CHILDREN'S SERVICES IN PUBLIC LIBRARIES
LBSC 647
Spring 2014
HBK 0105
Tuesdays, 5:30 - 8:15 pm
No textbook required
Office hours available upon request

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**Jan. 28**    Review of goals and objectives
Review of semester's assignments
Historical overview of children's services in public libraries
Advocacy for children


**Feb. 4**    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 two ages).  Prepare up to one page for each age, 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 your findings with the class.
Be prepared to discuss other customers of children's departments.


**Feb. 11**    Administering Children's Services
Staffing for library services to children
Customer Service
Assignments due:
Read "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.

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. Prepare for your discussion with a written outline date by date with your impressions.
Visit a public library web site for children and a blog for children's librarians; prepare a brief written description of each.


**Feb. 18**    Policies and procedures in the library that affect children, including access, censorship, borrowing and confidentiality issues
Assignments due:
Read "Free Access to Libraries for Minors,"
(http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/freeaccesslibraries),an interpretation of the Library Bill of Rights and be prepared to discuss it.

Choose an issue regarding library services to children as it relates to public library policies; read an article in a magazine or a chapter in a book; write a short summary and be prepared to discuss in class.

**Feb. 25**     Programming – An Overview
          Assignments due:
          Bring to class a calendar of events showing a 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. 4**     Early Literacy
          Pre-school, Toddler and Baby Programs
          Assignments Due:
          Examine the early literacy web page of a major public library in the US or Canada. Be prepared to discuss what is early literacy.
          Read at least two columns on early literacy in *School Library Journal* by Nell Colburn and Renea Arnold. Write a brief summary of each and be prepared to discuss these in class.

**Mar. 11**     **Work on class project and/or visit a public library children's room**

**Mar. 25**     Pre-school, Toddler and Baby Programs (continued)
          Programming for Children with Disabilities
          Assignments Due:
          Observe at least two story times in a public library. (See assignments for Nov. 6, 13 and 20 which also require a visit to a library.) Complete an observation sheet on each program. Prepare an outline for a story time (to include books, fingerplays, action rhymes, songs, etc.) for a specific target age of your choice.  Prepare for presentation in class one of the stories and a fingerplay or action rhyme.

**Apr. 1**     Programs for School Age Children
               Book Discussions
               Computer Classes
               Paid Performers
               Author Programs
               School/class visits
               Booktalking
               Other Programs
          Assignments Due:
          Read "Having Their Say:  How to Lead Great Book Discussions with Children" by Caroline Ward, ***School Library Journal*** (April, 1998) pp. 24-29.
          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.


**Apr. 8**　　Collection Development - Print Materials

Guest speaker

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.

Read a non-fiction title for children that is considered narrative non-fiction and be prepared to discuss it in class.

Read an article on Common Core with regard to how the reading of non-fiction figures into the standards.


**Apr. 15**　　Collection Development – Print Materials (cont'd) & 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.  Your report may be in outline or narrative form. See the assignments for November 13 and November 20 that require a library visit as well.

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.

Read and be prepared to discuss: "Kids' Books Make the Leap off the Page and Online http://www.npr.org/2010/12/15/132057619/kids-books-make-the-leap-off-the-page-and-online plus an article of your choice on book apps for children.

**Apr. 22**　　Planning facilities/spaces for Children's Services

Guest speaker

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; pay special attention to access and technology issues.


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.

Write a brief "story" that would be appropriate for a library web page on a service or event in a children's department.

**Apr. 29**    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 this 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.

**May 6**    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 13**    Final Reports/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.  Be prepared to present your project orally.

## 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 (one level of grade for every day late).  No numeric grades will be given, but the instructor will use these guidelines for averaging grades in order to*

*determine the final grade:  A+ = 96; A = 93; A- = 90; B+ = 87; B = 84; B- = 81; C+ = 78; C= 75; C- = 72). Students should inform the instructor in advance of class if unable to attend, and arrangements should be made for turning in assignments.  Students have until noon the day after the deadline to submit assignments without penalty.*

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| *Note Cards* | *15%* |
| *Class Discussion* | *30%* |
| *Oral Presentations* | *30%* |
| *Final project* | *25%* |

## 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.

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1.  For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class.
2.  If a student is absent more than three times, the instructor may require documentation signed by a health care professional.
3.  If a student is absent on days when the final project is due, he or she is required to notify the instructor in advance, and bring documentation of the illness, signed by a health care professional.

## Communication Regarding Unexpected Circumstances

At the first class session, the students and instructor will agree on a means of notification in the event of an unexpected change to the class date, time or location.

## Honor Pledge

The University of Maryland and the ISchool adhere to a strict policy of academic integrity. The student-administered Honor Code and Honor Pledge prohibit students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. For the final project, students must write by hand and sign the following 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. Note that to receive accommodations, students must first have their disabilities documented by Disability Support Service Office (DSS). The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

## Religious Observance: Attendance and Academic Assignments

Per the University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" provides that students will 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. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance.

