

**School of Information Management
INFO 6450 Services and Resources for Children
Winter 2022
Thursdays 11:35-2:35
McCain 2190**

Course Type: Face-to-Face

Instructor: [Alison Brown](#)

Office: Rowe 4030

Contact info: alisonbrown@dal.ca

Office hours: If my office door is open, I'm available. You are also encouraged to book a virtual or in-person meeting; my Outlook calendar is kept up to date or email me to confirm. I typically respond to emails promptly.

Course website: Brightspace

COURSE DESCRIPTION¹

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 principles and practices of library service to children and critically surveys diverse children's materials in all formats and genres. Particular emphasis will be placed on learning how to plan, promote, advocate for, implement, and evaluate particular types of programs, building trusted community partnerships, as well as developing library environments and collections that encourage early literacy, life-long learning, and reading enjoyment.

COURSE PRE-REQUISITES

None

LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained knowledge and proficiency in the following areas, and related to the [core competencies](#) of the MI program.

COURSE LEARNING OUTCOME	RELEVANT MI CORE COMPETENCY
Develop a solid understanding of the ways in which children grow, think, and learn, as well as their position and range of experiences in modern society	Research and Evaluation User-centered Information Services Develop Personally & Professionally
Set goals, objectives, and priorities in planning, implementing, and evaluating children's services and programs	Information Management Leadership Research and Evaluation User-centered Information Services Organize, Plan & Manage

¹ The course objectives, design, assignments, and readings are adapted from an earlier version of this course developed and taught by Dr. Vivian Howard.

Explore key issues and areas connected with children's literature and reading engagement, and identify resources and methods involved in children's collection management	Information Management Leadership Management of Information Technology Research and Evaluation
Articulate fundamentals of planning and organizing engaging physical and digital spaces for children	Information Management Leadership Management of Information Technology Research and Evaluation Organize, Plan & Manage
Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships	Information Management Leadership Research and Evaluation Organize, Plan & Manage
Demonstrate a commitment to full access for children to library materials and services, particularly for underserved and marginalized	Information Management Leadership User-centered Information Services Collaborate & communicate Develop Personally & Professionally

TECHNOLOGY REQUIREMENTS

The course site, hosted through Brightspace, has several functions: storage of digital copies of the syllabus and assignments, links to course readings, hosting of discussion boards, repository for assignments, and notifications of announcements or course updates. Assignment options include those which may provide opportunities to develop skills with supporting software (e.g., in creating book trailers, building wikis etc.)

INSTRUCTIONAL METHODS

My intention is to create an engaged community of inquiry. While I acknowledge my position of power and responsibility as the course instructor, I know I will often be as much the learner from experiences and expertise brought to the class by students and invited guests. To ensure the learning environment aligns with these principles, I will need your enthusiastic, thoughtful participation.

Learning in this class is active and experiential. Students will gain insights about the principles and practices of library service and resources for children from recommended readings, lectures, individual and group assignments, class discussion and activities, and engagement with various guests.

LEARNING MATERIALS

There is no textbook for the course. In addition to the recommended weekly readings, students are expected to read widely in children's literature. A small collection of board books, picture books, and juvenile fiction in the SIM Common Room is available for you to borrow.

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](#).

COMPONENT	DETAILS	DUE DATE	VALUE
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Storytime	In groups of two or three, prepare and deliver a storytime at a local children's centre	Varying	20%
Midterm Assignment	Choose from 3 options: <ul style="list-style-type: none"> • Summer reading list • Master narrative/Counter narrative • Create a book trailer 	Sunday Feb 13, 2022, 11:59pm	20%
Reading Log	Produce a critical, creative record of the children's materials you review this term	Ongoing, due Sunday April 3, 2022, 11:59pm	20%
Booktalk and Non-fiction Read-alike	Develop a booktalk of 3-4 minutes that will be presented in class as if we were the target audience	Thursday March 10, 2022, in class	10%
Final Assignment	Choose from 3 options: <ul style="list-style-type: none"> • Plan a program • Design a space • Presentation to senior management 	Presentation: Thursday March 31, 2022, in class Written submission: Sunday April 3, 2022, 11:59pm	20%
Participation	Includes one week of leading class discussion OR interviewing guest	Ongoing	10%

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

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.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. 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. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

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

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

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

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

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).

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

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).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

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.

Dates and Topics	Course Materials	Notes and Assignments
Week 1 (Jan 6, 2022) Our Context Introduction to the course and one another History, purpose, principles, and rationale of children's library services	Course Syllabus Encyclopedia of Children and Childhood in History and Society. Children's libraries . Gaiman, N. (2013). Why our future depends on libraries, reading, and daydreaming. Video or text . [Skim] Association for Library Services to Children. (2015) Competencies for librarians serving children in public libraries . Revised Edition.	Sign up for leading class discussion OR interviewing invited guests

<p>Transitions from collections to connections</p> <p>Developmental Assets</p>	<p>[Optional] Hearne, B. and Jenkins, C. (1999) Sacred texts: what our foremothers left us in the way of psalms, proverbs, precepts, and practices. <i>The Horn Book Magazine</i>. 75(5): 536-58.</p> <p>[Optional] McKechnie, L. E. F. (1999). Patricia Spereman and the beginning of Canadian public library work with children. <i>Libraries & Culture</i> 34(2): 135-50.</p> <p>[To be used in class] Search Institute. (2005) 40 developmental assets.</p>	
<p>Week 2 (Jan 13, 2022)</p> <p>Our Emerging Literacy</p> <p>Evidence-based design of early literacy and family literacy programs</p> <p>Every Child Ready to Read model: research, assessment</p>	<p>Canadian Children's Literacy Foundation (2020) Early Literacy Matters Roundtable 2020</p> <p>Elkin, J. (2014). Babies need books in the critical early years of life. <i>New review of children's literature and librarianship</i>, 20(1), 40-63. doi:10.1080/13614541.2014.863666</p> <p>Hinton, M. (2019). Little patrons, big ideas: New approaches in early learning have implications for public libraries. <i>School Library Journal</i>.</p> <p>Urban Libraries Council (2016) Leadership brief: Libraries supporting family learning</p> <p>Check out Every Child Ready to Read</p>	<p>Claim your books for the Booktalk Assignment</p> <p>Invited Guest: Nancy Edgar and Hannah Cane, Read to Me</p>
<p>Week 3 (Jan 20, 2022)</p> <p>Our Storytime</p> <p>The evolution of storytimes</p> <p>The mighty picturebook</p>	<p>Lambert, M. (2010). Gutter talk and more: Picturebook paratexts, illustration and design at storytime. <i>Children and Libraries</i> 8(3): 36-46.</p> <p>Albright, M, Delecki, K. and Hinkle, S. (2009). The evolution of early literacy. <i>Children and Libraries</i> 7(1): 13-18.</p> <p>From Seattle Public Library:</p> <ul style="list-style-type: none"> • Baby Story Time Overview • Preschool Story Time Overview • Toddler Story Time Overview <p>Wissman, K. K. (2019). Reading radiantly: embracing the power of picturebooks to cultivate the social imagination. <i>Bookbird: A Journal of International Children's Literature</i>, 57(1), 14-25.</p> <p>Cahill, M., Ingram, E., & Joo, S. (2021). Storytime programs as mirrors, windows, and sliding glass doors? Addressing children's needs through diverse book selection. <i>The Library Quarterly</i>, 91(3), 269-284.</p>	<p>Craft and share philosophy of service</p> <p>Invited Guest: Angela Reynolds, Community Engagement Librarian, Annapolis Valley Regional Library</p>
<p>Week 4 (Jan 27, 2022)</p> <p>Our Programming</p> <p>Aligning programs with the goals of children's services <i>and</i> with the interests and needs of children</p>	<p>Couri, S. (2015). Transforming Summers: Lessons from Public Libraries. <i>Knowledge Quest</i>, 43(5): 70-75.</p> <p>Korbey, H. (2020) How libraries stretch their capabilities to serve kids during a pandemic</p> <p>Naidoo, J. C. (2018). A Rainbow of Creativity: Exploring Drag Queen Storytimes and Gender</p>	<p>Library visit reflections</p> <p>Invited Guests: Julie Hipson, Halifax Public Libraries and Judy Power and Sophie (golden</p>

