

**Department of Information Science
INFO 6450 Services and Resources for Children
Winter 2024
Mondays 2:35-5:25
Rowe 3001**

Course Type:	In-person
Instructor:	Vivian Howard
Office:	Rowe
Contact info:	Vivian.howard@dal.ca
Office hours:	If my office door is open, I'm available. I'm usually in my office on Mondays before class. 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

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

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.

¹ Alison Brown recently taught this class and introduced several positive changes that are reflected in the current course syllabus.

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 DIS 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 [DIS Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE
Storytime	In groups of 3-4, prepare and deliver a storytime at a local children's centre	No later than March 8, 2024, 11:59pm	20%
Midterm Assignment (individual or pair)	Choose from 2 options: <ul style="list-style-type: none">• Create a Summer reading list• Create a book trailer	Sunday Feb 18, 2024, 11:59pm	20%
Reading Log+	Produce a critical, creative record of the children's materials you review this term	Ongoing, due Sunday April 7, 2024, 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	Monday March 18, 2024, in class	10%
Final Assignment (individual or pair)	Choose from 3 options: <ul style="list-style-type: none">• Plan a program• Design a space• Make a presentation to senior management	Presentation: Monday, April 1, 2024 in class Written submission: Sunday April 7, 2024, 11:59pm	20%
Participation+	Active engagement and discussion of course materials, including (but not limited to) structured reading groups	Ongoing	10%

+Note: The Reading Log, Booktalk, and Participation components will be "ungraded" and assessed as Complete or Incomplete (you will receive qualitative feedback but no grade)

INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	<p>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</p> <p>Explore key issues and areas connected with children’s literature and reading engagement, and identify resources and methods involved in children’s collection management</p>	Participation Storytime Midterm Final Assignment Booktalk Reading Log
Collaboration	<p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships</p>	Participation Storytime Midterm Final Assignment
Commitment to equity, diversity, inclusion, accessibility, and decolonization	<p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p>	Participation Storytime Midterm Final Assignment Booktalk Reading Log
Communication	<p>Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p>	Participation Storytime Midterm Final Assignment Booktalk Reading Log
Digital and technological literacy	<p>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</p> <p>Explore key issues and areas connected with children’s literature and reading engagement, and identify resources and methods involved in children’s collection management</p> <p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p>	Participation Midterm Final Assignment Booktalk Reading Log
Evidence-based practices	<p>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</p> <p>Set goals, objectives, and priorities in planning, implementing, and evaluating children’s services and programs</p>	Participation Storytime Midterm Final Assignment Booktalk Reading Log

	<p>Explore key issues and areas connected with children’s literature and reading engagement, and identify resources and methods involved in children’s collection management</p> <p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p>	
Leadership	<p>Set goals, objectives, and priorities in planning, implementing, and evaluating children’s services and programs</p> <p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p>	<p>Participation Storytime Midterm Final Assignment Booktalk Reading Log</p>
Learning	<p>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</p> <p>Explore key issues and areas connected with children’s literature and reading engagement, and identify resources and methods involved in children’s collection management</p> <p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p>	<p>Participation Storytime Midterm Final Assignment Booktalk Reading Log</p>
Management	<p>Set goals, objectives, and priorities in planning, implementing, and evaluating children’s services and programs</p> <p>Explore key issues and areas connected with children’s literature and reading engagement, and identify resources and methods involved in children’s collection management</p>	<p>Participation Storytime Midterm Final Assignment Booktalk Reading Log</p>

	<p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Analyze key management issues and trends in human resource planning, professional competency requirements, policy development, and community partnerships</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p>	
User-centred design	<p>Articulate fundamentals of planning and organizing engaging physical and digital spaces for children</p> <p>Demonstrate a commitment to full access for children to library materials and services, particularly for those underserved and marginalized</p> <p>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</p>	<p>Participation</p> <p>Storytime</p> <p>Midterm</p> <p>Final Assignment</p> <p>Booktalk</p>

