Course Syllabus

LI829XI-XJ

Resources and Services for Early Learners

Fall Semester 2014

Faculty: Janet Capps, Ph.D.
E-mail: jcapps1@emporia.edu
Primary Phone: (620) 341-5344
Online Course Login: canvas.emporia.edu
Credit Hours: 2
Meetings: Internet, begins 8/18

Important Dates for Fall 2014 (Block 1)

8/18 First Day of Class
9/22 Last Day to Withdraw
8/24 Last Day to Add/Drop
10/10 Last Day of Class
12/16 Final Grades Due
9/1 Labor Day (ESU closed)
12/13 Commencement

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Explores resources and services for early learners and their families. Students apply their knowledge of child development and language acquisition theory to the design of services and the acquisition of appropriate materials to encourage early literacy. Storytelling and the use of music and puppetry to foster language and literacy development are also examined. (Approved 3/11/2011)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the semester, the student will be able to:</th>
<th>Related class assignment(s)</th>
<th>MLS Program Outcomes/Professional</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss recent trends in research in early learners and the role of libraries.</td>
<td>Exercise, Book Club, &amp; Theory to Practice</td>
<td>PO1, PO6 PV 1</td>
<td>I</td>
</tr>
<tr>
<td>2. Explain the relationship of storytelling to language development and literacy.</td>
<td>Exercise &amp; Book Club</td>
<td>PO1, PO7</td>
<td>I</td>
</tr>
<tr>
<td>3. Recommend activities for parents and caregivers to assist in promoting early literacy development.</td>
<td>Exercise &amp; Book Club</td>
<td>PO5 PV2, PV4</td>
<td>I, III</td>
</tr>
<tr>
<td>4. Identify selection aids for materials for early learners.</td>
<td>Exercise &amp; Book Club</td>
<td>PO2 PV1</td>
<td>IV</td>
</tr>
<tr>
<td>5. Evaluate and select suitable materials to support early learning programs within the library.</td>
<td>Exercise &amp; Book Club</td>
<td>PO2 PV1</td>
<td>IV</td>
</tr>
<tr>
<td>6. Conduct an effective storytelling session.</td>
<td>Exercise</td>
<td>PO1, PO2 PV4</td>
<td>VI</td>
</tr>
<tr>
<td>7. Understand the importance of music, drama, and puppetry in storytelling, and demonstrate ability of at least one of these.</td>
<td>Exercise &amp; Book Club</td>
<td>PO2, PO6, PO7</td>
<td>VI</td>
</tr>
<tr>
<td>8. Advocate for early learning programs within the library.</td>
<td>Exercise, Book Club, &amp; Theory to Practice</td>
<td>PO1, PO5 PV1, PV2</td>
<td>VII</td>
</tr>
<tr>
<td>9. Plan a marketing strategy for early learner programs within a library setting.</td>
<td>Exercise, Book Club, &amp; Theory to Practice</td>
<td>PO8 PV2</td>
<td>VII</td>
</tr>
<tr>
<td>10. Recognize the opportunities for volunteer recruitment and involvement in early learning, and develop a volunteer strategy.</td>
<td>Exercise &amp; Book Club</td>
<td>PO8 PV2</td>
<td>II, VI</td>
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Course Logistics

Office Hours
Office hours are those hours that I set aside exclusively for communicating with you. If you want to
talk with me outside of office hours, please contact me to schedule an appointment. I will make every
effort to reply within 48 hours. While I may not reply immediately outside of office hours, my goal is
to be as accessible and responsive to you as possible. I do reserve the right not to respond to
communications during evening hours or on the weekends (again, outside of office hours). Weekends
for SLIM faculty are Sunday & Monday.

Communication
Canvas email conversation tools allow student communications to stay connected to the course
materials. **ALL LI829 course related communications should be sent through Canvas email.** A
Canvas Discussion Board Open Office forum has been created for course & content related questions
and postings. Do you have an assignment question? Want to confirm a concept? Want to share a
resource? Please use our Open Office discussion forum in Canvas. Many times fellow classmates
will be able to benefit from seeing other student postings. Please feel free to respond to any of the
Open Office postings as this is seen as professional development participation. **Note:** SLIM
Netiquette Policy (included in each SLIM syllabus) applies to all communications with fellow
students as well as SLIM directors & faculty!

Assessment Submissions & Late work
Descriptions of each assessment will be provided through the Canvas. The dates listed for
assessments may change slightly as the semester progresses. If they do, you’ll be notified through a
Canvas announcement. Assessments should be completed on time. See “Assessments of Learning
Outcomes” section of this syllabus for late work policies and penalties.

A Note About Writing
It is hugely important in our profession that you be able to communicate clearly with a variety of
people in a variety of formats (as evidenced by ALA Core Competence #1J). Your writings are to be
clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style,
to be presented in the correct format (e.g. report, essay, literature review, discussion post, and so on),
and to use the appropriate level of formality in its language. You are expected to be familiar with and
apply all sections of the *APA Publications Manual*. Unless the assignment instructions tell you
differently, all written assignments should follow the formatting conventions described in the
*Publication Manual of the American Psychological Association*. There are a variety of resources
available to you for writing help, not least of which are the ESU Writing Center

Copyright
All work for this class must respect copyright guidelines and include references to sources. Projects
with copyright violations or inadequate references will lose points and/or be returned to students for
correction before a grade is assigned.
Instructor Contact Information

Canvas Conversation email is the primary contact method for this course. If you have a general course content comment or question of a non-personal nature, please post first to the Canvas Discussion Forum “OPEN OFFICE.” Regularly scheduled office hours are posted in Canvas and you are welcome to call the office number (620) 341-5344 or stop by if you are on campus.

Required Readings

Each student will select ONE of the following 3 textbooks as a required reading:


In addition to the required textbook, there will be additional readings as needed throughout the course to augment the textbook.

Learning Activities

Assessments of Learning Outcomes

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exercises (3 throughout course)</td>
<td>See Canvas for dates</td>
<td>10 pts each for total of 30</td>
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<tr>
<td>Book Club (4 throughout course)</td>
<td>See Canvas for dates</td>
<td>10 pts each for total of 40</td>
</tr>
<tr>
<td>Theory to Practice project</td>
<td>10/10</td>
<td>30</td>
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Details of the assessments for this course will be available in the Canvas course site for LI829. Below are general assessment descriptions:

**Exercises:** There will be 3 exercises at 10 points each throughout the semester. As these exercise activities are aligned with the readings and the course learning outcome goals, your work needs to reflect your achievement of the related materials covered in the lectures and in the Book Club readings. Late exercise submissions without prior instructor agreement will result in a 50% reduction in potential points (5 potential points instead of 10). **After 48 hours, NO exercise submissions will be accepted.**
**Book Club:** There will be 4 Book Club discussion posting activities at 10 points each throughout the semester. These posting activities are aligned with the readings and the course learning outcome goals. Students will self-select into 1 of the 3 book clubs. Self-selection is based on the individual student’s choice of the textbook. **NO late postings will be accepted** as fellow Book Club members depend on each group member to support the assignment.

**Theory to Practice project:** For this 30 point assignment, each student will choose to either complete (a) a creation of a 12 slide minimum/15 slide maximum, voice-over narration, PowerPoint presentation OR (b) a 5 page APA style report accompanied by a cover page and reference page (thus minimum 7 pages). For this assessment scenario, the children’s services department at a fictitious local library has been asked to present a brief presentation (approximately 5 minutes) to their library Board of Directors. This Board, whose members don’t have much experience in early learning resources and services, is discussing a drastic youth services budget cut. You have been tasked with communicating the following information to the Board: 1.) a very brief overview of recent trends in research in early learning and the role of libraries, 2.) a marketing strategy for early learner programs that includes recruiting volunteers, 3.) early literacy, community connections to libraries, and 4.) advocacy for early learner library programs. Your assignment will need to demonstrate the connection between research trends in early learning and the role of libraries. Your assignment should also be documented by your Book Club textbook & other course readings. **NO late submissions will be accepted.**

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**Tentative Course Outline ***

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<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities</th>
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<tr>
<td>Week 1:</td>
<td>Storytelling &amp; Language Development</td>
<td>BookClub Text- intro &amp; Ch1</td>
<td>BookClub posting 1</td>
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<td>8/18-8/24</td>
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<td>Greene &amp; DelNegro: Chs 2-5</td>
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<td>Giorgis &amp; Glazer: Ch6</td>
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<td>Week 2:</td>
<td>Language Development Part 2</td>
<td>BookClub Text- 40 pages</td>
<td>Exercise 1</td>
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<td>8/25-8/31</td>
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<td>Week 3:</td>
<td>Literature for Young Children</td>
<td>BookClub Text- 40 pages</td>
<td>BookClub posting 2</td>
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<td>9/1-9/7</td>
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<td>Week 4:</td>
<td>Children's Resources, Storytimes &amp; Activities</td>
<td>BookClub Text- 40 pages</td>
<td>Exercise 2</td>
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<td>9/8-9/14</td>
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<td>Week 5:</td>
<td>Children's Services</td>
<td>BookClub Text- 40 pages</td>
<td>Exercise 3</td>
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<td>9/15-9/21</td>
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<td>Week 6:</td>
<td>Planning Children's Programming</td>
<td>BookClub Text- 40 pages</td>
<td>BookClub posting 3</td>
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<td>9/22-9/28</td>
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<tr>
<td>Week 7:</td>
<td>Outreach, Volunteers, Advocacy &amp; Marketing</td>
<td>BookClub Text- finish</td>
<td>BookClub posting 4</td>
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<td>9/29-10/5</td>
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**SLIM Grading Scale**

| 96 - 100 | A | 77 - 79 | C+ |
| 90 - 95  | A-| 74 - 76 | C  |
| 87 - 89  | B+| 70 - 73 | D  |
| 84 - 86  | B | 0 - 69  | F  |
| 80 - 83  | B-|        |     |

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.
SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnsept/grades.html](http://www.emporia.edu/regist/trnsept/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.
Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu