



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓nəm̓ speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

### **LIBR 529 Services for Families and Early Literacy in the Preschool Years – Course Syllabus (3)**

<b>Program:</b>	MLIS/MASLIS
<b>Year:</b>	2022
<b>Course Schedule:</b>	Asynchronous
<b>Location:</b>	Online
<b>Instructor:</b>	Dr. Tess Prendergast
<b>Office location:</b>	Room 494, iSchool
<b>Office phone:</b>	604-822-5007
<b>Office hours:</b>	By appointment: Zoom, phone, or in-person
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<b>Learning Management Site:</b>	<a href="https://canvas.ubc.ca/courses/95165">https://canvas.ubc.ca/courses/95165</a>

**Course Goal:** This course will provide an introduction to current research and development of the child from birth to school age. It addresses the role of the family and library in developing early literacy (or pre-reading) skills.

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

#### **Learning Outcomes:**

Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies <https://slais.ubc.ca/about/about-the-ischool/graduate-competencies>

#### **Upon completion of this course students will be able to:**

1. have an awareness of the development of children from birth to school age and further research information on child development [1.1., 4.1]
2. understand the critical importance and role of the parent and care-givers in early learning [1.1.]



3. be familiar with the variety of programs and services for children and adults that public libraries provide to augment early literacy [1.1, 1.4, 4.1]
4. be familiar with pre-reading skills and reading readiness theory[1.1, 2.2., 4.1]
5. be knowledgeable of a variety of appropriate resources for babies, toddlers, and pre-schoolers and of reference materials for parents, care-givers and other adults in child-serving agencies[1.1, 2.2, 3.2]

### Course Topics:

- The child's environment and adult interaction with the child in the first five years of life
- Current research on brain development and child development during the years from birth to five
- Current research on early learning opportunities and literacy in the years from birth to five
- The growth of the child's pre-reading skills, social skills, emotional health and cognitive development
- Early literacy as a predictor of the child's academic achievement, life success, and long term health and well-being
- The library's role in promoting family and early literacy initiatives
- The library's role as a resource for families through promotion of information on early literacy, and provider of materials and programs for children from birth through the preschool years and parent education

### Prerequisites: MLIS Core

**Format of the course:** This is an asynchronous online course. All course material and activities are to be done online and self-paced each week from Monday to Sunday. You should complete each week's activities before beginning the following week's activities, watch all the lecture videos, complete all the assigned readings and activities in addition to the marked assignments. Participation is worth 20% of your final grade and will be based on your engagement with the unmarked aspects of the course (i.e., discussions and Padlets). We will have occasional guest speaker video lectures in addition to the regular lectures videos which will vary in length. This class requires a significant amount of reading and reflection on research as well as complex activities and assignments so it is important that you stay on schedule and ask for clarification well before things are due. Skipping lectures readings, discussions and activities will make it very difficult for you to achieve good grades in your assignments. I will be looking for evidence that you have reflected on the course content, including the key readings, when grading.

Estimated number of weekly hours students should dedicate to this class (preparation activities, class activities, and assignments): 12-16 hours.

### Required and Recommended Reading:

#### Course text:

Bratt, J.A. (2022). [\*Let's talk about race in storytimes\*](#). ALA Editions.



This book should be available for you to purchase at the UBC bookstore. Please make sure you have a copy by the beginning of the course.

We will be reading several chapters from this e-book too:

Rankin, C., & Brock, A. (Eds.). (2015). *Library Services from Birth to Five: Delivering the Best Start*. Facet. doi:10.29085/9781783300808

It is available as an e-book from UBC Library so there is no need to purchase it.

Access through: <https://www.cambridge-org.ezproxy.library.ubc.ca/core/books/library-services-from-birth-to-five/6A5D755BE2682E2B74CC4CF8B0C45D92> (Your CWL login is required)

There are many other key and recommended readings which will be available through the course Library Online Course Reserve (LOCR) link in your Canvas course site when the course begins. Key readings are listed at the end of this syllabus.

**Course Assignments: [**

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: Annotated Early Years Resources Round-up (Group work optional)	May 29, 2022	20%	1.2, 2.1, 2.2, 3.1
Assignment 2: Let's Talk About Race in Storytime Discussions (small groups)	May 22, 29 June 5, 12	20%	1.4, 2.1, 4.1, 5.1
Assignment 3: Final Project Options:	June 26, 2022	40%	1.1, 2.1, 2.2, 3.2
Participation: Discussions, Padlets, Self-evaluation			

Course Schedule [week-by-week]:

Topics covered (2 thematically-linked topics are covered each week)	Date (Week beginning)
1)Early childhood research & 2)Public library services for young children	May 16, 2022
1)Early childhood collections & spaces, & 2) Early literacy programs	May 23, 2022
Digital early literacy: 1) Research & 2) Resources	May 30, 2022
Indigenous early childhood: 1) Research & 2) Resources	June 6, 2022
Early childhood equity, diversity & inclusion: 1)Research & 2) Resources	June 13, 2022
Emerging issues in early years librarianship 1) Research & 2) Resources	June 20, 2022

**Key readings for each week (are listed at the end of this syllabus**

**Attendance:**

This is an asynchronous online class. You may log in and participate at any time as long as you keep up with the weekly modules. You need to complete each week's content before moving on to the next one. Asynchronous classes offer flexibility if you are working or taking care of your family, however, it is very easy to fall behind and get overwhelmed. I strongly advise you to set aside regular chunks of time in your schedule and stick to them each week the same as if you were attending a face-to-face class.



### Evaluation:

All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). As you are all graduate students, I take a qualitative approach to grading which means I start at a baseline expectation that would align with a mark in the B/B+ range. I add grades as I see particular elements of strength, creativity, initiative, and insight in your work. I tend to give constructive feedback but do not spend a lot of time telling you how you could have obtained an even higher grade. Occasionally, I invite students to revise and resubmit their work if I believe it is not representative of their achievement potential, especially if there are issues with academic writing, spelling, grammar, and other errors that are easily remedied. Grades for submitted written work in the A+ range are *rarely given* and are reserved for work of near publishable quality. However, grades in the A+ range for participation are easily achieved by participating in all of the class activities on time. With diligence and a conscientious approach to engaging in all the course content, most students should be able to achieve in the A- to A range. In such a short class, it is important that you submit your work on time unless you have a family emergency or you are sick in which case, you need to email me to let me know.

### Required Materials:

Bratt, J.A. (2022). *Let's talk about race in storytimes*. ALA Editions.

This book should be available for you to purchase at the UBC bookstore. Please make sure you have a copy by the beginning of the course.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate. In most instances we can work something out.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the



breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

At the iSchool you may not submit the same work for grades in another class. This is considered a form of self-plagiarism. Please select topics that are *significantly different* from ones you have worked on before. If you are not sure, please speak to me about it.

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

### Key Readings:

Please see the page called "Course readings information" in the module "Course readings: At a glance" for more information about how to approach these readings

### Week 1

#### Topic 1: Child development and early literacy

Lloyd, J. E. V., Li, L., & Hertzman, C. (2010). Early experiences matter: lasting effect of concentrated disadvantage on children's language and cognitive outcomes. *Health & place*, 16(2), 371-380.

Pretti-Frontczak, K., Harjusola-Webb, S., Chin, M., Grisham-Brown, J., Acar, S., Heo, K., . . . Zeng, S. (2016). Three mistakes made worldwide in "Getting Children Ready" for school. *Young Exceptional Children*, 19(1), 48-51.

Roskos, K. A., Christie, J. F., & Richgels, D. J. (2003). The essentials of early literacy instruction. *Young Children*, 58(2), 52-60.

#### Topic 2: Public library services for young children

Celano, D. C., & Neuman, S. B. (2015). Libraries emerging as leaders in parent engagement. *Phi Delta Kappan*, 96(7), 30-35.



Rankin, C., & Brock, A. (2015). Take them to the library: the pathway of opportunity. In A. Brock & C. Rankin (Eds.), *Library Services from Birth to Five: Delivering the Best Start* (pp. 1-30). Facet. (access this e-book through Cambridge Core, UBC Library)

Teale, W. H. (1999). Libraries promote early literacy learning: ideas from current research and early childhood programs. *Journal of Youth Services in Libraries*, 12(3), 9-16.

