

# **INLS 733 – Administration of Library Work with Children and Young Adults (Spring 2020)**

~~**Manning Hall, Room 303**~~

**Meeting online for the rest of the semester**

**Thursdays, 5:45-8:30pm**

## **Instructor Information**

Dr. Brian Sturm

Office: Manning Hall #111 (962-2460)

Office Hours: Drop-in or by appointment

Email: [sturm@ils.unc.edu](mailto:sturm@ils.unc.edu)

## **Course Description**

This course is designed to give graduate SILS students an overview of services to youth (children and young adults) in public libraries and (to a lesser extent) schools. Each week, the class will address a particular issue and explore how it interweaves with related concepts of service.

## **Target Audience**

Those interested in serving young people in libraries.

# Course Prerequisites

None

# Course Goals and Key Learning Objectives

This is your chance to learn “how to be a youth 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. Develop a sense of how public and school libraries can support each other
4. Understand how library services to youth have evolved and emerging trends
5. Understand how context and physical setting influence library services and success
6. Be able to assess a community and its assets and their implications for library services

# 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 learning 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 9<sup>th</sup> (Our Beliefs)

In Class: Introductions, course overview and expectations; Divide into three groups to examine [YALSA competencies](#), [ASLC competencies](#), and the [AASL Standards for School Library Preparation](#); professional philosophies in-class exercise; Read and discuss “How Safe Should Libraries Be?” (handout); sign up for **January 23<sup>rd</sup>** history decade to research and think about a location for “your library.”

### January 16<sup>th</sup> (Our Community) – choose the location for “your library”

Topic: Child and adolescent reading preferences; Community Assessment Workshop

Readings: [Reading Preferences of \[Turkish\] Middle School Students](#) (Aydin 2018); [Information and Reading Preferences of North Carolina Children](#) (Sturm 2003)

Read [Identifying Community Assets and Resources](#) and [Community Needs Assessment](#). 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 your chosen library location?

### January 23<sup>rd</sup> (Our History)

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

Readings: [Maack](#) 2008 article; Jenkins 2000 article (Sakai); [YA Services Chronology](#); [Future of Library Services for and with Teens: a Call to Action](#).

Assignment Due (ungraded): Browse through the SILS Library journals from your chosen decade. Possible journals to read are:

- *Library Journal* (1876+)
- *School Library Journal* (1961+)
- *Publishers Weekly* (for publishing trends, 1890+)
- *Bulletin of ALA* (1907+)
- *Wilson Library Bulletin* (1939+)

- *School Librarian* (1974+)
- *St. Nicholas Magazine* (1873-1943, ask SILS staff for access to Historical collection cage; this is a literary magazine, but the advertising and games are really fun to peruse and give you a unique perspective on our conceptions of childhood).

Older editions of these journals are in the SILS periodicals basement.

**Bring 1 article** to share in class dealing with youth services and **be prepared to share your overall impressions of youth services during your decade**; have a look at advertisements and photos as well to get a sense of library culture. This brief historical view will help us think about trends.

### **January 30<sup>th</sup> (Our Programming: Children)**

Topic: Designing exceptional library programs for children

Readings: Dowd & Dixon 1996, MacLean 2008, Peck 2009, and Albright, et. al., 2009 articles Bushman & Fagan 2019 article (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 6<sup>th</sup> (Our State Organization)**

In Class: Visit by Jasmine Rockwell, Youth Services Consultant for the State Library of North Carolina. High level, managerial view of youth public library services in the state and a snapshot overview of new YALSA training

### **February 13<sup>th</sup> (Our Programming: Young Adults)**

Topic: Library programs for young adults

Readings: Bostian 2010, Shay 2011, and Wallace 1993 articles (on Sakai), and [Transform the High School Library](#) (Toure 2019); 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 20<sup>th</sup> (Collaboration)

Topic: School and public library cooperation: the struggles and successes

Readings: Witteveen 2017 article; Nelson & Dwyer article 2015 (Sakai); [21<sup>st</sup> Century Library Collaboration](#); [Small 2001 article](#)

Assignment Due: Draft Community Asset Assessment

## February 27<sup>th</sup> (Managing and Leadership)

In Class: Guest visit by Karin Michel, Youth and Family Experiences

Manager at the Chapel Hill Public Library: “Ask me anything” session.

