EMERGENT LITERACY IN PUBLIC LIBRARIES
SUMMER 2017
MODE OF INSTRUCTION: ASYNCHRONOUS

Instructor: Laura K. Clark
Office Hours: By appointment only
E-mail: clark241@iupui.com
Phone: (850) 221-9057 (accepts texts sent to this number)
Course Website: Canvas

Note: The best way to contact me is via email (preferably sent through the course site on Canvas). I check email regularly from 12 p.m. to 7 p.m. on Mondays through Fridays and I try to respond to email promptly. If you do not hear back from me within 48 hours, resend the email. Make sure that you note the course number and title in the subject line and include your name in the body of the email. Consultations should be scheduled at least a day prior.

COURSE DESCRIPTION:
The course introduces students to the topic of emergent literacy as well as orienting students to current issues relevant to public libraries. The course emphasizes emergent literacy, application of research, and impacts of assigned readings, and emergent literacy programming.
No prerequisites for this course.

COURSE LEARNING OUTCOMES:
Students will prepare for professional development in emergent literacy, and critique and assess their progress toward attaining those skills and those of their peers; gain familiarity with resources, collection development and emergent literacy activities in the field, apply lessons of practice, and demonstrate knowledge learned throughout the course; present their own progress and critique the progress of their peers; present their own learning activities and critique the learning activities of their peers; and practice skills and critique the skills of their peers.

At the end of the course, the student will be able to:
1. Describe appropriate programming activities for children 0 to 3 years of age
2. Describe how thinking critically, applying professional training to situations in early childhood development (0 to 3 years of age) impacts public libraries programming and collection development
3. Demonstrating mastery of the knowledge and skills expected for professionalism and success in public libraries specific to children 0 to 3 years of age;
4. Develop methods of assessing and evaluating specifications in lesson plans for emergent literacy programming that include early literacy skills, and perform programming for children 0 to 3;

5. Approach Professional Issues with Understanding to become acquainted with a variety of online resources for children’s materials, including online discussion research, electronic magazines, online books, and World Wide Web sites for accessing current information about authors and bibliographies.

6. Describe progress toward a program (present an emergent literacy program);

7. Find, analyze, and discuss readings relevant to emergent literacy issues being presented and discussed in the professional literature.

COURSE MATERIALS:

*Required Course Book:*


We will read a variety of scholarly and professional articles each week, all available online.

COURSE OUTLINE

Week 1: Course Overview and Emergent Literacy
Week 2: Children’s Developmental Needs and Designing Library Programs for Children
Week 3: Books for Babies Children and Information Services for Babies
Week 4: Using Technology for Young Children and Working with Special Populations
Week 5: Coaching and Evaluating Emergent Literacy Programs
Week 6: Dialogic Reading and Reading Motivation (Self-Determination Theory)

COURSE REQUIREMENTS:

**Discussion Boards (40% of total grade)**

You will write weekly discussion board posts that demonstrate your ongoing progress with learning the content, assignments, and resources. Students will critique the progress of peers in order to address a specific skill or skills in the weekly assignments.

Contributions should demonstrate that students are prepared (have completed the assigned reading), attentive (listened to and internalized the contributions of others), and engaged (able to raise appropriate questions, provide relevant information, and articulate a position).

**Emergent/Early Literacy Programming Observations, Interviews, and Reflections (30% of total grade)**

To gather real application for programming, students will be required to visit 2 different
library programs (public library or religiously affiliated are acceptable) that interest them. Interview librarians or staff responsible for conducting the program to get a sense of the requirements (and environment). Ask questions you might be interested in finding out about if you were to be responsible for conducting a similar program (e.g., Story time, Baby time, etc.). Write reflections on your visit experience; include answers to your questions and whether you think the activities in the program would be a good fit for you. You must visit a program for children age zero to three.

**Emergent/Early Literacy Program Lesson Plans (30% of total grade)**

Each student will develop emergent literacy lesson plans for children 0 to 3. The lesson plans should outline goals and objectives for the program. The justification for the program is included in the objectives and will address abilities and limitations of the specific age group. The program will be approximately 30 minutes long and address at least four of the early literacy skills outlined in this course.

**GRADE CALCULATION:**

Grades will be distributed in the following manner:

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>40</td>
</tr>
<tr>
<td>Emergent/Early Literacy Program Lesson Plans</td>
<td>30</td>
</tr>
<tr>
<td>Observations, Interviews, and Reflections</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**GRADING SCALE:**

*The course will use the following grading scale. Letter grade of “A” will be awarded only to students who demonstrate exceptional work, so note the higher percentage requirement for this below. *Final grade scores will not be rounded up.*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent Achievement</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Unsatisfactory Work</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Unacceptable Work</td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td></td>
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</tbody>
</table>
COURSE POLICIES:

Grading and Submission of Assignments

The most important criteria for grading are timeliness, completeness, and quality. Make every effort to communicate your ideas clearly and review your assignments carefully for spelling or grammatical errors. **All work for this class must be original** and must include proper citations for sources used.

You are also responsible for ensuring that your instructor has received assignments requiring online submission and that the file/s are not corrupted. This is particularly important if you have been experiencing technical difficulties. As a last resort, you may email a copy of the assignment to your instructor before the deadline or post a copy to the Online Office so that you will not be penalized for being late. You are also responsible for keeping track of your grades via the grade book on the main course site and for informing your instructor in case there are any discrepancies. We will strive to have major assignments graded before other major assignments are due.

Late Assignments

Course assignments are typically due by 11:59 p.m. on the due dates indicated in the Course Calendar (unless otherwise stated). It is your responsibility to turn in all requirements by the specified due dates and times. You have no free passes for late assignments—unless there is an excused absence (just drop me an email explaining what is happening).

*Incomplete* are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletees may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html)

Communication

I will be using e-mail and the course website to communicate with the class so please check the course site and your e-mail regularly at least 3 times a week. Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account. Post general questions that would benefit the rest of the class on the Online Office Discussion Board on the course site.

Note whether you wish students to use Canvas email for course-related activities. Remind students that for official program or campus related information, they are
responsible for responding to mail sent to their IUPUI address; also, email from
them from non-IUPUI email addresses might be filtered out.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another
student’s work on an assignment, cheating on a test, not quoting or citing references
correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on
the item and possibly an F in the course. Incidences of academic misconduct shall be
referred to the Department Chair and repeated violations shall result in dismissal from the
program.

All students are responsible for reading, understanding, and applying the Code of Student
Rights, Responsibilities and Conduct and in particular the section on academic
misconduct. Refer to The Code > Responsibilities > Academic Misconduct at
http://www.indiana.edu/~code/. All students must also successfully complete the Indiana
University Department of Education “How to Recognize Plagiarism” Tutorial and Test.
https://www.indiana.edu/~istd You must document the difference between your writing
and that of others. Use quotation marks in addition to a citation, page number, and
reference whenever writing someone else’s words (e.g., following the Publication
Manual of the American Psychological Association). To detect plagiarism instructors
apply a range of methods, including Turnitin.com.

http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct:

1. Cheating: Cheating is considered to be an attempt to use or provide
unauthorized assistance, materials, information, or study aids in any form and in any
academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home”
      examination, unless the instructor specifically has authorized external assistance. This
      prohibition includes, but is not limited to, the use of tutors, books, notes, calculators,
      computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an
      examination or quiz, nor allow other persons to conduct research or to prepare work,
      without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of
      papers prepared by other persons, or submit documents found on the Internet.
   d. A student must not collaborate with other persons on a particular project and
      submit a copy of a written report that is represented explicitly or implicitly as the
      student’s individual work.
   e. A student must not use any unauthorized assistance in a laboratory, at a computer
      terminal, or on fieldwork.
   f. A student must not steal examinations or other course materials, including but not
      limited to, physical copies and photographic or electronic images.
   g. A student must not submit substantial portions of the same academic work for
      credit or honors more than once without permission of the instructor or program to whom
      the work is being submitted.
h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

MLS student conduct notes
- Students will complete the plagiarism tutorial during S401.
- Consider specific guidance for civility in postings, and for teamwork.

Revision of syllabus
Note when it is in draft form. After it is finalized (and the course begins), avoid changes.

Refer to: IUPUI course policies: A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

Course Evaluation Policy
Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/. LIS FOR SPRING 2016 ETC: COURSE EVALUATIONS MAY BE ADMINISTERED THROUGH “BLUE” CONNECTED TO ONCOURSE. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

CAMPUS POLICY

Disabilities Policy

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

Administrative Withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.