	Creative Programming in Public Libraries . <i>Children & Libraries</i> , 16(4), 12. [Explore/Browse] Jbrary's General Programs posts	retriever!), Therapeutic Paws of Canada
Week 5 (Feb 3, 2022) NOTE: Class will take place at Halifax Public Libraries Central Library (Meet in BMO Room on second floor at 11:35) Our Spaces Design/redesign of library spaces for children Modes of public consultation Research on youth-led projects and initiatives Managing children's services and spaces: What is it like in practice?	Aarhus (Municipality). (2007) Inspiration: strategies and prototypes for the future: abstract from Children's Interactive Library Project, 2004-2006 . Logghe, S., Georges, A., & Schuurman, D. (2014). Co-creating the youth library of the future: A comparative case study analysis looking into user involvement for Public Library Innovation . In 3 rd International Media Innovation Conference (ISM). Black, A., and Rankin, C. (2009). The history of children's library design: continuities and discontinuities . World Library and Information Congress: 75th IFLA General Conference and Council. Milan, Italy. Hassinger-Das, B., Zosh, J. M., Hansen, N., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Play-and-learn spaces: Leveraging library spaces to promote caregiver and child interaction . <i>Library & Information Science Research</i> , 42(1), 101002.	(Meet in BMO Room on second floor at 11:35) Tour of Halifax Public Libraries' Central Library children's department
Week 6 (Feb 10, 2022) Our Issues in Media and Digital Literacy Implications of research on children's media use Opportunities and challenges in virtual programming Designing for interactivity and community Makerspaces, ST(R)EAM	Sargeant, B. (2015). What is an ebook? What is a book app? And why should we care? An analysis of contemporary digital picture books . <i>Children's Literature in Education</i> , 46(4), 454-466. Sherwin, K., & Nielsen, J. (2019). Children's UX: Usability issues in designing for young people . Nielsen Norman Group. Bartlett, C., & Bos, L. (2018). STEAM around the world: Successfully incorporating hands-on learning and diversity into children's programming . <i>Journal of Library Administration</i> , 58(2), 174-182. Canadian Paediatrics Society (2019) Position Statement: Digital media: Promoting healthy screen use in school-aged children and adolescents Paciga, K.A. & Donohue, C. (2017). Technology and Interactive Media for Young Children : A Whole Child Approach Connecting the Vision of Fred Rogers with Research and Practice.	"Movie" Day Popcorn and Media Literacy for Young Children Webinar Midterm due Sunday, Feb 13
Week 7 (Feb 17, 2022) Our Community and Collaborations Community-led children's librarianship Serving all children in our communities	Pugh, C., & Doyle, B. (2019). Equity, Diversity, Inclusion: Seattle's "Loud at the Library" Collaboration . <i>Children and Libraries</i> , 17(3), 27-29. Winson, G., & Adams, C. (2010). Collaboration at its best . <i>Children & Libraries</i> , 8(2), 15. Kaeding, J., Velasquez, D. L., & Price, D. (2017). Public libraries and access for children with disabilities and their families: A proposed inclusive	Invited Guests: Kelli Morning Bull, Indigenous Service Design Lead and Henri Giroux, Elder Treaty 7 Storytime: Preserving Traditional Languages through Children's Books,

