LIBR 527 Services for Children– Course Syllabus (3)

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

Program: Master of Library and information Studies

Year: 2019-2020 Winter Session, term 2

Course Schedule: Mondays, 9:00pm-11:50pm

Location: IKBLC 158

Instructor: Dr. Tess Prendergast

Office location: IKBLC 494

Office phone: 604-822-5007

Office hours: Mondays 1pm-2pm and by appointment

E-mail address: tess.prendergast@ubc.ca

 Course Goal: The goal of this course is to provide students with the knowledge required to plan, implement and evaluate a program of public library services for children.

Course Objectives: Upon completion of this course students will be able to:

- Set goals, objectives, and priorities in planning and implementing children's services [1.1]*
- Explain and identify basic resources and methods involved in the selection of children's materials and in children's collection management [1.1, 1.2]*
- Explain and identify basic resources and methods involved in reference and readers advisory services for children, their parents, caregivers, and other adults working with children [2.1]*
- Demonstrate effective communication and interpersonal skills required to interact in the reference interview with children and the adults in their lives [2.2]*
- Outline the elements of a welcoming environment to attract children to use the collection [1.2,1.3, 4.1]*
- Assess special tools which provide access to library resources [1.1, 4.1]*
- Show competence in promoting children's materials and library use through the ability to plan, implement, and evaluate a range of programs for children [1.1, 2.1, 4.2]*
- Demonstrate a commitment to full access for children to library materials and services [5.1, 5.2]*

*Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate

Competencies: http://slais.ubc.ca/programs/about-department/graduate-competencies/Links to an external site.

Course Topics:

- Historical development and changing patterns in library services for children
- Reference and readers advisory services
- Collection management
- Censorship
- Programming
- Electronic resources and services
- Outreach and special services
- Administration and management

Prerequisites: MLIS and Dual MAS/MLIS: LIBR 500, LIBR 501 and LIBR 503; MAS: completion of MAS Core and permission of the SLAIS Graduate Adviser: **http://slais.ubc.ca/programs/courses/course-list/**Links to an external site.

Format of the course: One lecture session per week, reading circles, student presentations and occasional guest speakers.

Required and Recommended Reading:

Required: Available at the UBC Bookstore

Campana, K., & Mills, J. E. (2019)*. Create, innovate, and serve: A radical approach to children's and youth programming* Chicago: ALA Neal-Schuman

Other required readings will be posted on Canvas at least 1 week before each class.

Recommended readings will be posted on Canvas or in class.

Course Assignments

Assignment Name	Due Date	Weight
Annotated bibliography (1.2, 2.1)	Feb 2, 2020	15%
Early literacy / storytime project (1.1, 2.1, 2.2, 4.1, 4.2)	Feb 23, 2020	25%
Children's (ages 6 through 12) Program GROUP project (2.1, 2.2, 3.1, 4.1, 4.2)	Mar 22, 2020	15%
Book trailer (2019 or 2020 middle grade novel only) (1.3, 2.1)	Mar 29, 2020	5%

Term paper (1.1, 1.2, 1.4, 2.1, 4.1, 5.3)	Apr 17, 2020	30%
Attendance, group activities, & participation	Throughout term	10%

FNCC specialization: All the assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact the instructor to discuss this option.

Course Schedule [week-by-week]:

NB: Class is CANCELLED January 6, 2020 to accommodate iSchool New Student Orientation: Please go to the module for week one and do the assigned readings before class on January 13th, 2020.

Week 1 Jan 13 Course introduction: child development

Week 2: Jan 20 Children's librarianship: children's reading

Week 3: Jan 27: Early and family literacy in the library, Part 1

Week 4: Feb 3: Early and family literacy in the library, Part 2

Week 5: Feb 10: Storytime Models for Birth to Age 5

READING WEEK Feb 17 NO CLASS

Week 6: Feb 24: Children's library collection: Censorship issues

Week 7: Mar 2: Library programs for 6 years to 12 years

Week 8: Mar 9: NO CLASS MEETING: Field activity and Discussion on Canvas

Week 9: Mar 16: Digital technology in children's libraries

Week 10 Mar 23: Outreach and community-led children's libraries

Week 11: Mar 30 Reference and Readers' advisory: Reluctant no more

Week 12: Apr 6: Management, Pro-D, & Research in Children's Librarianship

Attendance:

Your attendance is required in all class meetings, including planned Canvas discussion board activities. Any lateness or absence from class must be explained to me as soon as possible and should *only* be for serious medical issues, family emergencies or other complex situations. Lateness or absences for any other reasons will likely result in a lowered participation mark.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web siteLinks to an external site.](). Please contact me if you are unable to

complete your assignments by their due dates or if you miss an in-class activity so we can make alternate arrangements. Late assignments without prior arrangement will be assigned a lower grade. Occasionally, I will offer to re-grade assignments that need substantial revisions however my expectation is that you will all prepare and submit thoroughly edited work at all times.

Required Materials:

Required course text:

Campana, K., & Mills, J. E. (2019). *Create, innovate, and serve: A radical approach to children's and youth programming.* Chicago: ALA Neal-Schuman

Recommended

*Larson, J. (2015). *Children's services today: A practical guide for librarians*. Lanham, Maryland: Rowman & Littlefield.

All other required and recommended course readings will be available through the course LOCR link in Canvas.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-successLinks to an external site.)

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit found at http://www.students.ubc.ca/access/drc.cfmLinks to an external site.

Please let me know what I can do to best accommodate you in this class.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: http://www.universitycounsel.ubc.ca/policies/policy65.pdfLinks to an external site. .

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," (http://www.arts.ubc.ca/arts-students/plagiarism-avoided.htmlLinks to an external site.).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre http://help.library.ubc.ca/researching/academic-integrityLinks to an external site.. Additional information is available on the Connect site http://connect.ubc.caLinks to an external site..

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course

assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.