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: 2020-2021 Winter Session, term 2

Course Schedule: Asynchronous, online

Location: Asynchronous, online

Instructor: Dr. Tess Prendergast

Office location: IKBLC 494

Office phone: 604-822-5007

Office hours: Zoom meetings and telephone appointments are by appointment - please email me to book at time.

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: Lectures, guest speakers, readings, asynchronous activities, asynchronous discussions, including video demonstrations, and assignments

Required and Recommended Reading:

Required: Available at the UBC Bookstore and in e-book format at the UBC Library

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

All other required and recommended readings will be posted on the Canvas course site.

Course Assignments

Assignment Name	Due Date	Weight
Early literacy Storytime project (1.1, 2.1, 2.2, 4.1, 4.2)	Feb 22, 2021	25%
Book trailer project (2019, 2020 or 2021 middle grade novels or middle grade graphic novels only) (1.3, 2.1)	Mar 15, 2021	5%
Group Assignment: Children's (ages 6 through 12) Program Design Project (2.1, 2.2, 3.1, 4.1, 4.2)	Mar 29, 2021	25%
Term paper (1.1, 1.2, 1.4, 2.1, 4.1, 5.3)	April 21, 2021	30%
Participation (eg. discussions, Padlets, etc.	Self-assessment due April 14th.	15%

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 me to discuss this option.

Course Schedule [week-by-week]: Please note, **most weeks run from Tuesday through to the following Monday.** This is to allow you a full-weekend to complete all the viewings, readings, and activities. You can create your own schedule for doing the work but each module must be completed before moving on to the next one. Modules remain open for review throughout the term.

Dates (Tuesdays to Mondays)	Topics covered
Week 1: Jan 11-Jan 18, 2021	Course Overview; Readings
Week 2: Jan 19-Jan 25, 2021	Readings & Class introductions
Week 3: Jan 26-Feb 1, 2021	Children's library collections & who they serve; Community diversity
Week 4: Feb 2-Feb 8, 2021	Early literacy; Community outreach; Serving newcomer communities
Week 5: Feb 9-Feb 14, 2021 (shorter week)	Early years programs; Indigenous families; Children with disabilities and their families
Feb 15-Feb 19 Semester Break	*No readings, no activities*
Week 6: Feb 23-Mar 1, 2021	Class-wide Storytime Demonstrations
Week 7: Mar 2-Mar 8, 2021	Middle childhood introduction: Children's librarianship in COVID-19 era; Trauma informed librarianship
Week 8: Mar 9-Mar 15, 2021	Middle years readers' advisory: Summer reading programs: Digital literacy; Programs for 6-12 year olds
Week 9: Mar 16-Mar 22, 2021	Professional development (associations, conferences, etc.); Emerging research in children's librarianship
Week 10: Mar 23-Mar 2, 2021	Supervision, management, & leadership in children's library services / Book trailers posted for viewing
Week 11: Mar 30-Apr 5, 2021	Group Project videos: Middle years program designs
Week 12: Apr 6-Apr 14, 2021 (longer week)	Review of course: Filling your toolkit: Preparing for interviews; Careers after children's services

Attendance:

Similar to a face to face class where attendance is mandatory, in this asynchronous online class you must complete each weekly module during the week it is posted. While I don't close the

modules and you may go back at any time to review videos or resources, you must complete each module before moving on to the following week's work. Your participation in the weekly activities and discussions will comprise most of your participation grade so skipping activities will lower your grade. I will excuse you from discussion board activities with no impact on your participation grade if there is a serious medical situation or family emergency. You must communicate with me if you need to miss any activities or discussions or if you are having trouble keeping up with the lectures, readings and modules due to an illness or family crisis.

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 activity so we can make alternate arrangements. Late assignments without prior arrangement may be penalized up to 1 point per day. Occasionally, in some circumstances, 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.

You may use much less formal language in your discussion board posts as you are not expected to edit them as thoroughly as you would a paper.

Required Materials:

Required course text, available at the UBC Bookstore as well as UBC library as an e-book.

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

Recommended, not required although you will likely find this very helpful for your assignments

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. There are no exams in this class, but please let me 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 also involves **re-submitting work that you have previously submitted for credit in another class** either at UBC or elsewhere. If you wish to *build* on a topic you have worked on in another class and extend that work into something new for this class, you must discuss this with me prior to beginning your project. I will need to have a copy of the assignment you wish to build on please. For example, if you did an assignment on censorship in another class that involved looking up the reasons why a book was challenged, you may not resubmit the same title for this class when we get to our challenged book activity. You may, however, choose to do your final paper on the author of the challenged book you previously looked at (assuming it is a children's book) and refer to the challenge that you have previously conducted research on. In general, I encourage students to follow their interests and passions with the caveat that you are ultimately responsible for making sure you are not plagiarizing yourself or anyone else in any of your work in this class.

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 which 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 sources on plagiarism:

https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/Links to an external site.
https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/plagiarismLinks 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.

The iSchool does not have a preferred citation style, so you may choose the one you like.

I prefer APA citation style but will accept MLA or other styles as long as they are consistently and correctly used in your work.