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

DIS courses use APA 7th edition 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

Assignments are due by midnight on the dates indicated and must be posted to the designated folder in the Brightspace course site. Assignment requirements, including due dates, are established and made clear at the beginning of the course and apply equally to every student. Though extensions rarely improve the quality of the work submitted or the outcome of the evaluation, they are sometimes necessary or very helpful. If you need more time with an assignment please get in touch with me. Unless a formal extension has been negotiated in advance of the due date, late assignments (defined here as an assignment submitted after the deadline) will be assessed a penalty of five percent per day, including weekends. Assignments will not be accepted seven days or more after the due date (without prior permission). In such cases the student will receive a grade of zero for the assignment.

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.

DIS 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
<p>Week 1 (Jan 8, 2024)</p> <p>Our Context</p> <p>Introduction to the course and one another</p> <p>History, purpose, principles, and rationale of children's library services</p> <p>Transitions from collections to connections</p> <p>Developmental Assets</p>	<p>Course Syllabus</p> <p>Encyclopedia of Children and Childhood in History and Society. Children's libraries.</p> <p>Gaiman, N. (2013). Why our future depends on libraries, reading, and daydreaming. Video or text.</p> <p>[Skim] Association for Library Services to Children. (2015) Competencies for librarians serving children in public libraries. Revised Edition.</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>[To be used in class] Search Institute (2020). Developmental Relationships Framework.</p>	
<p>Week 2 (Jan 15, 2024)</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>Booktalk Assignment distributed</p> <p>Midterm distributed</p> <p>Invited Guests: Nancy Edgar, Shanda LaRamee, and Breanna MacLeod, Read to Me (3-4 pm)</p>
<p>Week 3 (Jan 22, 2024)</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: Virtual Storytimes (including multilingual and multicultural storytimes)</p> <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</p>	<p>Storytime assignment distributed</p> <p>Invited Guests: Julie Hipson, Halifax Public Libraries and Nancy Vanstone and a team (dog & handler) from Therapeutic Paws of Canada</p>

	<p>doors? Addressing children's needs through diverse book selection. <i>The Library Quarterly</i>, 91(3), 269-284.</p>	
<p>Week 4 (Jan 29, 2024)</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>Our Booktalks</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 creative programming in public libraries. <i>Children & Libraries</i>, 16(4), 12.</p> <p>[Explore/Browse] Jbrary's General Programs posts</p>	<p>Library visit reflections</p> <p>Invited Guest:</p> <p>Lauren Soloy (3-4 pm)</p>
<p>Week 5 (Feb 5, 2024)</p> <p>NOTE: Class will take place at Halifax Public Libraries Central Library (Meet in Lindsay Room on second floor at 2:35)</p> <p>Our Spaces</p> <p>Design/redesign of library spaces for children</p> <p>Modes of public consultation</p> <p>Managing children's services and spaces: What is it like in practice?</p>	<p>**Aarhus (Municipality). (2007) Inspiration: strategies and prototypes for the future: abstract from Children's Interactive Library Project, 2004-2006.</p> <p>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 <i>3rd International Media Innovation Conference (ISM)</i>.</p> <p>Black, A., & 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.</p> <p>**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.</p> <p>Medaille, A. (2023). Cultivating creativity: How librarians can implement imagination in their spaces. <i>American Libraries</i> (Nov/Dec).</p>	<p>Presentation and tour of Halifax Public Libraries' Central Library children's department</p> <p>(We will finish class by ~5 pm so students can return to campus in time for a 5:35 class)</p>
<p>Week 6 (Feb 12, 2024)</p> <p>Our Issues in Media and Digital Literacy</p> <p>Implications of research on children's media use</p> <p>Opportunities and challenges in virtual programming</p> <p>Designing for interactivity and community</p> <p>Makerspaces, ST(R)EAM</p>	<p>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.</p> <p>Sherwin, K., & Nielsen, J. (2019). Children's UX: Usability issues in designing for young people. <i>Nielsen Norman Group</i>.</p> <p>**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.</p>	<p>Petrice Lampkin-Bascombe, Lou Duggan Librarian Intern, Halifax Central Library</p> <p>STEAM programming for children</p> <p>Midterm due Sunday, Feb 18</p>

