Title of Proposal: LIST 2020 – MATERIALS FOR CHILDREN AND YOUTH

Initiator and place of origin:
Mary Ann Cullen, Learning Resources/Library, Dunwoody

Course Curriculum Chair(s) [initial if committee agrees; attach comments]:
Dr. Stephen M. Koplan

Proposal connected with other Proposal(s), #(s):
LIST AAS Program Bill passed by the Faculty Senate on March 2003
LIST Certificate Program Bill passed by the Faculty Senate on March 2003
LIST Course Bills

Implementation date of the Proposal: Fall 2009

Rationale and brief description of Proposal must be attached:
Please see LIST AAS Program Bill Attachment #1

The ___Dunwoody____________________ Campus Faculty Senate has reviewed this proposal.
(Name of Campus)

Signed: __________________________________________ Date: ____________________
(Campus Chair)

The ___Dunwoody____________________ Campus Library Director has reviewed this proposal.
(Name of Campus)

Signed: __________________________________________ Date: ____________________
(Library Director)

The ___Dunwoody____________________ Campus Academic Dean has reviewed this proposal.
(Name of Campus)

Signed: __________________________________________ Date: ____________________
(Academic Dean)

This Proposal has met Senate procedural requirements and is ready for Senate review and action.

Signed: __________________________________________ Date: ____________________
(Faculty Senate Chair)
GEORGIA PERIMETER COLLEGE FACULTY SENATE

Course Curriculum Proposal
Evaluation and Checklist

Course abbreviation and number and type of Course: **LIST 20**

Credit hours: [3]  Type of Course: Lecture [ X ] Lab [   ] clinic [   ]

Action desired (check one): [ X] New/Addition (complete I, below)  
[   ] Deletion (complete II, below)  
[   ] Change (complete III, below)

### I. NEW COURSE

A. Criteria (Check this to be sure all steps in the procedure have been followed).

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1.</td>
<td>Are the objectives of the institution met?</td>
<td>X</td>
<td></td>
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<tr>
<td>2a.</td>
<td>Have you discussed this proposal with the Head Librarian of at least one campus?</td>
<td>X</td>
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<td>2b.</td>
<td>Does that Head Librarian agree that library holdings are adequate to support this course? (If not, attached plan for correcting deficiencies.)</td>
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<td>3.</td>
<td>Will suitable space for classrooms and labs be available?</td>
<td>X</td>
<td></td>
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<td>4.</td>
<td>Can the course be scheduled in the near future?</td>
<td>X</td>
<td></td>
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<td>5.</td>
<td>Will the course appear in the catalog and the schedule?</td>
<td>X</td>
<td></td>
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<td>6.</td>
<td>Is a textbook needed for the course?</td>
<td>X</td>
<td></td>
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<td>7.</td>
<td>Is a textbook available for the course?</td>
<td>X</td>
<td></td>
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<td>8.</td>
<td>Will this course required hiring new personnel?</td>
<td>X</td>
<td></td>
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<td>9.</td>
<td>Does the course overlap with any other course?</td>
<td></td>
<td>X</td>
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<tr>
<td>10.</td>
<td>*Will the course transfer to the senior colleges and universities?</td>
<td>X</td>
<td></td>
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<td>11.</td>
<td>*Has the need for the course been adequately demonstrated?</td>
<td>X</td>
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(Attach a description of the methods and results of marketing techniques to determine sufficient enrollment to justify the course.) Please see the LIST AAS Program Bill.

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<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tbody>
<tr>
<td>12.</td>
<td>Will the addition of this course affect the present balance within the department or between departments?</td>
<td></td>
<td>X</td>
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<td>13.</td>
<td>*Have the budgetary implications of this change been assessed? (attach a five year budget plan) Addressed in BOR application</td>
<td></td>
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<td>14.</td>
<td>Is the course compatible with the core curriculum?</td>
<td>X</td>
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<td>15.</td>
<td>Has this proposal been discussed with the Deans of Academic and Student Affairs?</td>
<td>X</td>
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B. Other Questions

1. Approval of this course would necessitate a deletion of the following course(s): None

2. This course may apply toward graduation in the following programs:
   - Library & Information Science Technology (LIST) Program leading to AAS Degree or to LIST Certificate Program
3. This course would be taught on the following campus(es): Dunwoody Campus

4. To which area of the core curriculum would this course apply?
   - [ ] Required
   - [ X ] Elective
   - [ ] Not applicable

5. What is the grading mode for this course? In which GPA calculations will the course count? ABCDF

6. Can students audit the course, or use it to satisfy a CPC deficiency? Yes

7. Specify prerequisites, co-requisites, approval of department chair and appropriate Learning support and ESL requirements:
   
   Prerequisites: LIST 1101 and LIST 1105 or permission of instructor

C. Describe briefly how this course will help meet objectives of the College.

   This course will provide fundamental knowledge and practical experience in library materials to children and youths for students in the LIST Certificate and LIST AAS programs.