## Week 2

### **Topic 1: Early Childhood Collections & Play Spaces**

Depper, M. (2015). Every child ready to read: More than just kids: Sharing literacy messages with caregivers outside of storytime. *Children and Libraries*, 13(4), 38. doi:10.5860/cal13n4.38

Diamant-Cohen, B., Prendergast, T., Estrovitz, C., Banks, C., & van der Veen, K. (2012). We play here! Bringing the power of play into children's libraries. *Children & Libraries*, 10(1), 3-9.

McClintock, S. (2018). From random to ready-to-find: Reaping the rewards of board book organization. *Children & Libraries*, 16(3), 30.

Payne, R. (2015). Using play to enhance early years literacy in babies and toddlers: 'Read, Play and Grow' at Brooklyn Public Library. In A. Brock & C. Rankin (Eds.), *Library Services from Birth to Five: Delivering the Best Start* (pp. 169-182): Facet.

Rankin, C., & Brock, A. (2015). Resources for early years libraries: books, toys and other delights. In C. Rankin & A. Brock (Eds.), *Library services from birth to five: Delivering the best start* (pp. 121-152). Facet Publishing.

### **Topic 2: Early Literacy Programs**

Brock, A., & Rankin, C. (2015). What you need to know about promoting early reading with young children from birth to five In C. Rankin & A. Brock (Eds.), *Library services from birth to five: Delivering the best start* Facet Publishing

Depper, M. (2014, Spring). Now hear this! Incorporating early literacy messages into storytimes. *Children & Libraries: The Journal of the Association for Library Service to Children*, 12(1), 16-18.

Hinkle, S. (2014). Every Child Ready to Read: Best practices: Sending the ECRR message to parents and caregivers. *Children and Libraries*, 12(2), 35.

Campana, K., Mills, J. E., Capps, J. L., Dresang, E. T., Carlyle, A., Metoyer, C. A., Urban, I. B., Feldman, E. N., Brouwer, M., Burnett, K., & Kotrla, B. (2016). Early literacy in library storytimes: A study of measures of effectiveness. *The Library Quarterly*, 86(4), 369-388.

Stooke, R., & McKenzie, P. J. (2011). Under our own umbrella: Mobilizing research evidence for early literacy programs in public libraries. *Progressive Librarian* (36/37), 15.

## Week 3

### **Topic 1: Digital Early Literacy Research**

American Academy of Pediatrics. (2016). *Media and young minds*.





de Freitas, F., & Prendergast, T. (2015). Using digital media in early years library services. In A. Brock & C. Rankin (Eds.), *Library Services from Birth to Five: Delivering the Best Start* (pp. 153-168). Facet

Teichert, L. (2020). Negotiating screen time: A mother's struggle over 'no screen time' with her infant son. *Journal of Early Childhood Literacy*, 20(3), 524-550.

## **Topic 2: Digital early literacy research and practice in libraries**

Campana, K., Mills, J. E., Martens, M., & Haines, C. (2019). Where Are We Now? The evolving use of new media with young children in libraries. *Children and Libraries*, 17(4), 23.

Campana, K., Mills, J. E., Haines, C., Prendergast, T., & Martens, M. (2019). To tech or not to tech? The debate about technology, young children, and the library. *Children and Libraries*, 17(2), 20.

Gaudreau, C., King, Y. A., Dore, R. A., Puttre, H., Nichols, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2020). Preschoolers benefit equally from video chat, pseudo-contingent video, and live book reading: Implications for storytime during the coronavirus pandemic and beyond. *Frontiers in psychology*, 11, 1-17.

### Week 4

## **Topic 1: Indigenous early childhood**

Grace, R., Skerrett, M., Ritchie, J., Greenwood, M., & Trudgett, M. (2020). Early childhood education and care for Indigenous children and their families from colonised nations: Working towards culturally meaningful service provision. In J. Murray, B. B. Swadener, & K. Smith (Eds.), *The Routledge international handbook of young children's rights* (1 ed., pp. 315-330). Routledge.

Greenwood, M. (2016). Language, culture, and early childhood: Indigenous children's rights in a time of transformation. *Canadian Journal of Children's Rights / Revue canadienne des droits des enfants*, 3(1), 16-31.

Hare, J. (2012). 'They tell a story and there's meaning behind that story': Indigenous knowledge and young indigenous children's literacy learning. *Journal of Early Childhood Literacy*, 12(4), 389-414.

