Course Description

We’re fortunate, you know. Too many people in this world spend their lives doing work that doesn’t really matter in the great scheme of things. But bringing children and books together does matter. And we get to do it. ~ Katherine Paterson

This course examines the reading and viewing interests of children. Discussion begins with books for the youngest readers, nursery rhymes and fairy tales, and moves on through picture books, predictable books, and chapter books. An emphasis is placed on encouraging children to read by finding materials that they enjoy reading. The topics covered in the course include a brief overview of developmental psychology, the history of children’s literature, developing successful library programs for children and their caregivers, building the children’s library collection, and enhancing children’s visual literacy.

Learning Objectives

1. To examine and become familiar with the kinds of library services and resources available for children today.
2. To work toward a heightened awareness of children: the ways in which they think and learn; their problems and situation in modern society.
3. To consider the ways in which a knowledge of the above two points can enable a librarian to bring together children and services and resources.
4. To explore key issues and controversial areas connected with children’s literature.
5. To analyze key management issues in children’s services including planning services, managing staff, managing collections, promoting children’s services, and engaging with the community.

Learning Outcomes

By the conclusion of this course, students will be able to:

1. Develop and apply assessment criteria to a wide range of services and resources for children;
2. Plan and deliver a short, developmentally appropriate, program for children;
3. Discuss outreach services, school and public library relationships, and liaison with other child-serving agencies in the community;
4. Set goals, objectives, and priorities in planning and implementing children’s services;
5. Discuss current trends, issues, and research in children’s services.

**INSTRUCTIONAL METHODS**

The methods used in this course facilitate and encourage active learning. I am aware that members of the class have many differing learning styles. In addition to information gleaned from required and recommended readings, students will gain insights about management from instructor and guest lectures, individual reports, role-playing exercises, class discussions and peer- and self-assessment.

**LEARNING MATERIALS**

There is no textbook for the course. Students are expected to read widely in children’s literature itself. A small collection of board and picture books and juvenile fiction in the Common Room is available for you to use or borrow. Electronic copies of the assigned readings are available on the class Brightspace site.

**METHODS OF EVALUATION**

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the SIM Grading Policy.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DETAILS</th>
<th>DUE DATE</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>1. Storytime</td>
<td>Pairs</td>
<td>Coordinate with daycare</td>
<td>20%</td>
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</table>
| 2. Midterm Assignment | Choose from 4 options:  
|                   | • Design a thematic bibliography  
|                   | • Write the unauthorized biography of...  
|                   | • Plan a program  
|                   | • Create a book trailer | Feb. 13 | 20%   |
| 3. Reading Log    | Weekly online discussion       | Ongoing        | 20%   |
| 4. Mini-presentation | Book award OR selection tool  | Feb. 27 OR March 12 | 10%   |
| 5. Short Research Paper | Explore a theme or issue of your choice | April 2 | 20%   |
| 6. Participation  | Ongoing                        |                | 10%   |
PARTICIPATION EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHTING</th>
<th>INDICATORS</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>40%</td>
<td>The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)</td>
</tr>
<tr>
<td>Quality of contributions</td>
<td>40%</td>
<td>The student’s comments are relevant and reflect understanding of readings and other course material. The student’s contributions move the discussion forward.</td>
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<tr>
<td>Frequency of participation</td>
<td>10%</td>
<td>The student is actively engaged in the class and/or discussions at all times.</td>
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<tr>
<td>Attendance/Punctuality</td>
<td>10%</td>
<td>The student is always punctual and no unexcused absences.</td>
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INTEGRATION OF MI Competencies

<table>
<thead>
<tr>
<th>PROGRAM COMPETENCY</th>
<th>COURSE LEARNING OUTCOME</th>
<th>COURSE ASSESSMENT</th>
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<tbody>
<tr>
<td>Information Management Leadership</td>
<td>Objectives 1, 2, 3, 5; Outcomes 3, 4, 5</td>
<td>2, 3, 5</td>
</tr>
<tr>
<td>Management of Information Technology</td>
<td>Objective 1; Outcome 5</td>
<td>3, 5</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Objectives 1, 3, 4, 5; Outcomes 1, 3, 5</td>
<td>1-5</td>
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<tr>
<td>Risk and Change Management</td>
<td>Objectives 3, 4, 5</td>
<td>1, 2, 3, 5</td>
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<tr>
<td>User-centered Information Services</td>
<td>Objectives 1-5; Outcomes 1, 2</td>
<td>1, 2, 3</td>
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<tr>
<td>Workplace Skills &amp; Attributes:</td>
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<td></td>
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<tr>
<td>Collaborate &amp; communicate</td>
<td>Objectives 1, 3, 5; Outcomes 3, 4</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>Organize, Plan &amp; Manage</td>
<td>Objective 5; Outcomes 4, 5</td>
<td>1-6</td>
</tr>
<tr>
<td>Develop Personally &amp; Professionally</td>
<td>Objective 1; Outcome 5</td>
<td>3, 5</td>
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CLASS POLICIES

Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style
INFO6450_W20_2019_12_16
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people’s ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA’s Frequently Asked Questions about APA.

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time AND by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

SIM GRADING POLICY

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
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<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
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<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master’s degree.</td>
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ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to
fully participate in the class.

**ACADEMIC INTEGRITY**

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.
Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI’KMAQ TERRITORY
Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).
# COURSE SCHEDULE

Note the readings and guest speakers are subject to small changes as the course progresses. Students will be advised of any changes via email and Brightspace.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required readings</th>
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| Week 1: Jan. 9 | **Course introduction**  
Context of children’s services and resources: History, purpose, principles, and rationale; transitions from collections to connections  
Developmental Assets  
*Reading Log: Folktale or fairy-tale* | Course Syllabus  
Not required, but interesting background:  
Search Institute. (2005) *40 developmental assets*.  
Reading log distributed  
Library visit exercise distributed |
| Week 2: Jan. 16 | **Chewing on board books**  
Programming/storytime for toddlers and pre-schoolers  
*Guest speaker: Shanda LaRamee-Jones, Read to Me*  
Multnomah County Library. *Every Child*. (check out the links under ‘read’, ‘talk’, ‘sing’, ‘write’, and ‘play’ for some good tips.)  
Midterm distributed |
| Week 3: Jan. 23 | Library visit reflections and discussion  
The mighty picturebook  
Every Child Ready to Read  
**Guest speaker:** Alison Creech, Halifax Public Libraries and Nancy Vanstone, Therapeutic Paws of Canada (to discuss Paws to Read program)  
|---|---|---|---|
| Week 4 Jan. 30 | Design/redesign of library spaces for children  
Managing children’s services and spaces: What is it like in practice?  
Tour of Halifax Public Libraries’ Central Library children’s department, 2:35-3:35 pm (Meet in BMO Room on second floor at 2:35)  
**Guest Speaker:** Heather Campbell, Halifax Public Libraries  
| Week 5: Feb. 6 | Storytelling, book-talking, and book trailers  
Diversity in children’s literature  
Schaumann, B. (2013). *Book talks: not so quick and simple, but the perfect way to engage students with reading.* *Collected Magazine*, (9), 7-9. |  |
Nel, P. (2017). *Seven questions we should ask about children’s literature*. *OUP Blog*. |
| --- | --- |
| **Week 6:** Feb. 13 | **Electronic resources, media/digital literacy**  
Makerspaces, STEM, STEAM  
**Guest speaker:** Alison Froese-Stoddard and Melissa Scanlan, Halifax Public Libraries |
| MIDSEMESTER BREAK | Book award and selection tools mini-reports distributed  
Midterm due |

February 19 is I Read Canadian Day, a national day of celebration of Canadian books for young people.

| Week 7: Feb. 27 | **Community-led children's librarianship**  
Serving children with disabilities  
Beginning readers and early chapter books  
**Guest speaker:** Elinor Crosby, Halifax Public Libraries (to |
<p>| <strong>Week 7:</strong> Feb. 27 | Short research paper assigned |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>March 5</th>
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<tr>
<td>Book awards for children: the Caldecott and beyond - Mini-reports</td>
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<tr>
<td>Organizing a book award competition</td>
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<tr>
<td>Book award mini-reports</td>
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<tr>
<td><strong>Guest speaker:</strong> Angela Reynolds, Annapolis Valley Regional Libraries</td>
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<tr>
<td><strong>Reading Log:</strong> Award-Winner</td>
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| Week 9: Mar. 12 |
| Collection Building |
| “That skeleton is naked!” Censorship of children’s books |
| Selection tool mini-reports |
| **Guest speaker:** Erin Morice, Children’s Collections Management, Halifax Public Libraries |
| **Reading Log:** Challenged or banned book |

**Reading Log: Book by Atlantic Canadian author or illustrator**


**Reading Log: Award-Winner**

- Storck-Post, H. (2016). *And the winner is… a mini mock Caldecott*.

**Reading Log: Challenged or banned book**

| Week 10: Mar. 19 | Building a reading relationship Reading for empathy  
**Guest Speaker:** Kirsten Cappy, *I'm Your Neighbor Books*  
|---|---|
| Week 11: Mar. 26 | Children’s information practices  
Information books for children: Assessment and comparison  
Betwixt: Resources and services for tweens  
**Guest Speaker:** Heather Doepner, Halifax Public Libraries  
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<tr>
<td></td>
<td><strong>Guest Speaker:</strong> Ray Fernandes, Nova Scotia Public Library</td>
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