**INLS 690-087 – Child and Adolescent Development for Librarians**
Tuesday/Thursday, 11:00am – 12:15pm
Manning Hall 303

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## COURSE OVERVIEW

This course covers the basic theories of human development, with a focus on school-age children. It will explore the research basis and theories of cognitive, social, emotional and physical development, as well as the factors that contribute to human development, such as ethnicity, culture, family, society, peers and schools. The course will also focus on issues relevant to human development in a school or public library setting. Rather than teaching a collection of facts, the focus of this course is to teach you different ways to think about development and apply the theories in practice. This course should also help you to understand how the various kinds of development interact with and influence one another.

## COURSE OBJECTIVES

**The fundamental question this course seeks to answer is: "What can librarians and other information specialists working with children do to help youth grow in the most developmentally successful ways?**

The course should prepare students to:

- Become well versed in the theories of human development, particularly as they influence literacy, education and learning.
- Understand how to connect and apply developmental theories and research to the classroom or library.
- Develop a deeper understanding of the theoretical foundations for constructivist approaches in education.
- Recognize the implications of youth development for the library or group setting.

## COURSE MATERIALS

There is no required text for this class; readings are hyperlinked from this Course Schedule.

**UNIVERSITY HONOR SYSTEM**

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

**SILS DIVERSITY STATEMENT**

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

**STUDENTS WITH DISABILITIES**

Through Accessibility Resources and Services (ARS), The University of North Carolina - Chapel Hill seeks to meet the individual needs of applicants and current

students with disabilities and medical conditions by coordinating and implementing appropriate accommodations and providing resources and services as they relate to academics, residences, dining and co and extra-curricular campus activities.

ARS also functions as a source of information, educational outreach and advice, as well as a communication link among individuals with disabilities, faculty and staff, outside agencies, and the community at large." Visit their website at https://ars.unc.edu/ for more information.


**CLASS SCHEDULE**

**Session 1: March 6th**
Topic: Introductions and Overview/Value of Child Development for Librarians/Some Major Theorists

Guiding Questions:
- Why is it important to understand child and adolescent development?
- How can an understanding of child development affect librarians' interactions with youth?
- How do the multiple perspectives on children's development influence each other?

Readings on what we want to accomplish:
- School Library Programs:  American Association of School Librarians, *Empowering Learners*, Chapter 2 (sign in with your ONYEN)
- Guidelines for Library Services to Babies and Toddlers (IFLA)
- Guidelines for Children's Library Services (IFLA)
- Guidelines for Public Library Services Young Adults (IFLA)

Readings on major theorists:
- Explore Bloom's Taxonomy at Vanderbilt University's Center for Teaching website (https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/). Look at the Taxonomy and the history of it, as well as updates to it.
- Erik Erikson's Stages of Psychosocial Development: http://www.simplypsychology.org/Erik-Erikson.html
- Piaget's Cognitive Development: https://www.verywell.com/piagets-stages-of-cognitive-development-2795457

**Session 2: March 8th**
Topic: Major Theorists continued

Readings:
- Maslow's Hierarchy of Needs: https://www.simplypsychology.org/maslow.html

- Gardner's Multiple Intelligences: 2 articles from Edutopia:
  - Multiple Intelligences Research: http://www.edutopia.org/multiple-intelligences-research
  - Interpretations and use of the theory of multiple intelligences: http://www.edutopia.org/multiple-intelligences-introduction

**March 13th & 15th** Spring Break (no class)

**Session 3: March 20th**
Topic: Infant Development (birth – 1 year)

Readings:
- First Year Development: http://americanpregnancy.org/first-year-of-life/first-year-development/
- Milestones: 7-12 months: http://www.babycenter.com/0_milestones-7-to-12-months_1496587.bc
- Promoting the Healthy Development of African American Babies
- Five Numbers to Remember about Early Childhood Development: http://developingchild.harvard.edu/resources/five-numbers-to-remember-about-early-childhood-development/
- Watch slideshow at: https://www.webmd.com/parenting/baby/ss/slideshow-baby-milestones-first-year and read http://www.webmd.com/parenting/baby/infant-development-9/stages-of-development
- Skill Development From Birth to Age 5: https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/skill-development-from-birth-to-age-5
- Look at the development tracker at: http://www.pbs.org/parents/child-development/

**Session 4: March 22nd**
Topic: Toddler Development (1-3 years)

Readings:
- https://medlineplus.gov/toddlerdevelopment.html
- Physical: Video on learning to walk: http://www.babycenter.com/2_baby-on-the-move-walking_1487451.bc
- Psychology of Asian American Children (Liu, et. al. 2012)
- Language: http://www.babycenter.com/0_toddler-milestone-talking_11738.bc
- Milestones: http://www.parenting.com/article/toddler-developmental-milestones

**Session 5: March 27th**

Topic: Pre-school Development (3-6 years)

