

INSTRUCTOR

Leanne Bowler

CONTACT

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Literacy begins at birth.

A rich body of reading and story experiences during early childhood provides children with the tools to become lifelong learners. Children's librarians are uniquely positioned to provide such experiences.

DESCRIPTION: The goal of this course is to provide students with the knowledge and skills needed to provide developmentally appropriate services and resources for preschool children, ages 0 to 5 years, and their families and caregivers.

COURSE OBJECTIVES

Students will be able to:

- Understand the role of family and caregivers in language and literacy development;
- Apply developmental and educational theory to the design of services and selection of resources for preschool children;
- Design, implement, and evaluate programming for preschool children;
- Appreciate the visual, oral, aesthetic, emotional, intellectual, and imaginative appeal of library resources for preschool children;
- Identify and discuss current trends, issues, and problems in the area of library services for pre-school children.

COURSE CONTENT

- Developmental theory / Emergent and Family literacy
- Language and reading development
- Pennsylvania Standards for Early Childhood
- Outcomes-based planning and evaluation
- Dialogic reading
- Program planning
- Library spaces for children under 5 years old
- Technology/media for preschool children

REQUIRED TEXTS

- Diamant-Cohen, Betsy & Ghoting, Saroj Nadkarni. (2009). *The Early Literacy Kit: A Handbook and Tip Cards*. Chicago: American Library Association.
- Feinberg, S., Deerr, K., Jordan, B. A., Byrne, M. & Kropp, L. (2007). *The family-centered library handbook*. New York: Neal-Shuman.
- Selected readings on library reserve or available on the Web.

RECOMMENDED TEXTS

- Reid, Rob. (2009). *More Family Storytimes: Twenty-four creative programs for all ages*. Chicago: American Library Association.

TEACHING METHODS

- Lecture and demonstration
- Readings
- Group discussion
- Class activities
- Guest speakers
- Site visits

EVALUATION

- **Participation in class activities** 20%
- **Assessment of a library space for early childhood** 20%
Due: Monday, May 7
- **Reading Summaries (5% each X 4 summaries)** 20%
Due: Monday, June 18
- **Program Portfolio** 20%
Part 1: Needs assessment and project plan
Due: Monday, July 30
- **Program Portfolio** 20%
Part 2: Program curriculum
Due: Monday, July 30

- **POLICIES FOR GRADING**

Assignments will be given a letter grade (A, A-, B+, B, B-, C, C-, etc).

The value of the letter grade is in accordance with standards set by the Provost's Office of the University of Pittsburgh.

(<http://www.registrar.pitt.edu/gradingsystem.html>).

A superior grade (A) represents academic work that in quality is above and beyond the collective body of student submissions for this class. Time and effort are necessary ingredients for a good grade, but are not the only criteria used in assessment. I do not award "A+". An incomplete "G" grade is only awarded in cases where the student can document hardship (e.g. supporting documentation from a doctor).

Grading System

Graduate Studies at the University of Pittsburgh

Letter Grade	QPA	Quality
A, A+	4.00	Superior
A-	3.75	
B+	3.25	
B	3.00	Adequate
B-	2.75	
C+	2.25	
C	2.00	Minimal
C-	1.75	
D+	1.25	
D	1.00	
D-	0.75	
F	0.00	Failure

GENERAL EVALUATION CRITERIA

- Graduate level writing is expected. Proper grammar, spelling, and punctuation at all times.
- Choose a citation style and use it consistently.
- Attribute the intellectual contributions of others. If in doubt about whether to cite, then you should cite.
- Throughout this course, I'll be looking for analytical thinking, not basic description. This means making connections between concepts from the readings, lectures and your personal experiences. This is what makes us professionals and not just technicians.
- A critical stance is important. This does not mean criticizing. Critical thinking is the constant attempt to go beyond "what" and answer the questions "why" and "why not".
- Professional-looking submissions: Organized, objectives clearly stated, content of assignment aligned with objectives. Properly researched and sourced.
- Professional behavior: Respectful interaction.

POLICIES FOR CLASS SUBMSSIONS

- Assignments are due by midnight on the date noted above.
- A late assignment will result in a reduced grade or failure.
- Submit all assignments electronically to CourseWeb (Blackboard).
- Assignments must be clearly identified with your name, the class and assignment number.
 - Name all electronic files in a uniform manner.
 - Include in the file name the following details: Your name, the course number, the assignment, the term, the year
 - Label the assignment:
 - Include a title page. On the title page, provide the following details: The title of your assignment, your name, the course number, the assignment number, the term, the year.
- On each subsequent page, provide a header or footer with the following information: Your name, the course number, the assignment number, the term, the year.

COMPETENCIES ADDRESSED BY THIS COURSE

Association for Library Service to Children:

http://www.ala.org/ala/mgrps/divs/alsc/edcareers/alsccorecomps/ALA_print_layout_1_506107_506107.cfm

Knowledge of client group (specifically, children under 5 years old and their families)

- Administrative and Management skills
- Communication skills
- Materials and collection development.
- Programming skills
- Advocacy, public relations, and networking skills

ACADEMIC INTEGRITY

- Students are expected to maintain a high level of integrity in all their work. All students are expected to have read and understood, and to follow the *Student Obligations for Academic Integrity*. (<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>).
- **Plagiarism will not be tolerated and will result in a grade of “F” (failure).**

SPECIAL CIRCUMSTANCES

- If you have a special need (physical or learning impairments), notify the instructor within the first two weeks of the term in order to make accommodations in the course.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Office of Disability Resources and Services, 216 William Pitt Union (412-648-7890/TTY: 412-383-7366) as early as possible in the term. You should also consult the office’s website www.drs.pitt.edu. DRS will verify your disability and determine reasonable accommodation for this course.
- If you need to miss a class due to religious observances, please notify the instructor in advance and make alternative arrangements for the material that you miss.

COMMUNICATION POLICY

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- Please turn off cell phones during the class period.
- Respectful interaction with your colleagues, the professor, and all guest speakers is expected.
- You are part of a community of learners. In discussion groups (in-class and online), please listen to your colleagues, read their postings, and respond thoughtfully.
- I will respond to your email as quickly as possible, but not instantaneously. Email posted to me on a weekend or holiday will be answered no earlier than the first working day following the weekend or holiday. Email posted to me in the evening will not be answered the same evening.
- Please include your full name (first name and surname) on all email.
- In the subject field of your email, provide the course number (LIS 2335). I teach more than one course and communicate with many students so I won't necessarily know what the context of your email is.
- Course materials (video or podcast of lectures, Power Point slide shows, PDFs of readings, etc.) are only for the use of students registered in this course.

HAVE A GOOD TERM!