	<p>Canadian Paediatrics Society (2019) Position Statement: Digital media: Promoting healthy screen use in school-aged children and adolescents</p> <p>**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.</p>	Booktalk claim document circulated
Winter Study Break (Feb 19 - 23, 2024)		
<p>Week 7 (Feb 26, 2024)</p> <p>Our Community and Collaborations</p> <p>Community-led children's librarianship</p> <p>Serving all children in our communities</p> <p>Recommendations from the Truth and Reconciliation Report</p>	<p>Pugh, C., & Doyle, B. (2019). Equity, diversity, inclusion: Seattle's "Loud at the Library" collaboration. <i>Children and Libraries</i>, 17(3), 27-29.</p> <p>Winson, G., & Adams, C. (2010). Collaboration at its best. <i>Children & Libraries</i>, 8(2), 15.</p> <p>**Kaeding, J., Velasquez, D. L., & Price, D. (2017). Public libraries and access for children with disabilities and their families: A proposed inclusive library model. <i>Journal of the Australian library and information association</i>, 66(2), 96-115</p> <p>**Valenza, J. (2019). I'm your neighbor: A genre of empathy and inclusion. <i>School Library Journal</i>.</p> <p>[Look through] Association of Library Services to Children. (2020). Financial insecurity and homelessness resources.</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</p>	<p>Final assignment distributed</p> <p>Invited Guests: Kelli Morning Bull, Indigenous Service Design Lead</p> <p>Treaty 7 Storytime: Preserving Traditional Languages through Children's Books, Calgary Public Library</p>
<p>Week 8 (Mar 4, 2024)</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: Emily Blackmore, Children's and Youth Collections and Services Librarian, Newfoundland & Labrador Public Libraries</p> <p>Storytime Due: Mar 8</p>

<p>Week 9 (Mar 11, 2024)</p> <p>Our Ethics and Values</p> <p>Intellectual freedom issues</p> <p>Censorship</p> <p>Anti-racism, equity and inclusion</p> <p>Information books for children</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 Rollins and the call for diverse children's books. <i>Library Trends</i>, 65(4), 508-522.</p> <p>Hahn, D.H. (1923). Innocence, Here and Abroad. <i>New York Times Book Review</i>, 14.</p>	<p>Invited Guests:</p> <p>Danielle Hubbard, CEO, and Ashley Machum, Manager or Youth Services, Okanagan Regional Library</p>
<p>Week 10 (Mar 18, 2024)</p> <p>Our Reading Engagement</p> <p>Building a reading relationship</p> <p>Reading for pleasure</p> <p>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>Booktalk Presentations</p>
<p>Week 11 (Mar 25, 2024)</p> <p>Note: Today's class will run from 4-5:30 pm so we can attend the IWB Conference!</p> <p>Our Leadership and Advocacy</p> <p>Competencies</p> <p>Everyday Advocacy</p> <p>What employers seek and how their perspectives are changing</p>	<p>Nemec-Loise, J. (2013). Everyday advocacy: Ten things you can do today to learn, share, and make a difference. <i>Children & Libraries</i>, 11(2), 57.</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>Lynch, E. (2023). How reading for pleasure can tackle poverty. Scottish Book Trust.</p>	<p>Invited Guest:</p> <p>Ask Me Anything Session with Jocelyn Covert, Halifax Public Libraries</p>

<p>Week 12 (Apr 1, 2024)</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>Invited Guest: Award-winning author/illustrator Jack Wong (4:45-5:25)</p> <p>Participation Self-Assessment, Reading Log AND Final Assignment due Sunday, April 7, 2024</p>
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