Lamb, I. (2021). Are early childhood educators in Southern Ontario being sufficiently prepared for teaching Indigenous students? *Journal of Early Childhood Research*, 19(1), 55-69.

Reese, D. (2013). Critical Indigenous literacies. In J. Larson & J. Marsh (Eds.), *The SAGE Handbook of Early Childhood Literacy* (2nd ed., pp. 251). SAGE Publications Ltd.

Taylor, B. (2017). Toward reconciliation: What do the Calls to Action mean for early childhood education? *Journal of Childhood Studies*, 42(1), 48.

## **Topic 2: Supporting Indigenous Young Children & Families**

Johnson, R. (2020). New children's book rhymes English and Anishinaabemowin words to help language learners. *CBC News*.



Reese, D. (2015, Fall 2015). Join the diversity discussion. *Children & Libraries: The Journal of the Association for Library Service to Children*, 13(3), 40-40.

Small, J. (2019). Story box library presents Indigenous story time. *English in Australia*, 54(1), 69-71.

The Sudbury Star. (2019, July 23, 2019). Indigenous stories and history for kids at Sudbury's libraries. *Sudbury Star*.

Todd, D. (2021, March 22, 2021). 'Please bring us more books,' First Nations librarians ask. *Vancouver Sun*.

## **Week 5**

### **Topic 1: Early childhood EDI**

Derman-Sparks, L., & Edwards, J. O. (2019). Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum. *YC Young Children*, 74(5), 6-12.

Mock, M., & Hildenbrand, S. (2013). Disability and early childhood: The importance of creating literacy opportunities and identities. In J. Larson & J. Marsh (Eds.), *The Sage handbook of early childhood literacy* (pp. 115-130). Sage Publications Inc.

Nimmo, J., Leekeenan, D., & Derman-Sparks, L. (2021). Being an equity leader. *YC Young Children*, 76(2), 21-27.

Neuman, S. B., & Celano, D. C. (2012). Don't level the playing field: Tip it toward the underdogs. *American Educator*, 36(3), 20-21.

### **Topic 2: Supporting equity in early childhood library services**

Cahill, M., Ingram, E., & Joo, S. (2021). Storytime programs as mirrors, windows, and sliding glass doors? Addressing children's needs through diverse book selection. *The Library quarterly (Chicago)*, 91(3), 269-284.

Campana, K., Mills, J. E., Kociubuk, J., & Martin, M. H. (2022). Access, advocacy, and impact: How public libraries are contributing to educational equity for children and families in underserved communities. *Journal of Research in Childhood Education*, 1-16.

Conner, M. (2018). Taking early literacy messages to WIC centers. *Children & Libraries*, 16(1), 38-39.

LeZotte, A. C. (2021). How a prelingual Deaf child learned to love books. *Horn Book Magazine*, 97(5), 30-33.

Neuman, S. B., Portillo, M., & Celano, D. C. (2020). Looking for literacy in all the right spaces: The laundromat. *The Reading Teacher*, n/a, 1-10.

Prendergast, T. (2015). Inclusive early literacy. In A. Brock & C. Rankin (Eds.), *Library Services from Birth to Five: Delivering the Best Start* (pp. 183-198). Facet.

## **Week 6**

### **Topic 1: Emerging research in early childhood librarianship**





THE UNIVERSITY OF BRITISH COLUMBIA

School of Information

Faculty of Arts

Cahill, M., Joo, S., Howard, M., & Walker, S. (2020). We've been offering it for years, but why do they come? The reasons why adults bring young children to public library storytimes. *Libri*, 7(4), 335-344

Diamant-Cohen, B., Sonnenschein, S., Sacks, D., Rosswog, S., & Hussey-Gardner, B. (2018). Mother Goose in the NICU: Support for the neediest Infants and their families. *Children & Libraries*, 16(1), 3

Lenstra, N., & Campana, K. (2021). Spending time in nature: How do public libraries increase access? *Public Library Quarterly* 40(5), 425-443.

Perkins, R. M., & Sawyer, B. E. (2021). Measuring self-efficacy in public library storytime providers. *The Library Quarterly*, 91(3), 285-303.

Prendergast, T., & Sharkey, K. (2021). Theorizing early literacy in the public library. *Library Trends*, 70(2), 239-255.