

INLS 733 – Administration of Library Work with Children and Young Adults (Spring 2022)

**Manning Hall 001
Thursdays, 5:45-8:30pm**

**(due to COVID, we will be remote-
synchronous for the first three weeks of
the semester; Zoom link is in Sakai)**

Instructor Information

Dr. Brian Sturm

Office: Manning Hall #111 (962-2460)

Office Hours: Drop-in or by appointment

Email: sturm AT 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.

Spring 2022 Course Delivery

As long as it is possible to do so safely, we will be meeting in person this semester, with the exception of the first three weeks, which will be remotely delivered to try to decrease all of our exposure to the immediate omicron variant surge. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

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 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 13th (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 Libraries](#); Read and discuss "How Safe Should Libraries Be?" (handout/Sakai)

Sign up for **January 27th** history decade to research and think about a location for "your library."

January 20th (Our Community) – choose the location for "your library"

Topic: Child and adolescent reading preferences; Community Assessment small group 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](#). Think about what is the "community" of users for your chosen library location?

Assignment Due (ungraded): draft personal philosophy statement (1-2 paragraphs)

January 27th (Our History)

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

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 browse 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 Library staff for access to Historical collection cage; this is a literary magazine, but the advertising and games are 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. For those online, you can access electronic versions of some of these via UNC's [E-journals website](#), but only more recent decades.

You may collaborate on this, but please limit groups to 3 people to ensure broad coverage of the decades. Be prepared to share your overall impressions of youth services during your decade, any conceptions of childhood you find, or any interesting factoids you find; 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.

February 3rd (Our Programming: Children)

Topic: Designing exceptional library programs for children

Readings: Choose at least two of the following articles (on Sakai) based on your interest:

1. Dowd & Dixon 1996 (developmentally appropriate toddler programs; this one's a classic), or read Sarah Amico's 2010 [master's paper](#).
2. MacLean 2008 (pre-school storytimes and early literacy)
3. Peck 2009 (children's storytime overview)

4. Albright, et. al., 2009 (children’s storytime best practices)
5. Bushman & Fagan 2019 (programming for deaf children)
6. Eastman 2021 (remote program delivery)
7. Raphael 2021 (knowledge-based approach to programming)

Explore the many youth services books in the SILS library or your local library. Do a *subject* search in our [OPAC](#) on “children’s libraries--activity programs” (include “ ”) for a list of the 200+ 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:

1. Do they *really* fit the mission and goals of public library youth services?
2. Is there a way to measure the impact/outcome of these programs on children?
3. Would they *really* appeal to today’s children, and why/why not?”

February 10th (Our State Organization)

In Class: Informal Zoom 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.

Assignment Due: Draft Community Asset Assessment for your chosen library

February 17th (Our Programming: Young Adults)

Topic: Library programs for young adults

Readings: Bostian 2010, Shay 2011, and Wallace 1993 (another classic) articles (on Sakai), and [Transform the High School Library](#) (Toure 2019);

Do a subject search in our [OPAC](#) on "Young adults' 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 24th (Collaboration)

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

Readings: Witteveen 2017 article; Nelson & Dwyer article 2015 (Sakai);

[Small 2001 article](#)

March 3rd (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 10th (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 Idaho Commission for Libraries' Collection Development Training [website](#) that interest you (see: Collection Development Sequence links). How do the issues discussed here apply specifically to work with youth? Pay particular attention to Section 4. Collection Maintenance. Finally, see MCPL Collection Development Policy for Children (Sakai).

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

March 17th

NO CLASS: SPRING BREAK

March 24th (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:
 - <https://www.jcpl.org/floor-map/>
 - http://www.smfpl.org/library/library_floorplan_and_photos
- Look at the furniture examples at:
 - 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.

March 31st (Our Marketing and Advocacy)

Topic: Displays, signs, digital presence, transmedia storytelling, local government connections

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

Assignment Due: Draft Collection Analysis

Reminder (not course related): Final Master's Papers are due April 22nd

April 7th (Our Interactions with Youth)

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

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

Assignment Due: Personal/Professional Philosophy

April 14th NO CLASS - WELLNESS DAY

April 21st (Final Presentations)

Final presentations (≤ 5 minutes).

Assignment Due: Final presentations

Assignments

Draft Community Asset Assessment	20% due: February 10 th
Draft Program	20% due: March 10 th
Draft Collection Analysis	20% due: March 31 st
Personal/Professional Philosophy	15% due: April 7 th
Final Presentation	15% due: April 21 st
Class Participation	10% due: ongoing

Assignment Descriptions (by date due):

1. 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).

2. 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.

3. 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).

4. 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).

5. Final Presentation

This will be the presentation of your semester’s study to the class. You are to design a **5-minute presentation** to share, in micro-encapsulated form, your chosen location/community and the program and collection analysis you did for it. Five minutes is NOT a lot of time, so keep it focused, and rehearse it to ensure you can present it in no more than 5 minutes!

Grading

Grading for graduate students this spring 2022 semester are Pass/Fail only.

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.