Some suggested policies for the assignment on February 18
Unattended children
Food in programs
Social networking
Access to Internet
Fines
Pop-up books
Latchkey kids
Registration for programs
Games on public computers
Generalism in staffing
Ages for story time
Filtering the Internet
Day care & other large groups in programs
Unaccompanied adults in children's rooms
Minimum program standards
Holidays in programming
Limiting attendance in story times or other programs
Pulling out collections
Educator cards, special privileges
Gaming programs
Privacy issues vis a vis parents
Requirements to get a library card
Children as volunteers
Adult volunteers in children's departments
Sponsorship of programs
Immigrants and library cards

Charges for programs
Age of children using children's departments
Taking an honorarium or fees for outside work
Truants in the library
Weapons in the library
Requiring a library card for computer use
Animals in the library
Copyright issues
Fees for interlibrary loan and other services
Incentives for reading
Circulating magazines
Controversial titles – where to shelve, catalog
Cell phones

This is simply a suggested list; students may choose issues not listed here.

Association for Library Services to Children,  Program Support Publications Committee. **Programming for Children with Special Needs**.  Chicago:  ALA, 1981.

_____.  **Programming for Outreach Services to Children**.  Chicago:  ALA, 1994.

_____.  **Programming for Young Children: Birth through Age Five.**  Chicago:  ALA, 1996.

Benne, Mae.  **Principles of Children's Services in Pubic Libraries**.  Chicago:  ALA, 1991.

Buzzo, Toni.  "Author Visits Made Easy:  Connecting Kids with Children's Book Creators Requires Careful Planning" in *School Library Journal* (April, 2003) pp. 40-41.

Carlson, Ann D.  **The Preschooler and the Library**.  Metuchen, NJ:  Scarecrow Press, 1991.

**Children and the Internet:  Guidelines for Developing Public Library Policy**.  Chicago:  ALA, 1998.

**Children's Services Training Manual**.  Willow, CA:  North State Cooperative Library System, 1997.

Colburn, Nell.  "10 Tips for an Outstanding Children's Collection" in *School Library Journal* (September, 1994) pp. 130-133.

"Competencies for Librarians Serving Children in Public Libraries" in *Journal of Youth Services in Libraries* (Winter, 2001)

Connor, Jane Gardner.  **Children's Library Services Handbook**.  Phoenix:  Oryx Press, 1990.

Curry, Ann and Haycock, Ken.  "Filtered or Unfiltered?"  in *School Library Journal* (January, 2001)  pp 42-47.

Dahlgren, Anders.  **Public Library Space Needs, a Planning Outline**.  Madison, WI:  Department of Public Instruction, 1988.

DeMicco, Danielle and Dean, Toni.  "Mostly Mother Goose" in *Journal of Youth Services*  (Winter, 2002)  pp.31-35.

DeSalvo, Nancy N.  **Beginning with Books:  Library Programming for Infants, Toddlers and Preschoolers**.  Hamden, CT:  Library Professional Publications, 1993.

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

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**First Steps to Literacy:  Library Programs for Parents, Teachers, and Caregivers**.  Chicago:  ALA, 1990.

Genco, Barbara et al.  "Juggling Popularity and Quality" in *School Library Journal* (March, 1991)  pp. 115-119.

Gravois, Michael.  **25 Totally Awesome and Totally Easy Bulletin Boards**.  New York:  Scholastic Professional Books, 1999.

Greene, Ellin.  **Books, Babies and Libraries:  Serving Infants, Toddlers, Their Parents and Caregivers**.  Chicago:  ALA, 1991.

Harrington, Janice N.  **Multiculturalism in Library Programming for Children**.  Chicago:  ALA, 1994.

Herb, Steve and Willoughby-Herb, Sara.  **Using Children's Books in Preschool Settings**.  New York:  Neal-Schuman, 1994.

**Hit List:  Frequently Challenged Books for Children**.  Chicago:  ALA, 1996.

**Homeschoolers and the Public Library**.  Chicago:  Public Library Association, 1993.

Horning, Kathleen T.  **From Cover to Cover:  Evaluating and Reviewing Children's Books**.  New York:  Harper, 1997.

Jeffery, Debby Ann.  **Literate Beginnings:  Programs for Babies and Toddlers**.  Chicago:  ALA, 1995.

Littlejohn, Carol. **Talk That Book: Booktalks to Promote Reading**. Worthington, Ohio:  Linworth Publishing Inc. 1999.

Meagher, Judy and Novelli, Joan.  **Interactive Bulletin Boards:  September to June**.  New York:  Scholastic Professional Books, 1998.

Minkel, Walter and Feldman, Roxanne Hsu.  **Delivering Web Reference Services to Young People**.  Chicago:  ALA, 1999.

_____.  "It's Never Too Early" in *School Library Journal* (July, 2002)  pp. 38-32.

_____. "Making a Splash with Summer Reading:  Seven Ways Public Librarians Can Team Up with Schools" in *School Library Journal*  (January, 2003) pp 54-56.

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**Unattended Children in the Public Library:  A Resource Guide**.  Chicago:  ALA, 2000.

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Walter, Virginia.  **Children and Libraries:  Getting It Right**.  Chicago:  ALA, 2001.

_____.  **Output Measures for Public Library Services to Children:  A Manual for Standardized Procedures**.  Chicago:  ALA, 1992.

Ward, Caroline.  "Having Their Say:  How to Lead Great Book Discussions with Children" in *School Library Journal*  (April, 1988)  pp. 24-29.

**Youth Services Librarians as Managers:  A How-to Guide from Budgeting to Personnel**.  Chicago:  ALA, 1995.