



## Palomar College - Library and Information Technology Program



### SYLLABUS AND GRADING CONTRACT

LIT 140: Library Services for Children and Young Adults

Section # 31209 - Online - Spring 2025

3 credit course, offered online via Canvas

**Instructor:** Alexandra Doyle Bauer

**Office:** Online for SP 25

**Phone (call):** 760-744-1150 x2669

**Email:** [adoylebauer@palomar.edu](mailto:adoylebauer@palomar.edu)

**Office Hours:**

- Fridays 9 am - 10 am (online via Zoom)
- You may schedule by appointment by sending me an email at [adoylebauer@palomar.edu](mailto:adoylebauer@palomar.edu)

### INSTRUCTOR CONTACT

**Instructor to student:** I use Canvas to send and receive messages from students. If you send me a message using our course in Canvas, I'll receive it as a text and email. I will also send class

announcements through Canvas. If you prefer receiving texts over email, then I recommend you change your [Canvas settings](#) to receive notifications on your phone via text.

**Student to instructor:** It's easiest to reach me by email through Canvas. Please contact me with questions. I expect you to have questions and I truly hope to hear from you. I make an effort to reply to messages/emails within 24 hours, but occasionally my response may be delayed. **If you don't hear from me in 24 hours, feel free to send me your message again.** I won't be offended.

## Optional Online LIT Program Orientation:

**Thursday, January 30, 2025, 6:00-8:00pm, Online via Zoom.**

## Optional In-Person LIT Field Trip to [FIDM Library](#)

**Friday, April 4th, 2025: Bus departure time 7:30 am. Details and sign-up form to be announced.**

### ZTC TEXTBOOKS

**Please note:** *This is a Zero cost course.* These readings are available for FREE online. You do NOT need to purchase a textbook for this class.

- [The Inside, Outside, and Upside Downs of Children's Literature](#), by Jenifer Schneider
- [Crash Course in Children's Services](#), 2nd ed., by Penny Peck
- [Transforming Your Library Into A Learning Playground : A Practical Guide For Public Librarians](#) By Brittany Jacob, 2018
- [Foundations of Library Services and Programming for Children](#) By Lisa Houde, 2024

### **Important dates!** COURSE WITHDRAWAL REQUIREMENTS

Should you decide to drop this course, you are responsible for meeting the deadlines for dropping or withdrawing from the course. If you do not attend and participate by submitting the work due in this class by 2/10/25 you will be dropped due to nonparticipation. Otherwise the student must drop the course themselves to be removed.

Census Date 02/10/2025  
Drop with no notation/no grade 02/09/2025  
Last date to drop with 'W' 03/30/2025  
Last Refund Date 02/09/2025  
Last Date to add for Wait List 01/26/2025  
Last day to add without permission 02/02/2025  
Last day to add with permission 02/10/2025  
Last day to change for Audit 03/09/2025  
Last Day to PNP 05/21/2025

## COURSE DESCRIPTION IN COLLEGE CATALOG



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.

## FINANCIAL AID

Financial aid can help to cover the costs of attending community college for eligible students. Please visit the Financial Aid [website](#) for more information. Students who do not meet Financial Aid Satisfactory Academic Progress (SAP) requirements have the right to [Appeal](#) to the financial aid office with extenuating circumstances.

## LIT 140 GRADING CONTRACT

Your final grade for this course may be determined in a different way than you are used to. Your grades will be determined by this grading contract. This means that if you meet the terms of the contract, then you'll get the grade. The most important part of this contract is the Student Learning Outcomes section below. To pass the class, each student must demonstrate their ability to meet the learning outcomes through their own coursework by completing the discussion board postings and all of the outcome assignments.

The rest of the contract is based upon your participation. Rather than focusing on points and percentages, the focus is on doing the labor of the course, i.e. completing weekly assignments and providing feedback to your classmates. Thus, assignments will be graded as Complete/Incomplete. Following directions, fulfilling the purpose of the assignment, and engaging with your own critical reading and thinking will "complete" the assignment. Submitting an "incomplete" assignment will count as a "missed" assignment. The grades will show as a  or a  in the gradebook. You will get a final letter grade depending on your satisfactory completion of all assignments as outlined in the Minimum Criteria for Each Letter Grade below.

Don't worry about not getting a "grade" in the form of a letter (A) or percent (85%) for everything. You'll get plenty of feedback on your work, from both me and your peers. Our goal is to create a supportive community and improve our understanding. Do the assignments, challenge yourself to improve, meet the learning outcomes, follow the contract, and the grade you want will come.

## COURSE LEARNING OUTCOMES for the Course

1. **Library Resources for Youth Services:** Identify, evaluate, select and incorporate into library collections age appropriate literature and media for children and young adults.
2. **Literacy Strategies:** Select, research, create and/or perform a literature activity for a specific audience and setting.