Readings:
- https://www.healthychildren.org/English/ages-stages/preschool/Pages/Developmental-Milestones-3-to-4-Year-Olds.aspx
- http://www.webmd.com/parenting/guide/4-to-5-year-old-milestones#1
- https://childdevelopmentinfo.com/child-development/devsequence/
- High/Scope Perry Preschool Project found at http://nieer.org/wp-content/uploads/2014/09/specialsummary_rev2011_02_2.pdf

**Due:** Assignment 2: Observation of library context (services and place)

**Session 6: March 29th**
Topic: Pre-school development continued

Readings:
- Racial Gaps in Early Childhood (Aratani 2011)
- https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/developmental-milestones-for-typical-4-year-olds
- Early Childhood Education of Hispanics in the United States (Garcia 2005)

**Session 7: April 3rd**
Topic: Elementary Age (6-8 years)

Readings:
- http://ccedelaware.org/wp-content/uploads/2016/09/Child_Development_Ages_6-8.sflb_.pdf
- http://www.pbs.org/parents/childdevelopmenttracker/eight/index.html
- Development of Children Ages 6-14 (Eccles 1999) https://www.princeton.edu/futureofchildren/publications/docs/09_02_02.pdf

**Session 8: April 5th**
Topic: Elementary Age (9-12 years)

Readings:
- Social Emotional Learning: http://www.edutopia.org/sel-research-learning-outcomes
- America's Hispanic Children (2014).

**Session 9: April 10th**
Topic: Middle Grades (13-15 years)

Readings:

- [Learning from Latinos (Fuller & Coll 2010)](#)
- Adolescent Brain Development video:
  https://www.nimh.nih.gov/news/media/2011/giedd.shtml
- American Psychology Association. (2002). *Developing Adolescents: a Reference for Professionals.* Washington, DC: APA. Retrieved from https://www.apa.org/pi/families/resources/develop.pdf
- Watch Sarah-Jayne Blakemore's TED Talk "The Mysterious Workings of the Adolescent Brain" (2012) at http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain#t-182148
- ACT for Youth: Center for Excellence (2016) http://www.actforyouth.net/adolescence/identity/ethnic_racial.cfm. Please explore the Powerpoint presentation linked to in the left-hand side bar.

## Session 10: April 12th
Topic: Young Adult (16-18 years)

Readings:
- [Understanding African American Adolescents' Identity Development](#) (Brittian 2013)
- https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html
- https://www.parentfurther.com/content/ages-15-18-developmental-overview

## Session 11: April 17th
Topic: Young Adults continued

Readings:
- Global rites of passage (what do we do to help YAs transition?): http://www.adolescentmind.com/rite-of-passage-videos (watch several of these videos to find common themes)
- Steensma, T.D., Kreukels, B., de Vries,Peggy, A., Cohen-Kettenis, T. (2013). Gender Identity Development in Adolescents. *Hormones and Behavior, 64*(2), 288-297. Retrieved from http://ac.els-cdn.com/S0018506X13000676/1-s2.0-S0018506X13000676-main.pdf?_tid=c47968be-0fa8-11e6-928b-00000aab0f27&acdnat=1462113000_c9afbb65548bbbc74dd59d773801cf9a

## Session 12: April 19th
Topic: Special Issues in youth development

Readings:
- Fears: http://files.eric.ed.gov/fulltext/ED348625.pdf

- Humor:
  https://www.westernschools.com/Portals/0/html/N1308/3HHfoc_files/OEBPS/Text/chap3.html
- Learning to Read: https://lincs.ed.gov/publications/pdf/readingk-3.pdf and The Reading Skills Pyramid and Developmental Stages of Reading

Assignment 3: Model Development.

**Session 13: April 24th**
Topic: Special Issues in youth development continued

Readings: TBD

**Session 14: April 26th**
Assignment 4: Final Presentations: observation of children presentation.


**Assignments and Grading:**

**Assignment 1**

*Reflective Journaling.* Prior to class, you are expected to read the assigned texts and write a journal entry about your reactions to them. Some possible things you may be thinking about as you write:

- What stood out to you in the reading?
- What in the reading applies to a library setting?
- How can you see yourself using what you have learned from the readings in a library?
- What questions do you have?

This is informal and citations are not necessary. You are expected to engage with the text and think about how the readings will inform your work as a librarian working with youth. Keep posts to around 300 words. You should post your journal entry on the Sakai blog by noon on the day before class. You should read classmate's entries before coming to class.

**Assignment 2**

*Observation of youth library services.* The purpose of this assignment is to help you to understand how knowledge of child development plays out in an actual public or school library setting. This assignment requires at least 2 observational hours in the library of your choice.

- *Part 1*: Spend at least two hours in a youth library (attend special programs, unobtrusively observe in the youth library area, etc.), focusing on the types of materials used, instructional practices, discipline methods, and how the space is used. Your goal is to focus on the *place* and its *services (including librarians),* not the children (that's Part 2).

