

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: LIBT 230		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Library Services for Children Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): Information Studies															
Calendar Description: <p>Focusing on a wide variety of children's materials available in libraries, students will explore genres and formats prevalent in children's library collections and incorporate many of these materials into the development of library programs for children. Exploring the importance of inclusivity in library work, students will consider how to evaluate programs and work with communities.</p> <p>Note: Students with credit for EDUC 230 cannot take this course for further credit.</p>																	
Prerequisites (or NONE):		None.															
Corequisites (if applicable, or NONE):		NONE															
Pre/corequisites (if applicable, or NONE):		NONE															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: formerly cross-listed with EDUC 230 Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> <p>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit	
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Other contact hours:																	
Total hours	45																
Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>																	
Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit																	
		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: 1 section per year <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Dr. Christina Neigel		Date approved: April 27, 2021															
Faculty Council approval		Date approved: June 4, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: October 1, 2021															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Explain how library services for children support the educational, informational, and recreational needs of children of all ages and abilities.
2. Select and evaluate a range of materials available to children for library collections and integrate into sample children's programs.
3. Explain the importance of facilitating community engagement and partnerships.
4. Explain current trends and technologies that have implications for children and library services for children.
5. Develop library programs for children.
6. Evaluate library programs for children.
7. Explain how to develop children's collections that are relevant, diverse, and inclusive.
8. Describe the importance of cultural competency in serving children and their families.
9. Develop promotional materials for library programs and services.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Classes will consist mainly of lectures, learning activities, and discussions.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Dynia, J. M., Piasta, S. B., Justice, L. M., & Library, C. M.	Impact of Library-Based Summer Reading Clubs on Primary-Grade Children's Literacy Activities and Achievement	<input type="checkbox"/>	Library Quarterly, 85(4), 386–405.	2015
2. Prendergast, T	Seeking Early Literacy for All: An Investigation of Children's Librarians and Parents of Young Children with Disabilities' Experiences at the Public Library.	<input type="checkbox"/>	Library Trends, 65(1), 65–91.	2016
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Current secondary electronic storage media.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	70%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	
Quizzes/tests:	10%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Assignment examples include:

Program planning 10%
 Library program 25%
 Annotated bibliography 20%
 Book talk / resource trailer 15%

Typical Course Content and Topics

1. Role of libraries and library technicians in supporting educational, informational, and recreational needs of children and families
2. (Media) literacy and child development
3. Overview of literature for children
4. Evaluating materials for children
5. Inclusivity/diversity and cultural competency
6. Library services: programming, reader's advisory, reference
7. Library services: community partnerships, development, promotion, and evaluation
8. Genres of children's materials
9. Library spaces and technological influence on practice