3. **Policies:** Communicate library policies and principles related to children and young adults to children, parents, teachers, administrators and the community.
4. **School and Public Libraries:** Describe the roles of school libraries with respect to serving children and young adults.
5. **Reference:** Apply best practices for providing reference services to youth.

## LSSC COMPETENCIES/COURSE OBJECTIVES

This 3-unit course is transferable to a four-year college/university and is required for an AA degree or certificate in Library and Information Technology. It is also approved by the **ALA-PLA Library Support Staff Certification Program (LSSC)** to meet the requirements of the Youth Services competency set. A complete list of LSSC Youth Services competencies is available at <http://ala-apa.org/lssc/for-candidates/competency-sets/youth-services/>

### Specific Course Objectives

Upon successful completion of the course, the student will be able to:

1. Describe the stages of reading development and strategies to support the literacy skills of all youth.
2. Apply the principles of basic storytelling forms and techniques, booktalking techniques and other age appropriate literature activities.
3. Select books titles and other library materials at the appropriate age and reading level of the individual child or young adult.
4. Classify and identify book titles and other literature forms by genre and category.
5. Identify award winning and classic children's and young adult literature.
6. Describe reference principles, challenges, and strategies when interacting with children, young adults and parents.
7. Explain challenges and present strategies for teaching youth how to use library resources.
8. Advocate for children's and young adults' right to read and access information.
9. Explain legal issues and special concerns related to school libraries and youth services.
10. Identify strategies for encouraging all children and families (including those with special needs, ELL, and underrepresented groups) to visit the library and to use library resources and services.
11. Explain the value of cooperating with schools and other organizations to serve the community's youth.
12. Assist with creating, promoting, implementing, and evaluating library programs and services.

### Minimum Criteria for Each Letter Grade

Final Course Grade	Outcomes (check your progress in the Learning Mastery section of your Canvas Grades)	Missed/incomplete <b>outcome</b> assignments	Missed/incomplete <b>concept and practice</b> assignments
A	Met all outcomes AND missing not more than 3 discussion posts	0	3

B	Met all outcomes AND missing not more than 5 discussion posts	0	4-5
C	Met all outcomes AND missing not more than 7 discussion posts	0	6-7

## Grades lower than a C

As you can see, there is no contract for a grade lower than a C. This is because I don't want students to aim for an unsatisfactory course grade. That being said, if a student's work does not meet the requirements stated in this contract, it will result in an unsatisfactory grade or D or F, depending upon how severely the work falls below the C contract. It is not possible to pass this class unless you turn in and pass all of the Outcome Assignments:

Literature Activity

Reference & Readers Advisory Group Activity via Zoom

Book Recommendations

Collection Development

## Assignment Types

There are two general types of assignments: **concept/practice assignments** and **outcome assignments**. The concept/practice assignments will provide you with the information and practice needed to master the course outcomes. The outcome assignments are those assignments where you'll formally demonstrate your ability to meet one or more course outcomes. While ALL of the assignments are important and should be completed if you want to earn an A in this course, ***ALL outcomes assignments must be completed in order to earn a passing grade for the course.*** The Portfolio is a place to add your projects to save for later. This is used in some of the other LIT classes as well.

I will let you know if you have not completed all portions of an assignment. If you made a genuine attempt to complete an assignment but have fallen short in some areas, you'll have a chance to make-up the missing components.

## Generative Artificial Intelligence

Do not use generative artificial intelligence apps like ChatGPT, DALL-E, Bard, and LaMDA to complete any activities, discussions, quizzes, or major assignments in this course unless my instructions specifically direct you to use them. The content in this course was designed to be completed by you, based on your own understanding. So if you use generative AI to complete your work without citing it (if you are using a direct quote) or mentioning it (if you used it to get ideas), I will consider your submission to not meet the requirements and you may not meet the standard for that outcome, which could lower your grade for the class. However, since we are all still learning the capabilities of generative AI apps together, if you

would like me to consider adding an AI option to an activity, discussion, or assignment in this course where it is not currently included, please email me to set up a meeting so that we can discuss your proposal before you use the app.

## Late Assignments

Each week, you will be expected to complete readings and assignments. **Assignments will be due on Fridays by 10:00 pm and/or Sundays by 11:59 pm.** Turning in assignments on time is an important part of the *learning process* course outcome. This class involves a lot of class discussion so it is important that we are all addressing the same topics at the same time.

Please make every attempt to submit your work on time. However, I understand that sometimes life gets in the way and that students have a lot of obligations, so each student will have **4 late options**: each late option will allow a student to submit an assignment up to a week late. You only have 4 late options so use them wisely. If you email me to let me know you are still working on something I can keep my eye on your assignment and grade it when it comes in. After submitting 4 late assignments, any subsequent late assignments will be marked as incomplete which will go against your final course grade. If you are having difficulty meeting assignment deadlines, please contact me immediately so we can come up with a plan to get you back on track.

