SLIS S572 – Youth Services
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Spring 2013: Monday evenings 6:00pm-8:40pm January 7th to April 22nd in UL 1116

DESCRIPTION: History, philosophy, and descriptions of children’s and young adult library services and programs are presented. Provides a holistic look at the role of the youth services librarian including: assessing needs based on developmental characteristics and societal trends, planning and evaluation, planning specific services and programs, and examining both the current status and future of youth services. Focus will be on children from birth through age fourteen and young adults from ages twelve to eighteen, as well as adults who are youth caretakers (parents, teachers, social workers, daycare workers, etc.) Services include programming, reference/information, readers' advisory, and educational services. The use and value of computers and technological access (reference, educational, games, and literacy) will be included. Though emphasis is on the public library, cooperation with school library media centers and other appropriate agencies (social services, health care, and formal and informal educational agencies) through advocacy, networking and providing “support services” are included. It is a recommended course for youth public librarians and a useful course for both school library media specialists and generalist public librarians.

COURSE OBJECTIVES:
1. To become aware of the past, present and potential future of library services for children and young adults.
2. To develop skills in assessing needs and utilizing goals and objectives to plan services and programs, and in evaluating services and programs.
3. To build specific programs appropriate for various age groups and to observe and conduct model programs in real settings.
4. To be aware of the practices of booktalking, readers theatre and other reading motivational activities within the framework of building programs for meeting developmental needs of youth.
5. To become aware of the potential of technology as well as other media in providing information services, in meeting educational needs, and in promoting total literacy.
6. To develop a philosophy of service for youth.

S572 General Outline of the Course:

All students must have a Network ID and Password to IUPUI systems prior to the first class. Begin to consider arranging with programers in your area immediately. Please email me with any questions or concerns. On some of the class dates, we will visit public libraries to meet different practitioners in youth services as well as observe programs. These visits will be announced the first weeks of class and students will be responsible for knowing where the class will meet and arriving on time.
Class attendance is **mandatory** in order to receive all possible points for final grade. If an emergency occurs, you **must** contact me before class to avoid penalties. All contact information will be made readily available.

**Accommodations:** Students needing accommodations because of disability will need to register with [Adaptive Educational Services](#) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Joseph T. Taylor Hall (UC), Room 137 and may be reached by calling 274-3241.

**Policies:** There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

**January 7, 2013**
- Overview of course and student responsibilities
- Philosophy of Service & Youth Advocacy
- History of Children’s Services / Young Adult Services
- Current trends in Children’s and YA services
* Assignment: Current Trends Research and Report

**January 14, 2013**
- Developmental Stages, user characteristics and information seeking behaviors
- Missions of library and departments & youth services goals and objectives
- Starting Point: “Homebase” defined
* Assignment: Observation of Program scheduled on your own
* Assignment: Real Program Presentation scheduled on your own

**January 21, 2013:** NO CLASS

**January 28, 2013:** NO CLASS

**February 4, 2013**
- Preparation timelines
- Collections Development in relation to services and programs
- Review of developmental stages of children
- In house marketing, atmosphere, displays
- Booklists
* Due: Current Trends Research and Report in class
* Assignment: Starting Point—“Homebase” defined

**February 11, 2013**
- Age-specific programming—Infant and Toddler Programs: examples given in class
- Age-specific programming—Preschool Programs: examples given in class
* Assignment: Designing two Programs
* Assignment: Programming Tools Bibliography
* Due: Starting Point—“Homebase” defined
February 18, 2013
Age-specific programming—School Age/Tween Programs: examples given in class
Motivational tools demonstrations: booktalking, storytelling, reader’s theatre, etc.

Due: Programming Tools Bibliography

February 25, 2013
Review of YA developmental stages and expectations
Young Adult Programming: examples given in class
Assignment: Motivational Tools—schedule with instructor for in-class presentation

March 4, 2013
Evaluation of programming and services
Examples: find a sample program evaluation to share with class
Funding

March 11, 2013: NO CLASS

March 18, 2013
Summer and Year-Round (series) programs
Programming for youth with special needs
Outreach and service to parents and caregivers
Due: Design of Program #1

March 25, 2013
Cooperation with schools and community organizations
Intergenerational programming and family literacy

April 1, 2013
Core Services
Reader’s Advisory and reference
Overview of the reference interview
Technology: Internet, digital, downloading, audio, etc
Due: Design of Program #2

