



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ 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)

Program: MLIS

Year: 2020

Course Schedule: July 6-August 13, 2020

Location: Asynchronous, online

Instructor: Dr. Tess Prendergast

Office location: IKBLC 494

Office phone: 604-822-5007

Office hours: Zoom meetings or phone calls by appointment

E-mail address: tess.prendergast@ubc.ca

Learning Management Site: <https://canvas.ubc.ca/courses/51356>

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 must 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 activities). We may 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 when grading.

Required and Recommended Reading: There is no text-book in this class. There are many required 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.

Course Assignments: Detailed instructions are provided on the Canvas site.

Assignment Name	Due Date	Weight	Graduate Competencies
Article or chapter review	July 19 th , 2020	20%	4.1
Group assignment: Research Round-up: Write a sample column for a children’s library journal called <i>Children & Libraries</i>	Aug 9 th , 2020	20%	1.2, 3.1, 4.1
Final project: Beyond Storytime: Design an early childhood library program aimed at parents and caregivers	Aug 21 st , 2020	40%	1.1, 2.2, 3.2, 4.2, 5.1
Participation	Aug 13 th 2020	20%	2.1



Course Schedule [week-by-week]:

Topic	Date
Early childhood development and public library services for young children and families	July 6-July 12, 2020
Early childhood collections and programs in public libraries	July 13-July 19
Digital early literacy collections, services, and programs for young children in public libraries, parent caregiver education about digital resources for young children	July 20-July 26
Supporting Indigenous early and family literacy in public libraries, Indigenous, collections, services, programs, and partnerships	July 27-Aug 2
Supporting social equity in early literacy through public library services for families	Aug 3-Aug 9
Emerging issues and research in early literacy librarianship	Aug 10-Aug 13 (short week)

Attendance: Since this is an asynchronous online course, the only indication I have of your attendance is your presence on the course site as you take part in the class-wide activities and discussions. Although these activities are not marked, they do comprise most of your participation grade so are not optional if you wish to achieve to your potential in this class. If you must miss an activity or discussion due to family emergency or severe illness, please let me know in advance so we can work out a way for you to make up the missed work.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). I will explain my qualitative grading approach in the course introduction. I sometimes allow students to revise and resubmit work for slightly higher grades in cases where the technical aspects of English have lowered the mark or there are problems with citations. Students who submit excellent work may be encouraged to revise and submit their papers to journals or conferences.

Required Materials: As this course is asynchronous and online, it is necessary for you to have a reliable WiFi connection and a computer or iPad capable of visiting websites, downloading readings, writing up assignments, collaborating with classmates online and posting on the class blog.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, please contact me immediately by email 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.

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 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 73: Academic Accommodation for Students with Disabilities](#). 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.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.