- *Part 2*: In a 5-6-page double-spaced paper, describe the observational settings and what you observed about the *services* that is directly related to youth development. The important part of this assignment is to focus on developmental issues and how they "play out" in the library setting.  Also, describe how your setting could be changed to more accurately reflect an understanding of child development. You should think about whether the context and the people are appropriately integrating knowledge of physical, cognitive, social and emotional development in their interactions with the youth.

**Assignment 3**

*Developing your own model.*  Throughout the class, we will be exploring various models and visualizations related to youth development proposed by developmental theorists, reading researchers, and other experts in child development.  The purpose of this assignment is to get you to analyze as many models as you can find that you feel are relevant to youth development, to compare and contrast them, and then to create a new synthesis model that you feel captures the various developmental components we have discussed (and others that you encounter in your own exploration).  The result will be a visualization of your own creation (table, chart, graph, model) and a 3-5-page double-spaced description of its component parts and the relationships among those parts (i.e., how your model "works").  This description should include your rationale for your model's content and/or design, and an explanation of the models that most influenced your thinking.

**Assignment 4**

*Observation of children*. The purpose is to compare your academic knowledge of child development to the realities of child life.

- *Part 1*: Observe one or more groups of children in a setting of your choice. Possible settings could include a public library story hour or other children's programming, a classroom, cafeteria, or a sporting event or practice. You must observe children for a minimum of 2 hours, taking note of the various aspects of development you observe. You should be thinking about cognitive, physical, emotional, and social development. Some questions you may be considering:
  - How are the children interacting with each other?
  - What are the differences in the ages of the children?

  o   Are there differences in the children of different genders, ages, ethnicities, etc.?
  o   Did the setting influence the children's behavior?
  o   Did behavior change based on activity or adult expectations?

- *Part 2*: You will consolidate your observations and present them to your classmates in a 5-6-minute presentation. You need to explain the settings and situations you observed, the apparent demographics of the groups of children, and the different developmental aspects of youth you observed. The aim here is to focus on the *children's behaviors* as evidence of development (the context is secondary, though its influence on behavior is justifiably important).

### In Class Participation

**T**his seminar is a discussion-based course. Students are expected to complete all readings and come to class ready to explore the issues they raise. As this course only runs for half a semester, it is very important that you attend every session.

### Grading and Due Dates

| Assignment | Weight | Due Date |
| --- | --- | --- |
| Assignment 1: Reflective Journaling | 20% | Ongoing in Sakai blog space |
| Assignment 2: Observation of library context (services and place) | 25% | March 27th |
| Assignment 3: Model development | 20% | April 19th |
| Assignment 4: Observation of children | 25% | April 26th |
| In Class Participation | 10% | Ongoing |

### Grading Scale

| H | "clear excellence," above and beyond what is required |
| --- | --- |
| P | all requirements satisfied at entirely acceptable level |
| L | low passing |
| F | failing |

### Additional Resources:

- American Association of School Librarians. (2009). *Empowering Learners: Guidelines for School Library Programs*. Chicago, IL: American Library Association.
- Brain Connection: http://brainconnection.brainhq.com/
- Center for Disease Control: Child Development Overview: https://www.cdc.gov/ncbddd/childdevelopment/
- Child Development Council: https://www.childdevelopmentcouncil.org/
- Child Development Institute: https://childdevelopmentinfo.com/ages-stages/
- Child Development journal: http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8624/homepage/VirtualIssuesPage.html
- Early Childhood Longitudinal Study: http://nces.ed.gov/ecls/index.asp
- Kids Health: http://kidshealth.org/en/parents/growth/
- McNeely, C., &Blanchard, J. (2009). *The Teen Years Explained: A Guide to Healthy Adolescent Development*. Baltimore, MD: Center for Adolescent Health at Johns Hopkins Bloomberg School of Public Health
- Child Development Special Section on Asian American Child Development
- Meece, J.L., & Daniels, D.H. (2008). *Child & Adolescent Development for Educators, 3rd ed*. New York: McGraw-Hill Higher Education.
- World Health Organization: http://www.who.int/topics/child_development/en/
- PBS Child Development Tracker: http://www.pbs.org/parents/child-development/
- Harris, Yvette R. and James A. Graham. 2014. The African American Child, 2nd edition: Development and Challenges. Springer.

**Data and Statistical Sources:**
- Child Well-Being Index (Foundation for Child Development): https://www.fcd-us.org/2012-child-well-being-index-cwi/
- Child Welfare Information Gateway: https://www.childwelfare.gov/topics/systemwide/statistics/
- Children's Bureau Statistics: http://www.acf.hhs.gov/cb/research-data-technology/statistics-research
- State Child Welfare Policy Database: http://www.childwelfarepolicy.org/maps/state
- NC Division of Social Services: Child Welfare Statistics: https://www2.ncdhhs.gov/dss/stats/cw.htm
- Center for Disease Control and Prevention: Data and Statistics on Child Development: https://www2.ncdhhs.gov/dss/stats/cw.htm
- UNICEF Data and Statistics: http://data.unicef.org/
- America's Children in Brief: http://www.childstats.gov/americaschildren/index.asp