## Feedback Rubrics

At this point, you may be thinking, how will I know how I'm doing in this course if I'm not receiving grades? Instead of responding to your work with a grade, I will share your progress with you through a feedback rubric (see example on next page). Many assignments in Canvas will have a feedback rubric attached to it. You should review the rubric for each assignment: 1. before you complete an assignment so that you understand what is expected of you and 2. after I have reviewed your completed assignment so you can see the areas where you are excelling and areas where you need more practice. Your assignment will be graded as complete or incomplete with zero points (remember, points do not matter in this course).

Sample Feedback Rubric in the Grades Section of Canvas

**Student Grades Section of Our Canvas Course**

Click here to OPEN rubric/instructor feedback for an assignment

Rubric/instructor feedback

Close Rubric  
Week 1 Student Intros

Criteria	Ratings		
Student introduction <a href="#">view longer description</a>	Complete	Incomplete	No submission
	<b>Comments</b> It's nice to meet you! Thank you for sharing your experiences .... Instructor feedback provided here.		
Response to another student	Complete	Incomplete	No submission

Assessment by Katy Farrell

## TIPS TO HELP YOU SUCCEED IN THIS COURSE

### Time Management

As a general rule, for each hour that you spend in a college-level class, you should plan to spend one to two hours outside of class each week preparing and studying for the course. Since this class is online, you should expect to spend **6 to 9 hours per week** reading course materials and completing weekly assignments and projects. Many students think that online courses will take-up less of their time. This is NOT the case. What you would have learned during a face-to-face class, you will have to learn on your own time.

### How to Avoid Being Dropped from the Course

You must complete the first few weeks assignments on time in order to remain in the class. You are not expected to virtually attend class at a specific time each week. Instead, you are expected to login to Canvas *at least* twice a week in order to complete weekly readings and assignments and to participate in course discussion boards. You will most likely need to login to Canvas several times a week in order to fully engage in course materials and dialog. **If you do not complete any work for three consecutive weeks, you will be dropped from the course.**

It is the student's responsibility to:

- Read instructor announcements posted to Canvas each week.
- Contact the instructor with questions regarding course readings, assignments, etc.
- Be aware of changes in assignments and the due date on assignments.
- Review assignments posted to Canvas and submit them on time.

- Read/watch weekly course materials including textbooks, videos, lectures, etc.
- Participate in weekly discussions.

## Academic Honesty, Plagiarism and Cheating

Students are expected to adhere to the highest standards of academic integrity. This includes: honesty, trust, fairness, respect, and responsibility. Please refer to the [Palomar College Academic Integrity Policy](#).

Your work in this class should be a representation of your own ideas and understanding. ***If you copy someone else's words, or even paraphrase someone's ideas without giving them credit, you are plagiarizing.*** Plagiarism and cheating are unacceptable and may result in a failing grade for an assignment or for the entire course. It is your responsibility to know what plagiarism is and how to avoid it. If you have questions about plagiarism, ask me immediately. I report incidents of academic dishonesty to the Director of Student Affairs.

## Free Writing Help for Online Students

As an online student at Palomar, you can get writing help from an online tutoring service available through Palomar College. Tutors are available online to help with your writing for this course. You may consult online with a Tutor or submit a draft of your paper for review by a tutor. To access this service, go to the [Tutoring Website](#).

## Disability Resource Center

Students with disabilities, whether physical, learning, or psychological, who believe they may need accommodations in this class, are encouraged to contact Disabled Students Programs & Services as soon as possible to ensure such accommodations are implemented in a timely manner. Information on their services can be found at <http://www.palomar.edu/dsps/> or call 744-1150 x 2375. Please send me the accommodations letter as soon as possible so we can make arrangements.

## Counseling

The Counseling Department at Palomar provides free counseling services for academic and personal guidance. Every student who is planning to complete a degree or certificate should meet with a counselor to find out what classes are required. To schedule an appointment, call the department at (760) 891-7511 or go to their website: <https://www.palomar.edu/counseling/>

## Tutoring

Tutoring is available, free of charge, through various tutoring centers on the San Marcos, Escondido, and Rancho Bernardo campuses. Visit the tutoring website for details:

<https://www.palomar.edu/tutoringservices/>

## Behavioral Health Counseling Services

<https://www.palomar.edu/bhcs/> or (760) 891-7531

This is a safe place to talk with someone privately about any concern. This may include stress, loneliness, anxiety, depression, adjustment challenges, relationship difficulties, managing an existing behavioral health condition, questions about identity, or other issues.



Free Office Suite for Students (Word, Excel, PowerPoint, etc.) via Office.com, sign in with your student email and password.

*This course contract was adopted and adapted from the work of Erik Armstrong and Professor Katy Farrell.*