Recommendations from the Truth and Reconciliation Report	<p>library model. <i>Journal of the Australian library and information association</i>, 66(2), 96-115</p> <p>[Look through] Library Service to Underserved Children and Their Caregivers. (2020). Financial Insecurity and Homelessness Resources Library Services to Underserved Children & Their Caregivers</p> <p>Valenza, J. (2019). I'm your neighbor: A genre of empathy and inclusion. <i>School Library Journal</i>.</p> <p>[Look through] IBBY Canada. (2021). From sea to sea: Celebrating Indigenous picture books</p> <p>[Skim through] Canadian Federation of Library Associations, Committee on Indigenous Matters. (2017) CFLA-FCAB Truth and Reconciliation Report http://cfla-fcab.ca/en/indigenous/trc_report/</p>	Calgary Public Library
Winter Study Break (Feb 21-25, 2022)		
<p>Week 8 (Mar 3, 2022)</p> <p>Our Collections</p> <p>Collection policy</p> <p>Collection development</p> <p>Awards and their impact</p>	<p>[Look through] ALA's Collection Development resource site</p> <p>[Browse] Simmons University Children's Literature Collection Development LibGuide</p> <p>Aggleton, J. (2018). Where are the children in children's collections? An exploration of ethical principles and practical concerns surrounding children's participation in collection development. <i>New Review of Children's Literature and Librarianship</i>, 24(1), 1-17.</p> <p>Elrod, R., & Kester, B. (2020). Diverse BookFinder: BIPOC collection development for children's and young adult collections. <i>College & Research Libraries News</i>, 81(10), 481.</p> <p>Storck-Post, H. (2016). And the winner is... a mini mock Caldecott.</p> <p>Canadian Children's Book Centre. Canadian Children's Book Awards</p>	<p>Invited Guest:</p> <p>Emily Blackmore, Children's and Youth Collections and Services Librarian, Newfoundland & Labrador Public Libraries</p>
<p>Week 9 (Mar 10, 2022)</p> <p>Our Ethics and Values</p> <p>Intellectual freedom issues</p> <p>Censorship</p> <p>Anti-racism, equity and inclusion</p>	<p>Yorio, K. (2021, November 3) School libraries 2021: Librarians face coordinated efforts to remove books. <i>School Library Journal</i>.</p> <p>Strauss, V. (2021, May 16). Breaking up with your favourite racist childhood classic books. <i>Washington Post</i></p> <p>Saltman, J. (2016). That skeleton is naked! Challenges to the Canadian picturebook. <i>New Review of Children's Literature and Librarianship</i>, 22(2): 87-107.</p> <p>Isajlovic-Terry, N., & McKechnie, L. E. (2012). An exploratory study of children's views of censorship. <i>Children & Libraries</i>, 10(1), 38.</p> <p>Mabbott, C. (2017). The We Need Diverse Books campaign and critical race theory: Charlemae</p>	<p>Booktalk Presentations</p>

	Rollins and the call for diverse children's books . <i>Library Trends</i> , 65(4), 508-522.	
<p>Week 10 (Mar 17, 2022)</p> <p>Our Reading Engagement</p> <p>Building a reading relationship Reading for pleasure Reading for empathy</p>	<p>Ross, C. S., McKechnie, L. E., & Rothbauer, P. M. (2018). Chapter 2 Becoming a reader in <i>Reading still matters: What the research reveals about reading, libraries, and community</i>. ABC-CLIO.</p> <p>Mahasneh, R., von Suchodoletz, A., Larsen, R. A., & Dajani, R. (2021). Reading for pleasure among Jordanian children: a community-based reading intervention. <i>Journal of Research in Reading</i>, 44(2), 360-378.</p> <p>Nel, P. (2017). Seven questions we should ask about children's literature. <i>OUP Blog</i>.</p> <p>Scholastic Canada (2017). Kids and family reading report: Canadian edition</p> <p>Merga, M. K. (2017). What would make children read for pleasure more frequently?. <i>English in Education</i>, 51(2), 207-223.</p>	<p>Share updated philosophy of service</p>
<p>Week 11 (Mar 24, 2022)</p> <p>Our Leadership and Advocacy</p> <p>Competencies Everyday Advocacy What employers seek and how their perspectives are changing</p>	<p>Nemec-Loise, J. (2013). Everyday Advocacy. <i>Children and Libraries</i>, 11(2): 57-59.</p> <p>Association for Library Services to Children. (2015) Competencies for librarians serving children in public libraries.</p> <p>Association for Library Services to Children. (2019). Championing children's services toolkit.</p> <p>Taylor, K. R. (2019). Where healing happens: Librarians adopt trauma-informed practices to help kids. <i>School Library Journal</i>.</p>	<p>Everyday Advocacy Elevator Pitches</p> <p>Invited Guests: Ask Me Anything Session with Elinor Crosby, Halifax Public Libraries</p>
<p>Week 12 (Mar 31, 2022)</p> <p>Our Future</p>	<p>Maughan, S. (2017). 'The Role of Librarians Has Become More Important': PW Talks with ALSC President Nina Lindsay</p> <p>Medlar, A. (2016). Envisioning a Twenty-First Century Children's Library. <i>Children and Libraries</i>, 14(1), 29-33.</p>	<p>Student Presentations</p> <p>Reading Log AND Final Assignment due Sunday, April 3, 2022</p>