

INLS 733 – Administration of Public Library Work with Children and Young Adults (Spring 2018)

**Manning Hall, Room 303
Thursdays, 6:00-8:45pm**

Instructor Information

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Course Description

This course is designed to expose graduate SILS students to the multiple facets of services to youth (children and young adults) in public libraries. Each week, the class will address a particular issue and explore how it interweaves with related concepts of service. The class is a service-learning approach, so each year we “adopt” a local library and use that context as the focus of our work. This year we have adopted the Orange County Public Library in Hillsborough, so our tasks will revolve around their needs and related issues.

Target Audience

There are no pre-requisites to this course, though it may be more useful during your second year as a SILS student.

Course Pre-requisites

None

Course Goals and Key Learning Objectives

This is your chance to learn “how to be a children’s/YA librarian. By the end of the course you should:

1. Understand the overall job of the youth librarian in all its dynamic aspects
2. Be confident in designing and presenting age-appropriate and engaging youth programs
3. Understand how public library services to youth have evolved
4. Understand how context and physical setting influence library services and success
5. Be able to assess a user community as evidence in providing relevant services and collections
6. Be confident in interviewing for your next position and/or hiring someone to fill a vacancy

Diversity/Inclusivity Statement

1. We agree to treat each other with respect and to value each other’s statements even when we disagree with them.
2. We agree to listen when others talk and consider what they’ve said.
3. We agree to use “I” statements when sharing our opinions: “I think...,” “I believe...,” “I feel...”
4. I, Brian, believe that enlightenment occurs when we encounter ideas that are new, different, and perhaps controversial. These ideas can help us think and grow, if we allow them space for exploration; however, we agree not to tolerate hate speech or personal attacks (whether due to race, gender identity, sexual identity, or any other form of diversity) in the name of “different perspectives.”

Class Schedule

Articles listed in the Readings section of the syllabus are either hyperlinked or on the class [Sakai](#) site in the Resources section. There is no textbook for this class.

January 11th (Our Beliefs)

In Class: Introductions, course overview and expectations; Examine [YALSA competencies](#) and/or [ASLC competencies](#); Analyze sample mission statements (Sakai), professional philosophies; divide into “consulting” groups for the semester (by 1st/2nd year students and child/YA focus), sign up for January 25th history decade to research.

January 25th

Field trip to Orange County Public Library in Hillsborough to examine site and collection. ***We’ll meet at the library!*** If you have a car and are willing to help carpool, we’ll coordinate transportation from SILS (I can take four students in my car, leaving from SILS at 5:40pm). The goals for this visit are: 1) to meet Beth Hawkey and any of the other staff who are present, 2) to explore the physical layout of the space to see what it tells us about librarianship and children, and 3) to examine the collection for similar clues and to get an initial sense of the depth and breadth of the collection in areas that we might analyze (see the collection assignment description (#5) at the bottom of this page). The library closes at 8:00pm.

February 1st (Our History)

Topic: Seminar on history of library services and spaces for children and young adults...choose a decade.

Readings: [Maack](#) article; [History timeline](#); [YA Services Chronology](#); [Future of Library Services for and with Teens: a Call to Action](#).

Assignment Due (ungraded): Find two (2) articles in *Library Journal* from your chosen decade (browse the print editions in the SILS library – older ones are on the 4th floor) dealing with youth services and be prepared to share their main points in class; while browsing, look at advertisements and photos as well to get a sense of library culture.

February 8th (Our Programming: Children)

Topic: Designing exceptional library programs for children

Readings: Dowd & Dixon 1996, MacLean 2008, Peck 2009, and Albright, et. al., 2009 articles (on Sakai), and explore the many youth services books in the SILS library. Do a subject search in our [OPAC](#) on “children’s libraries--activity programs” for a list of the 220+ books we have in our UNC libraries on this topic (or browse the Z718 area of the stacks). As you look at these various kinds of programs in these books and articles, ask yourself, “Do they *really* fit the mission and goals of public library youth services, and would they *really* appeal to today’s children, and why/why not?”

Assignment Due: Draft Personal philosophy

February 15th (Our Programming: Young Adults)

Topic: Library programs for young adults

Readings: Bostian 2010, Shay 2011, and Wallace 1993 articles (on Sakai); Do a subject search in our [OPAC](#) on “young adult libraries--activity programs” for a list of the 80+ books we have in our UNC libraries (or browse the Z718 area of the stacks).

February 22nd (Our Employees/Colleagues)

Topic: Scheduling, job descriptions and interviews, management styles and communication patterns

Readings: Adkins 2004 and Spoor 2012 (Sakai)

Assignment Due: Draft Program (*use progtemplate.docx on Sakai*)

March 1st (Our Space)

Topic: Building Design workshop

Readings: Vold & Evjen article (Sakai); Skim book: Lushington, Nolan (2008) *Libraries Designed for Kids* on SILS RESERVE. See [Black and Rankin](#) history of library design.

- There are many books on library design (search UNC OPAC under: s=“library architecture” as a place to start your exploration.
- Have a look at a retail layout approach to design for libraries at: <http://www.infotoday.com/MLS/jan05/koontz.shtml>.
- Examine some floor plans (Sakai: hollyspringsfloorplan.pdf) and at:
 - <http://www.williamsburg.lib.va.us/library-information/NewLib>
 - http://www.mymcpl.org/uploaded_resources/mcw_final-plan_0.jpg

- Look at the furniture examples at:
http://www.librarydesign.com/products_children.html
http://www.thelibrarystore.com/category/childrens_furniture
- Image search the web on “library design” or “children’s libraries” to see some interesting pictures for further study.

March 8th (Our Community)

Topic: Child and adolescent reading preferences; Community Assessment Workshop

Readings: Sturm 2003 “Dogs and Dinosaurs” articles (Sakai); Sturm’s “[Reading Preferences](#)” article

Also Read [Conducting a Community Assessment](#). Read [Community Profiling](#) handout. Explore the [US Census site](#) related to children & the [NC State Data Center](#) site. Look at State Library of NC public library statistics [webpage](#). What is the “community” of users for the Orange County Public Library?

March 15th

NO CLASS: SPRING BREAK

March 22nd (Our Collections)

Topic: Collection evaluation, management, and Challenges

Readings: Read ALA’s approach to [responding](#) to material challenges; Work through whatever parts of the Arizona Libraries Collection Development Training [website](#) that interest you (navigate with the links at the bottom of the webpage). How do the issues discussed here apply specifically to work with youth? Pay particular attention to the “[Collection Assessment](#)” section and the “[Community Needs Assessment](#)” section. Finally, see MCPL Collection Development Policy for Children (Sakai).

March 29th (Our Finances)

Topic: Grant-writing & Budgets

Readings: Bayley 1995, Boylan 2013; Engelfried and Reynolds 2002 and Grant Resources.docx (Sakai)

[Assignment Due:](#) Community Assessment

April 5th (Our Marketing)

Topic: Displays, signs, digital presence, transmedia storytelling

Readings: Biggs & Calvert 2013 and Block 2001 articles (Sakai). See the [Marketing – Library Success](#) wiki; Read an overview of [transmedia storytelling](#) for marketing.

Reminder (not course related): Master's Papers are due April 9th

April 12th (Our Legislation and Advocacy) & Small Group Work Time

Topic: Legislation relating to youth services and advocating for your library

Readings: Laws Affecting children's librarians (Sakai). ALA's advocacy webpage (<http://www.ala.org/everyday-advocacy/>); Search Google for "library laws" and explore some of the state-library-hosted (usually) legal information pages for librarians; look at the [Best of the PubLib](#) listserv on laws and ethics affecting libraries (scroll down on the left for state-by-state coverage, but remember this is a compilation from a listserv, so judge the authenticity accordingly).

Assignment Due: Draft Collection Analysis

April 19th (Our Interactions with Youth)

Topic: Reference interviews, youth information seeking, and reader's advisory

Readings: Bishop and Salveggi 2001, Chelton 2009, Sullivan 2010; Searching Problems spreadsheet (Sakai)

April 26th (last class)

Consultant groups' final presentations (no more than 15 minutes for the presentation and 5-10 minutes for questions)

Assignment Due: Final presentations

Assignments

Individual Assignments:

Personal/Professional Philosophy	10% due: February 8 th
Live Program Performance Write-up	10% due: post-program delivery
Class Participation	10% due: ongoing
Community Assessment	15% due: March 29 th
Reflection Blog on Sakai	10% due: last day of classes (Friday, April 26 th)

Group Assignments:

Your other assignments this semester are designed to help your “consultant group” create a portfolio to present to the Orange County Public Library, including:

Draft Program (use progtemplate.docx on Sakai)	10% due: February 22 nd
Draft Collection Analysis	15% due: April 12 th
Final Group Presentation	20% due: April 26 th

Assignment Descriptions (by date due):

1. **Draft Personal/Professional Philosophy of Service (Individual)**
 This is your chance to express your feelings about who you are as a future youth librarian. Include such issues as: priorities of service (which are your most crucial and why), things you feel a library should NOT do, how you feel about freedom of access to information and/or privacy for children, why you decided to serve children/YAs and how you feel it is best to serve them (and their parents?), your stance on the role of technology in a youth library, your belief in the kind of collection you should offer, and any other personal stands on pressing issues in the field. What do you believe in (go ahead and use the words “I believe that...”) ? What are you willing to stand up for? What are your values? What do you want to accomplish as a librarian? Focus on philosophical issues more than practical concerns (i.e., “I believe the library is the place to build children’s imaginations,” instead of “I want to have romance novels in the collection”; this latter statement is actually fine IF you use it as an example of a philosophical argument, for example, to provide what the public wants, or to offer a balanced collection).