April 8, 2013: Location TBA

April 15, 2013: Location TBA

April 22, 2013
Intellectual Freedom
Ethics
Professional Organizations and Continuing Education
Job Interview and Competencies of Youth Librarians
Review: students’ choice
Due: following assignments (prior to or on this date):
Real Program Presentation
Observation of a Program
Motivational Tools presentation
Assignments for S572:

**Cite your sources:** Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating and other types of dishonesty will receive an **F for the course**. For further information, please read the IU Code of Student Ethics at [http://campuslife.indiana.edu/Code/index1.html](http://campuslife.indiana.edu/Code/index1.html)

**Definitions of SLIS Letter Grades:** [http://www.slis.indiana.edu/Courses/forms/grades.html](http://www.slis.indiana.edu/Courses/forms/grades.html)

**Attendance and participation (30 points)**

**Current Trends research and report (10 points)**
Students will choose a current trend topic to research. Topics might include: lack of youth services librarians, budget cuts, Intellectual Freedom issues, latchkey youth, homeschooled youth, adapting programs to special needs users, ethnic/language differences, intergenerational programming, early literacy, technology and youth, services to parents and caregivers, incarcerated youth, graphic novels as literature, etc. Students will prepare from their research a brief (five to seven minutes) in-class report. Report will be evaluated on: 1) focus on the issue/problem, 2) relevant information obtained, 3) useful insights obtained, 4) clarity of oral report and 5) **within time limit assigned.**

**Starting Point: “Homebase” defined (10 points)**
You will design two programs for this class. In order to create a program, you must have a library in mind. This list will describe the setting, demography, goals and objectives for youth services in an ideal library to form the basis of programs to be designed. This library can be real or fictional. To prepare, you should read goals and objectives of a public library in your community, look to textbooks found at University Library and other resources on planning in public libraries. A school setting can be selected as well. List does not have to be all- inclusive, but does need to give instructor a clear idea of where your two programs will take place. In **1-2 pages**, include the following:
- **Overview paragraph that introduces your library facility (school or public), community demographics, local school system and any special notes of interest to paint a clear picture of the library where your programs will “take place.”**
- **Specifically, describe the youth materials collection, the programming space, staff for programming, budget for programming and any details that pertain to programming at this site.**
- **Overall Mission Statement of the Library.**
- **Goals and objectives of this Mission Statement that direct Youth services.**

**Programming Tools Bibliography (10 points)**
Create an annotated bibliography of 10-15 programming resources (at least 3 of which will be online resources) that will be helpful in designing programs for a single specific demographic of youth (teens, toddlers, etc.) These tools may contain specific program plans or more generalized overviews of programming. Annotation of each resource should describe both the resource and its importance in planning programs.
Observation of Children/Young Adult Library programs (5 points)
Seek out permission to observe/attend a program in your area. The program can be for any age group from infants to young adults. Remember that observing a program prior to designing one will help your preparations. Requirements will include 1-2 pages which includes: description of the program itself, findings from a brief interview with the librarian (goals, rationale, her/his assessment of the program), circulation of materials, your personal assessment and audience reaction.

Motivational Tools for Programming (20 points)
There are many motivational tools to lead children to reading and use of the library. Three useful tools are Storytelling, Booktalking and Reader’s Theatre. For this class, you will choose one of these tools to prepare a ten minute presentation in class. Specific instructions for each tool will be discussed in class and assignment requirements explained. You will arrange a time to present in class.

Designing programs: Two programs (50 points each)
You will be given a detailed list of items that must be included for this assignment to be complete. Failure to address these items will result in loss of points. Two programs must be designed for two distinct age groups. They should be chosen from the following age groups and types of programs:
Choice A: Baby/adult program series
Choice B: Toddler (two-year-olds) series
Choice C: Preschool (three-to five-year-olds) series
Choice D: Young children (6-8 years/1st-2nd graders)
Choice E: School Age/Tweens (9-12 years/3rd-4th grades or 5th-6th grades)
Choice F: Young Adult (13-17 years)
Choice G: Families (birth through adult)

Real Program Presentation (15 points)
Part or all of at least one of the above programs must be presented in a real setting (classroom, public library, school library, daycare setting, day camp, etc) with your own evaluation and an evaluation provided by the teacher/librarian/service provider. A prepared evaluation sheet will be given in class as a guide for this assignment.