D. Attach Course Outline according to the GPC common course outline.

   LIST 2020 Common Course Outline immediately follows.

II. COURSE DELETIONS

A. Criteria

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<tr>
<th></th>
<th>Does the evidence indicate that the course is not needed?</th>
<th>YES</th>
<th>NO</th>
<th>N / A</th>
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<td>1.</td>
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<th></th>
<th>Will present students be adversely affected by this change?</th>
<th>YES</th>
<th>NO</th>
<th>N / A</th>
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<td>2.</td>
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<th>Will the deletion eliminate the need for present staff members?</th>
<th>YES</th>
<th>NO</th>
<th>N / A</th>
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<td>3.</td>
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III. OTHER CHANGES (IN EXISTING COURSES)

Attach additional sheets if needed.
Course Abbreviation: LIST 20  
Credit Hours: 3  
Course Title: Materials for Children and Youth  
Prerequisite: LIST 1101 or permission of the instructor  
Catalog Description: This course introduces students to book and non-book materials for infants, children, and teenagers. Components include reading and evaluating a wide variety of picture books, books for developing readers, and fiction and non-fiction books for older children and teenagers; evaluating children’s videos, software, audio books, and musical recordings; and writing annotations and reviews. The course includes a brief overview of the history of children’s literature and an overview of the appropriateness of various materials for different ages and situations found in a library setting. Students explore a selected topic more in depth in a research paper or project.

EXPECTED EDUCATIONAL RESULTS

As a result of completing this course, the student will be able to:
A. Describe how children experience print materials.
B. Describe characteristics of a variety of types and genres of materials for children and youth.
C. Demonstrate a working familiarity with a variety of materials and genres including picture books, chapter books, graphic novels, non-book materials, and non-fiction materials.
D. Demonstrate a basic knowledge of the history of and current trends in materials for children and youth.
E. Evaluate materials for quality according to a set of basic criteria.
G. Orally and visually present books and other materials in appealing and descriptive ways.

GENERAL EDUCATIONAL OUTCOMES

I. Students will develop skills in library materials for children and youth and an understanding of materials for children and youth through the following ways:
A. Active learning in class discussions, small-group activities, and individual assignments
B. Structured learning activities using various resources, including databases, books, periodicals, and the Internet
C. Comprehension of textbook materials

II. Students will demonstrate effective critical thinking and problem-solving skills through the following ways:

A. Identify characteristics of picture books, beginning reader books, chapter books, non-fiction materials, and non-print materials.
B. Apply basic criteria for evaluating materials for children and youth in class discussions and written assignments.
C. Discuss a topic relevant to children’s literature in a research paper or project.
D. Identify and use basic selection resources for locating and evaluating materials for children and youth.

III. Students will develop lifelong learning skills in a supportive library-classroom environment and in the library through the following ways:

A. Learning about materials for children and youth, and how to find and use these materials.
B. Learning about children and youth’s reading interests and preferences
C. Learning about how children and youth respond to library materials
D. Learning traditional and current trends in materials for children and youth

COURSE CONTENT

Course content will include the following:

A. History of library materials for children and youth
B. Characteristics of print and non-print materials for children and youth including typical age range for various types of materials and characteristics of genres.
C. Evaluation criteria for print and non-print materials for children and youth
D. How to write reader’s annotations and critical reviews of materials for children and youth.
E. Reading, viewing, listening, presenting, and using materials for children and youth.

ASSESSMENT OF EXPECTED EDUCATIONAL RESULTS

I. Grade will be based on the following:

A. (20% of grade) Active participation in class discussions and activities
B. (20%) Book talks
C. (30 %) Book journal
D. (20 %) Book reviews  
E. (10 %) Research Paper or project

II. Departmental Assessment

A. Every two years a department committee appointed by the Library (LIST) Program committee will select a representative sample of student submissions.

B. The selected student submissions will be evaluated according to the criteria set forth in the Expected Education Results section of the common course outline.

C. In addition LIST will be reviewed under the Board of Regents every seven years.

USE OF ASSESSMENT FINDINGS

The Library Program Committee will use the information gathered from the departmental assessments to revise the course outline and course syllabus as needed.

Will be presented in Area F