

University of Kentucky
School of Information Science

Information Resources and Services for Children

DELIVERED ONLINE VIA CANVAS

LIS613.201

AUGUST 26 – DECEMBER 18, 2015

****Course Syllabus****

Instructor

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Office Hours

Office hours are by appointment. At the scheduled time, please use the following link:
<http://connect.uky.edu/drreynolds/>

Website

<https://sites.google.com/site/youthlitmatters/>

COURSE INFORMATION

Course Description

A study of effective programming for children and young adults. Includes literature-based activities, grant writing 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 program design 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, assess and develop library programs, and prepare a grant application.

Course Outline

1. Children's Services & the Mission of the Library
2. The Collection
3. Services
4. Programming
5. Management, Administration & Leadership

Required Reading

Required Texts

Sullivan, M. (2013). [Fundamentals of children's services, 2nd edition](#). Chicago: ALA Editions.

Recommended Texts

American Psychological Association. (2010/2012). [Publication manual of the American Psychological Association, 6th edition](#). Washington, DC: American Psychological Association.

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

- Group Discussion Board: 800 points
- Collection Evaluation Project – 125 points
- Outreach Librarian Interview – 125 points
- Program Assessment – 125 points
- Program Development – 125 points
- Group Grant Project – 200 points

Grading Guidelines

- Concise and clear writing is expected at all times. All work will be graded comparatively, including evidence of effort, research, support from course literature, clarity of thought, creativity, and when appropriate, design and awareness of the intended audience.
- Please see individual assignment instructions for specific grading parameters.

Grading Scale

A = 1500–1380	<i>Exceptional Achievement</i>
B = 1379–1230	<i>High Achievement</i>
C = 1229–1080	<i>Average Achievement</i>
D = NA	<i>Below Average Achievement</i>
E = <1079	<i>Failing</i>

Participation/Attendance

Class participation is an important component of your grade for this class. The due dates for required discussion posts are posted in the schedule below (see p. 6), as well as within Canvas. Credit will not be given for late responses. Your discussion posts must be substantive and thoughtful. Poorly written posts will not be given credit. I encourage you to complete your discussion posts in Word (or other word processing software) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work.

Communication

You may communicate with me via the Discussion Boards in Canvas, e-mail or phone. E-mail will elicit the timeliest response. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student's responsibility to be certain that all course communications are accessible and that all discussion posts are read in a timely manner. All official UK email is sent to your UK email address. It is your responsibility to be certain that you are receiving those emails and reading them in a timely manner as well.

Submission of Course Projects

IMPORTANT: All projects are to be submitted electronically via Canvas or via the forms provided in Canvas by **9:00 PM ET** on the dates indicated (see the Course Schedule beginning on page 6 below and the course calendar in Canvas for due dates). Projects are **not** accepted via email. Project specifications will be provided in Canvas.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (<http://www.uky.edu/AS/English/wc/>). APA (6th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited).

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 or Formal, 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.

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, you need to let me know at least 3 days *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

<http://www.uky.edu/StudentAffairs/Code/part2.html>.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning 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. Please see the online guide to supported operating systems and browsers: <http://bit.ly/TDkqwy>. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). I am your first go-to person for technology problems. Please e-mail me at stephanie.reynolds@uky.edu for the timeliest response.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/ukit/techtips/students>; 859-257-1300

Information on Distance Learning Library Services <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
- Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
- DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

COURSE EXPECTATIONS

What I expect from you...

- I expect you to read all of the materials for each module before the module begins.
- I expect you to post your question(s) for each module during the first week of the module.
- I expect you to begin posting responses to classmates' questions by the beginning of the second week of the module.
- I expect you to participate in the discussion throughout each module.
- I expect you to proof all discussion posts and assignments.
- I expect you to submit assignments on time.
- I expect you to plan accordingly so that assignments demonstrate quality work.
- I expect you to proof your work for grammar and spelling errors.
- I expect you to ask for assistance and not wait until the last minute to do so.

What you can expect from me...

- I will treat you as an individual and with the respect.
- I will not discriminate against you in any way and will respect your well-supported viewpoints.
- I will handle class communication in a professional manner.
- I will not teach what I do not know. I will seek out answers when necessary.
- I will update course information, materials and other readings as necessary.
- If plagiarism, cheating, or other violations of academic integrity are suspected, they will be explored and punishment pursued.
- I will work with you on late work when you communicate with me AHEAD of time. Late work without a legitimate excuse will not be accepted.
- I will make myself available to you through the discussion boards, email, and other avenues as needed.
- To minimize subjectivity when grading, I will use rubrics for grading.
- I will assess your work with honesty based on the criteria provided.
- If I make a mistake when assessing your work, I will make corrections as appropriate.

COURSE READING/DISCUSSION SCHEDULE

All Posts and Projects are due by 9:00 PM ET.
Please note that modules end on Sundays and begin on Mondays.

Modules	Module Dates	Read*	Project Due Date
Course Introduction: Student Intros; Course Introduction Video and get acquainted with Canvas	August 26 – August 29		
Module 1: Children's Services & the Mission of the Library: Current Trends	August 30 – September 5	Textbook, Part I	<i>Work ahead on upcoming projects.</i>
Module 2: The Collection: Collection Assessment	September 6 – September 26	Textbook, Part II	Collection <u>Evaluation Project</u> September 20, 9PM
Module 3: Services: Outreach	September 27 – October 17	Textbook, Part III	Outreach Librarian <u>Interview</u> October 11, 9PM
Module 4: Programming: Program Assessment. Part I	October 18 – November 7	Textbook, Part IV, Chapters 15-18	Program <u>Assessment</u> November 1, 9PM
Module 5: Programming: Program Assessment, Part II	November – 8 November 28	Textbook, Part IV, Chapters 19-22	Program <u>Development</u> November 22, 9PM
Module 6: Management, Administration & Leadership: Grant Writing	November 29 – December 18	Textbook, Part V	Grant Writing <u>Project</u> December 13, 9PM

* The readings for each module need to be completed very early in the module period, if not before. Additional supportive readings will be provided in Canvas.