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

Readings: Adkins 2004 and Spoor 2012 (Sakai)

## March 5<sup>th</sup> (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>
  - <https://www.jcpl.org/floor-map/>
- Look at the furniture examples at:
  - [http://www.librarydesign.com/products\\_children.html](http://www.librarydesign.com/products_children.html)
  - <https://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.

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

## March 12<sup>th</sup>

**NO CLASS:** SPRING BREAK

## March 19<sup>th</sup>

**NO CLASS: EXTENDED SPRING BREAK** due to COVID-19

## March 26<sup>th</sup> (Our Collections)

Topic: Collection evaluation, management, and challenges

Readings: Read ALA's approach to [responding](#) to material challenges and Know Your Rights – And Theirs (Zulkey 2020) (Sakai); 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 and Mapping](#)" section. Finally, see MCPL Collection Development Policy for Children (Sakai).

## April 2<sup>nd</sup> (Our Marketing)

Topic: Displays, signs, digital presence, transmedia storytelling

Readings: Biggs & Calvert 2013 and Block 2001 articles (Sakai). Read an overview of [transmedia storytelling](#) for marketing.

Assignment Due: Draft Collection Analysis

Reminder (not course related): Master's Papers are due April 13<sup>th</sup>

## April 9<sup>th</sup> (Our Interactions with Youth)

In Class: [Virtual guest visit](#) by Lindsey Dunn and her NoveList team.

Topic: Reader's advisory, reference interviews, and youth information seeking

Readings: Bishop and Salveggi 2001, Chelton 2009, Sullivan 2010, Campana, et. al., 2019 (Sakai)

## April 16<sup>th</sup> (Our Legislation and Advocacy)

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 no-longer-updated compilation from a listserv, so judge the authenticity accordingly).

## April 23<sup>rd</sup> (Final Presentations)

Virtual sharing of final presentations.

Assignment Due: Final presentations

# Assignments

Personal/Professional Philosophy	10% due: January 30 <sup>th</sup>
Draft Community Asset Assessment	20% due: February 20 <sup>th</sup>
Draft Program	20% due: March 5 <sup>th</sup>
Draft Collection Analysis	15% due: April 2 <sup>nd</sup>
Final Presentation	25% due: April 16 <sup>th</sup> or April 23 <sup>rd</sup>
Class Participation	10% due: ongoing

## Assignment Descriptions (by date due):

### 1. Draft Personal/Professional Philosophy of Service

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 broad collection).

### 2. Draft Community Asset Assessment

For this assignment, I want you to select a location anywhere in the world that has a youth library (school or public) with an online catalog (so you can do your collection assessment), 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 evocative. 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 stipulations for this assignment are that you collect actual data on the community/location you choose and you try to focus on assets rather than deficiencies (certainly mention deficits if they exist, but focus on the assets you could draw on for this location).

### 3. Draft Program

Your program should follow the Template for Thinking about Programming (progtemplate.docx on Sakai). This is your opportunity to build an effective, fun, and age-appropriate program that should work well with your chosen location, based on your community asset assessment. The template will guide you through the steps of thinking about and designing your program.

### 4. Draft Collection Analysis

For this assignment, choose a genre or subsection of the collection from your location (i.e., historical fiction, a part of the nonfiction collection, a media collection). You are to evaluate this collection by comparing it to critical or popular lists (books, articles, blogs, social media sites, NoveList, Goodreads, etc.) and comparing it to other library collections. Identify strengths and weaknesses of the collection and make recommendations for acquisition and weeding. Your final paper should identify the methods you used to evaluate the collection, the relative merits of the collection, and your recommendations for purchase/discard. Make sure in your



recommendations to include complete ordering information about the items you recommend (bibliographic citations and ISBN numbers, if possible).

#### 5. Final Presentation

This will be the presentation of your semester's study to the class. You are to design a 10-15-minute presentation and allow a 5-minute question time to share, in encapsulated form, your chosen location and the program and collection analysis you did for it. Please also include a short overview of your professional/personal philosophy. Your desire here is to perform in such a way that the listeners find your portfolio both interesting and relevant.

## Grading

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

## 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.