Information Resources and Services for Children
LIS613 – Fall 2011
August 24 – December 16, 2011

Instructor
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Office Hours
• By Appointment
• If you need to reach me or schedule an appointment, contact me via e-mail.

Class Information
• Online via Blackboard (Bb)
• Youthlitmatters Wiki

COURSE INFORMATION

Course Description
A study of effective programming for children and young adults. Includes literature-based activities and community outreach.

Course Objectives
• To become familiar with the types of programs appropriate for youth.
• To develop an awareness of community assessment and needs.
• To learn to develop effective programs for youth and their families.
• To gain knowledge of program funding and how to find financing.
• To become familiar with book challenge and grant application protocols.

Course Overview
To complete this course, students will develop a bibliocognitive literature plan, assess the current state of literacy and outreach programs, explore current trends, respond to a censorship challenge and prepare a grant application.

Course Outline
2. Bibliocognition  5. Programming
3. Outreach  6. Grant Writing
Required Reading

Required Texts

Recommended Texts

See the Youthlitmatters Wiki for additional course information.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Integration of Syllabus with UK Educator Preparation Unit Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.
STUDENT EVALUATION

Grading Parameters
- Childhood Literacy Paper – 10%
- Resource Development Plan – 10%
- Outreach Program Assessment – 10%
- Participation/Discussion – 30%
- Current Trends Paper – 10%
- Program Design – 10%
- Grant Project – 20%

Grading Rubric (See Submission of Course Assignments for details.)
- Files with incorrect naming scheme: -5 points
- Projects submitted without student’s name and course information: -5 points
- Work with more than 4 spelling or major grammatical errors: -10 points minimum
- Unexcused late work will NOT be accepted unless authorized before the due date.
- Incomplete or missing work (this includes proper in-text citations): -10 points
- Deductions for assignments that do not meet the minimum requirements will vary.

Grading Scale
- 90% – 100% = A (Exceptional)
- 80% – 89% = B (High)
- 70% – 79% = C (Average)
- 60% – 69% = D (Below Average)
- 0% – 59% = E (Failing)

Please note that grades will not appear in you’re My Grades area in Blackboard until grades for each assignment or exam are final for everyone.

Participation
Class participation is an important component of your grade for this class. The due dates for required discussion posts will be posted in the appropriate Blackboard forums. Credit will not be given for late responses. To receive credit for discussion posts you must use proper English and punctuation. Your discussion posts must be substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with the author” is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work.

Please note that discussion questions will be posted in the graded discussion forum when the module opens. It is the student’s responsibility to use the Subscribe feature for each discussion forum and to monitor e-mail and/or the discussion board for new questions and posts.

Absences/Attendance
Although this is an online course, regular attendance is expected. This means that you should be logging into the class on a regular basis, at least every 3 days is a good guideline (everyday for summer courses). Blackboard allows for tracking of student performance. If you are not logging in to read the discussion forums, other posted readings, and submitting assignments on time, your participation grade will be adversely affected.

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Communications
You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask questions. It is the student’s responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

Submission of Course Assignments
**IMPORTANT:** Unless otherwise indicated, all assignments are to be submitted electronically via Blackboard by 9:00 AM on the date indicated on the course schedule.

The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. If you need additional assistance with writing skills, please contact the UK Writing Center ([http://www.uky.edu/AS/English/wc/](http://www.uky.edu/AS/English/wc/)). APA (6th edition) formatting is required for citations. Detailed expectations will be provided in Blackboard.

Unless otherwise indicated, if you send me an assignment electronically it must be submitted as Word (or comparable) document. While documents with .doc or .docx extensions are preferred, .rtf and .txt are also acceptable. Microsoft Office products are free for students. Click [https://iweb.uky.edu/MSDownload/](https://iweb.uky.edu/MSDownload/) to download. All documents must be written in either 12-point Times New Roman or 12-point Arial (other similar fonts are acceptable) with 1-inch margins. Please use single-line spacing unless otherwise indicated. Proper citations/references are always required; this includes picture books, novels, and other materials. Again, proper use of English is expected. I encourage you to set your Word spelling and grammar review criteria to Technical, and to use the AutoCorrect feature to assist you (e.g., I have it set so that if I type lit, the word “literature” results). Please proof your work and ask someone else to as well.

Full names and course information must be included on the first page of all documents submitted for course credit. Please include your last name and page numbers on all subsequent pages. If you are submitting your assignments electronically, please use the following naming scheme for your files LastnameFirstInitial_DueDate (month and day only). For example, JohnsonT_0619.doc or SmithB_0705.doc. Incorrectly named files will lower your grade.

Late Work
It is expected that you will submit course assignments on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, let Dr. Reynolds know before the due date. **Late assignments will not be accepted without prior approval.**
ACADEMIC STANDARDS

Academic Integrity
All of your work for this class is expected to be original work. You may not use work submitted for a grade in another class or collaborate with anyone unless required for completion of the assignment. Proper citations are expected for all sources used for any course work. Please review the University’s plagiarism policy.
http://www.uky.edu/StudentAffairs/Code/part1.html
http://www.uky.edu/Ombud/Plagiarism.pdf
http://www.uky.edu/StudentAffairs/Code/part2.html (section 6.3.1)

Disability Accommodation
Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.

Incompletes
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students (for the purpose of this online course, this means all students) are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. For both Windows and Mac users, Mozilla Firefox 3.6.17 is browser/version currently recommended by UK’s Blackboard administrators.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859–257–8272

Information Technology Customer Service Center (UKIT)
Information on Distance Learning Library Services  
http://www.uky.edu/Libraries/DLLS  
- Carla Cantagallo, DL Librarian  
- Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6)  
- Email: dllservice@email.uky.edu  
- DL Interlibrary Loan Service: 

COURSE SCHEDULE  
(Subject to change)

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*Additional readings, such as journal articles will be provided in Blackboard.