2. Draft Program (Group)

Your program should follow the Template for Thinking about Programming (progtemplate.docx on Sakai). This is your group's opportunity to build an effective, fun, and age-appropriate program that should work well with your target audience. The template will guide you through the steps of thinking about and designing an "appropriate" program.

3. Live Program Performance and Write-up, whenever you complete the event you've designed (Individual)

The idea of this assignment is that your group takes the program you designed for the assignment above, and performs it live at the Orange County library (or an outreach location in collaboration with Amber) to see whether it actually works, or what parts of it are successful, and to gain practical experience working with children/YAs.

4. Community Assessment (Individual)

For this assignment, I want you to select a location anywhere in the world that you would like to have a library, and then collect as much pertinent data about the geography, climate, people, customs, demographics, education/literacy, and any other statistics relevant to the "library environment." See what your location looks like from the air to get a sense of topography, if possible; explore schooling, crime rates, ethnicities and where they are located; and any other information you can find that describes the community who might use a library in this area, then put together a digital presentation that best summarizes what you've found. This can be a webpage, a video, a PowerPoint, a Prezi presentation, a Storify, a digital storytelling project, etc. Your job is to describe the uniqueness of the community in as much detail as you can, but in a digital presentation format that is easily accessible and provocative. This is a chance to explore a new location, perhaps one in which you would like to work, perhaps one that is in a foreign country. Be creative and exploratory. The only stipulation for this assignment is that you collect actual data on the community/location you choose.

5. Draft Collection Analysis (Group)

For this assignment, your group needs to collaborate with Beth Hawkey at Orange County Public Library to define a portion of the collection to analyze. You are to do a circulation study of that portion of the collection as well as (if possible) a list-checking study. The final written product will be:

1) a short summary of your process and methods, 2) an evaluation of the existing part of the collection you have chosen identifying gaps, and 3) recommendations for acquisition and weeding. Beth has already identified some specific collections she would like assessed:

1. 398.2: Folklore (we'll specify, if any group(s) selects this)
2. Information on the US States:
 - a. 974: Northeastern United States (New England & Middle Atlantic states)
 - b. 975: Southeastern United States (South Atlantic states)
 - c. 976: South central United States
 - d. 977: North central United States
 - e. 978: Western United States
 - f. 979 Great Basin & Pacific Slope region of United States
3. Information on world countries:
 - a. 940: Europe
 - b. 950: Asia
 - c. 960: Africa
 - d. 980: South America
 - e. 990: Other countries (Australia, New Zealand, Polynesia, Artic, Antarctic, etc.)

6. Final Presentation (Group)

This will be your group's presentation of your semester's study to the class. You are to design a **NOT MORE THAN 15-minute** presentation and allow a 10-minute question time to share – in encapsulated form – your program and collection analysis for Orange County Public library. Please dress professionally (for most youth positions, this is casual-dressy) and present your ideas concisely and incisively. You may decide how your group divides the responsibilities for this presentation. Your desire here is to perform in such a way that the listeners find your portfolio appealing, and the information included, interesting and useful. Your grade will evaluate both your content and delivery and will be based on my observations and each of your personal assessments of the group members' contributions to these group assignments.

7. Reflection Blog

This is an ongoing assignment throughout the semester. I have activated the Blogs function in Sakai so that each of you will have a personal space to

post your ideas and thoughts (the default setting is that your posts will be *publicly available*; I suggest that you change this to “members of this site only” for each post, but if you want to post something that only I can read, select “only site administrators and I.”). **I want you actively contributing to your blog throughout the semester (please don’t do a “blog-dump” at the end as this defeats the purpose).**

Possible things to include in your blogs:

- Thoughts/questions you have related to the readings
- Reflections on classroom activities and new insights they’ve provided you (if any)
- Changes to your philosophy of youth librarianship
- Connections you see to other learning you’ve done at SILS in other courses
- Problems you encounter finding the relevance of course content (so that I can make sure to clarify that; I often make assumptions after having been in this field for nearly 25 years that I need to clarify, so help me ensure that you understand everything)
- Links to interesting website or articles you’ve found on your own

Grading

Grading for assignments will follow the H, P, L, F scale for graduate students.

Course Policies

Attendance

Class participation is vital to your learning in this course, so I expect you to attend class each week. While I understand that life can get in the way of your education, this class needs your participation and input each week, so that you can build on prior knowledge, share your experiences, and help your classmates learn and grow. Before and after class are also great times to meet in your small groups.