



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm 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>	2023
<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>	11am-12pm Tues/Thurs Zoom, phone, or in-person other times by appointment
<b>E-mail address:</b>	tess.prendergast@ubc.ca
<b>Learning Management Site:</b>	<a href="https://canvas.ubc.ca/courses/118127">https://canvas.ubc.ca/courses/118127</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) as well as evidence of sustained engagement with all course content as reflected in all your contributions and submitted work. 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 activities and assignments so it is important that you stay on schedule and ask for clarification well before things are due. I will be looking for evidence that you have reflected on the course content, including key readings, lectures, and guest talks when grading.

Estimated number of weekly hours students should dedicate to this class (preparation activities, class activities, and assignments): 20-24 hours (due to compressed 6-week schedule)

### 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.

### Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1: Annotated Early Years Resources Round-up (Group work optional)	May 28, 2023	20%	1.2, 2.1, 2.2, 3.1
Assignment 2: Let's Talk About Race in Storytime Discussions (small groups)	Weeks 1-4	20%	1.4, 2.1, 4.1, 5.1
Assignment 3: Final Project	June 29, 2023	40%	1.1, 2.1, 2.2, 3.2
Participation: Discussions, Padlets, Self-evaluation	June 22, 2023	20%	

### Course Schedule [week-by-week]:

Topics covered (2 topics are covered each week)	Date (Week beginning)
Week 1 Topic A: Early childhood development / Topic B: Early literacy	May 15, 2023
Week 2: Topic A: Science of reading / Topic B: Play & play spaces	May 22, 2023
Week 3: Topic A: Early literacy collections / Topic B: Early literacy programs	May 29, 2023
Week 4: Topic A: Inclusive early literacy / Topic B: Digital early literacy	June 5, 2023
Week 5: Topic A: Indigenous early literacy contexts / Topic B: EDI	June 12, 2023
Week 6: Topic A: Climate and early learning: Topic B: Emerging research	June 19, 2023

**Key readings for each week are posted in each of the topic modules.**

### Attendance:

This is an asynchronous online class. Content for each week will be available each Monday for 6 weeks. You may log in and participate at any time as long as you keep up with the weekly modules. You need to complete all of each week's content before moving on to the next one as they build on each other. Asynchronous classes offer flexibility if you are working or taking care of your family, however, in this format 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. The time you spend on this class



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will amount to the same as attending a two 3-hour classes plus all readings and assignments. This will likely be approximately 20 or more hours per week.

### **Evaluation:**

All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). 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 for work that fulfills the assignment parameters at a basic level. I assign grades in the A- and A range when I see particular elements of strength, creativity, initiative, and insight in your work. I also look for evidence of your sustained, critical engagement with all of the course materials. Therefore, you are encouraged to refer to readings, lectures, guest speakers and any additional research, including the recommended readings and optional resources provided to you in all your work in this class.

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 as soon as you are able.

### **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.

Important: At the iSchool you may not submit work completed for grades in one class for grades in another class. This is considered a form of self-plagiarism. To avoid this, please select topics that are *significantly different* from ones you have worked on before in other classes (especially LIBR courses in the 520-527 range as well as LIBR 541, LIBR 576 and LIBR 580) you have taken as part of your current degree program at the iSchool. If you are not sure, please speak to me about it. If there is a topic you have worked on that you wish to build on, please speak to me about it first as I will need to review your previous work in addition to work you develop for this class.

**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 current 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.

Please be proactive about asking for whatever you might need to succeed in this class.