COURSE DISCUSSION

Discussion questions will be posted on the first day of each module period. In order to facilitate discussion, students should have read all of the required readings prior to the module opening date, and utilize the required and optional readings to respond to the questions. Each question is worth 25 points. Please see the instructions in Blackboard for complete discussion requirements. Discussion grades will be posted after the completion of discussion period. Failure to fully participate will dramatically impact the final course grade.
COURSE PROJECTS

Childhood Literacy Paper

Due September 6

Write a 700- to 1,000-word report about the current state of childhood literacy and what libraries are currently doing to promote literacy. You may cite the required course readings in your paper, but in addition, you must reference a minimum of 4 reliable resources (i.e., journal articles, websites, books, personal interviews). Remember to include complete APA-formatted citations.

Consider the following questions:

• What does current research indicate about childhood literacy?
• What types of library programs are out there?
• What, if any, indications are there that these programs are working?
• What, if any, programs are available in your immediate area?
• Do you think the needs of the community are being met? Explain.

Resource Development Plan

Due September 27

Pretend that a teacher, principal, coach, or parent has come to you for help selecting resources to address a particular problem (this will be your topic). For example, a teacher may have a bullying problem in his classroom, or the girls' basketball coach may have noticed a body image problem with the girls on the team. You choose the "problem" to address. You will then select books and other resources that might help the target audience cope with that experience. You will then create an annotated bibliography of your resources including justification for your choices.

The document you submit must include the following:

• A brief (approximately 100 words) explanation of why you chose your topic.
• 12 fiction and non-fiction books (you may have more of one than the other depending upon your topic)
• 2 youth-oriented websites that will provide additional information on your topic.
• 2 professional resources to help guide the adults involved. These may be journal articles or books (the entire book need not be appropriate, but do cite the relevant chapter).
• Each of the 14* must have a complete APA-formatted citation.
• Each of the 14* books must have a description (this may be the publisher's description) and a brief explanation of why you included the item.
• A summary (approximately 250 words) of how you might suggest that the person who made the request use the items. For example, discussion groups, read alouds, private reading with journal writing, etc.

*Does not include the websites.
Outreach Program Assessment
Due October 18

For this project, you will contact a librarian who is involved regularly in outreach and interview her (or him) about an outreach project. This does not have to be an in-person interview, so you can search online and see what you find. A library that has won a grant for an outreach project would be great. A search on outreach, grant, library will return a good number of hits. Most grantees will list the past winners. Then contact the librarian in charge of the program and conduct an interview via either e-mail, phone, or in person). This will be good practice for the outreach assignment.

Questions to Ask: (I have phrased the questions in past tense, but it may be a program that is ongoing.)

• Describe the program.
• What was its purpose?
• Why was the program deemed important?
• Who did the program serve (i.e., the community)? Be specific.
• How long did it take to plan?
• What facilities were needed?
• Was assistance needed from other staff members or volunteers?
• What was the timeline for the program?
• When did the program happen?
• Is it recurring? How often?
• How was the program funded?
• What was the budget?
• How was the program advertised?
• Did they need parental consent?
• What supplies/resources did they use?

There is no length requirement for this project, but you should have a response for every question, and include a summary paragraph or two with your thoughts on the interview and what you learned.

**ALTERNATIVE ASSIGNMENT**
See the Course Projects section in Blackboard for an alternative assignment opportunity. The alternative should only be chosen if you are unable to locate a librarian who is willing to discuss his or her library’s outreach project(s).
Current Trends Paper
Due November 8

Write an 800- to 1,000-word report on a current trend related to youth and libraries. Explore how the trend you choose is currently being used in libraries. Provide at least two examples in your paper. You should also have a minimum of 5 professional resources. You may use one of the broader topic areas below as a jumping off point. You are not limited to these topics. So that you avoid choosing a topic that is too broad or too narrow, it is best to clear your chosen topic with me.

Possible Topics:

- Graphic Novels
- Poetry Slams
- Gaming
- Urban Literature
- Street Literature
- Child/Grandparent Programs
- Adult Literature for Young Adults
- Anime/Manga
- Social Networking
- Youth Advisory Boards

Program Design
Due November 29

Design a storytelling program (NOT a storytime) for the age group of your choice. Your program must have a theme.

You may include professional storytellers, yourself, colleagues, parents, etc. as storytellers. The number of storytellers is up to you, but plan according to the time limitations for your age group. For example, for younger children you may have more stories and/or more storytellers, but stories that are shorter in length. You will need to include a budget – don't forget honorariums – and venue needs. Be creative!

Depending upon the audience for your program, consider whether virtual storytelling, be it live or recorded performances, might be possible.

You are not required to contact any storytellers, but if you do, be sure to cite any personal communications if you use them in your submitted work.

A sample program will be provided in Blackboard.
Grant Writing Project  
**Due December 13**

For this assignment, you will be preparing a grant application (a template will be provided in Blackboard). Your grant will be based on either your Current Trends topic or your Storytelling Program. The important thing is that you must answer all the grant application questions thoroughly and thoughtfully. You will also be answering a graded discussion question for which you will have to search out real grants. A guide to grant writing and an example of a successful grant application will be available in Blackboard. In addition, there are resources in Course Documents and on my [wiki](#). We will have a virtual discussion about grants in late November or early December.