

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

X Transfer Course X A.A. Degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: LT – 140 - LIBRARY SERVICES FOR CHILDREN AND YOUNG ADULTS

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate oral and written communication skills
Appropriate computational skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

Practical use of children's and young adults' materials for readers' advisory, research, and reference service in school library/media centers and public library youth services' departments. Current trends, concerns, and methodology for youth programming and literature activities will be covered. CSU

SPECIFIC COURSE OBJECTIVES:

Successful students will:

- gain an appreciation and understanding of the genres, scope, and selection criteria for evaluating, selecting, and using age appropriate literature and non-print materials for children and young adults.
- become familiar with the basics of library service to children and young adults in a school or public library setting, including age appropriate reference, collection development, discipline, censorship issues, outcome measures, and facility management.
- gain an understanding of age appropriate programming for youth, including planning, funding, publicity, and outcome measures.
- learn principles of basic storytelling forms and techniques, booktalking techniques, display and marketing techniques, and other age appropriate literature activities. These principles will be applied to class presentations and projects.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Literature for children and teens
 - A. Historical perspective and as a reflection of contemporary society
 - B. Criteria for determining age appropriate materials
 1. Child developmental stages

2. Pre-literacy and early literacy
3. Resources

- II. Collection development
 - A. The publishing world
 - B. Binding options
 - C. Purchasing options
 - D. Selection and evaluation resources

- III. Picture books
 - A. Analysis of illustration and text
 - B. Artistic elements
 - C. Awards
 - D. Selection criteria
 - E. Excellent authors, illustrators, and titles

- IV. Controlled vocabulary readers, concept books
 - A. Analysis of illustration and text
 - B. Use with children
 - C. Selection criteria
 - D. Excellent authors and titles

- V. Traditional literature
 - A. Analysis of traditional literature forms
 - B. Value of traditional literature in modern society
 - C. Selection criteria
 - D. Excellent authors and titles

- VI. Multicultural literature
 - A. Analysis of illustration and text, language, culture
 - B. Use with children and young adults
 - C. Evaluation criteria
 - D. Awards
 - E. Excellent authors, illustrators, and titles

- VI. Literature activities utilizing picture books, traditional literature, and multicultural literature
 - A. Storytelling
 1. Picture book
 2. Flannel board
 3. Oral
 4. with props
 - B. Fingerplays, rhymes, songs, chants

- VII. Novels for children and young adults
 - A. Genres
 - B. Analysis of illustration and text
 - C. Literary elements
 - D. Awards
 - E. Selection criteria
 - F. Excellent authors and titles

- VIII. Nonfiction for children and young adults
 - A. Genres
 - B. Selection criteria
 - C. Usefulness
 - 1. Reference
 - 2. Curriculum support
 - 3. Recreational reading and self-help
 - D. Awards
 - E. Excellent authors and titles

- IX. Literature activities utilizing fiction and nonfiction for youth
 - A. Booktalking
 - B. Readers' Theatre and Creative Dramatics
 - C. Other

- X. Censorship issues
 - A. Causes and effects of censorship
 - B. Guidelines for dealing with complaints or censorship
 - C. Planning and implementing a formal review process
 - D. Examples

- XI. Service to young adults
 - A. Developmental stages and needs of adolescence
 - B. Promotion and outreach
 - C. Administrative and staff support

- XII. School media centers
 - A. Mission, goals, and objectives
 - B. Establishing/managing a school media center
 - 1. Staffing/volunteers
 - 2. Budget
 - 3. Cooperation and coordination with administration and staff
 - 4. Daily operation
 - 5. Resources
 - 6. Outcome measures

- XIII. Public library youth services
 - A. Mission, goals and objectives
 - B. Establishing/managing/assisting youth services
 - 1. Other staff/volunteers
 - 2. Budget
 - 3. Cooperation and coordination with administration and other divisions
 - 4. Daily operation
 - 5. Resources
 - 6. Outcome measures

REQUIRED READING:

Jones, Patrick. New Directions for Library Services to Young Adults. Chicago: ALA, 2002.
Norton, Donna E. Through the Eyes of a Child: An Introduction to Children's Literature. 6th edition. New York: Prentice-Hall, 2002.

Walter, Virginia A. Children & Libraries: Getting It Right. Chicago: ALA, 2000.

SUGGESTED READING:

Honnold, RoseMary. 101+ Teen Programs That Work. New York: Neal-Schulman, 2002.

Horning, Kathleen. From Cover to Cover: Evaluating and Reviewing Children's Books.
New York: Harper Trophy, 1997.

Jones, Patrick. Connecting Young Adults and Libraries: A How-to-Do-It Manual. New York:
Neal-Schulman, 1992.

Jones, Patrick. A Core Collection for Young Adults. New York: Neal-Schulman, 2003.

Jones, Patrick. Do It Right! Best Practices for Serving Young Adults in School and Public
Libraries. New York: Neal-Schulman, 2001.

Norton, Donna E. Through the Eyes of Many Children: Multicultural Children's Literature.
New York: Prentice-Hall, 2000.

Norton, Donna E. Language Arts Activities for Children. 5th edition. New York: Prentice-
Hall, 2002.

Steele, Anitra T. Bare Bones Children's Service: Tips for Public Library Generalists.
Chicago: ALA, 2001.

REQUIRED WRITING:

Five written assignments, 3 to 5 pages in length, analyzing and evaluating literary genres/titles

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Read the required texts as assigned

Study lecture notes

Write papers

Plan, prepare, and present two literature activities (online or one-way video conferencing)

Extra credit - Read suggested reading selection and write a three-paragraph commentary OR observe a school/public library literature activity/program and complete an observation evaluation form

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
 laboratory
 lecture-laboratory combination
 directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply:

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Written assignments	30%
Class presentations	12%
Quizzes	15.5%
Class participation	2.5%
Midterm	20%
Final Examination	20%
Total	100%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit:

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON:

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SIGNATURES ON FILE: