap-up
Assignments due:
Choose some aspect of children’s library services and/or programming and prepare a 4-6 page paper OR alternative project, both subject to approval by instructor.
Readings

Unless otherwise indicated in the syllabus, for each reading, prepare and hand in notes about the reading in which you identify at least one insight learned from the reading. If you are unable to find the reading(s) for the week, you may substitute a reading of your choice on the subject of the assigned reading. You may choose another journal article or a chapter from a professional book unless otherwise noted.

Grading

The course will combine lecture, discussion, oral presentations, writing assignments and a final project. The overall grade will be based on the following with loss of credit for failure to meet deadlines. Students should inform the instructor in advance of class if unable to attend and arrangements should be made for turning in assignments.

Note Cards 10%
Class Discussion 30%
Oral Presentations 30%
Final project 30%

Attendance

Since class discussions account for 30% of the grade, attendance is critical as is participation in class discussions. If students miss more than two classes or fail to participate in discussions, his or her grade for the course will be negatively impacted in proportion to their absences and lack of participation.

Honor Pledge

The University of Maryland and CLIS adhere to a strict policy of academic integrity. All exams, papers, and assignments (unless specifically instructed) turned in by students should include the signed, handwritten honor pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Accommodations for Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the Department Chair and Disability Support Services (314-7682). DSS will make arrangements with the student to determine and implement appropriate academic accommodations.
Religious Observance: Attendance and Academic Assignments

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. Every feasible effort will be made to accommodate students' requests based on attendance of religious observance.


POLICY ISSUES

Unattended children  12/08
Food in programs
Social networking    2/10
Access to Internet
Fines     5/10
Pop-up books
Latchkey kids
Registration for programs
Games on public computers   2/07
Generalism in staffing
Ages for story time
Filtering the Internet
Day care & other large groups in programs 6/10, 7/10
Unaccompanied adults in children’s rooms 1/06, 12/04
Minimum program standards
Holidays in programming
Limiting attendance in story times or other programs
Pulling out collections
Educator cards, special privileges 9/05
Gaming programs
Privacy issues vis a vis parents
Requirements to get a library card 6/06
Children as volunteers
Adult volunteers in children’s departments
Sponsorship of programs 10/09
Immigrants and library cards
Charges for programs
Age of children using children’s departments
Eliminating the Dewey decimal system
Taking an honorarium or fees for outside work 8/10
Truants in the library  12/08
Weapons in the library
Paying fines electronically
Requiring a library card for computer use
Pets in the library
Copyright issues
Fees for interlibrary loan and other services
Headphones    8/04
Incentives for reading
Circulating magazines
Controversial titles – where to shelve, catalog
Cell phones


Edmonds, Leslie, ed. Managers and Missionaries: Library Service to Children and Young Adults in the Information Age. Urbana-Champaign, IL: University of Illinois, 1989.


