IRLS523-010 Early Childhood and Public Libraries (Virtual SHiggins)

Updated Wed, 12/01/2010 - 09:38

COURSE NAME, NUMBER AND PREREQUISITES:
IRLS523-010 Early Childhood and Public Libraries [Prerequisite: IRLS 504 or consent of the instructor.]
Dr. Susan E. Higgins

Office Hours:
I am happy to meet individually with students in person, by email, by telephone, in the D2L chat room or the virtual classroom.

Class Meeting Schedule:
This class meets on the D2L site in the Eluminate Classroom Wednesday nights at 6:30 p.m. beginning Wednesday evening, January 12, 2011. Eluminate sessions will allow for simultaneous recording sessions which will be archived each session. Please purchase a headset with a microphone to speak and hear others speak. The lectures are supplemented with active discussions through the class D2L site. Students will be expected to keep current with readings, class materials, and discussions throughout the semester. They will be expected to lead an Eluminate session based on the textbook.

COURSE DESCRIPTION:
This class stresses developmentally appropriate services and programs for preschool children (from birth to age 8) in public libraries. This time period is widely considered the most vulnerable and crucial stage of a person's life. The course will cover aspects of public library service for young children based on research and theory. Early childhood education focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs. Students will be encouraged to examine literature for the pre-reader and early reader in formats such as board books, easy non-fiction (concept books), picture books, Mother Goose, beginning reader books, and transitional chapter books.

COURSE OBJECTIVES:
Successful completion of this course will help students achieve the B4, B5, B8, C7, and C10 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies

By the end of the semester, students will have demonstrated a theoretical and practical knowledge of:

The goals, objectives, and priorities in planning and implementing public library services to children in early childhood.

The dynamics of presenting diverse, developmentally appropriate programs which welcome children and their families to the public library.

Program planning for special groups in the early childhood public library community, for example, child care providers and children with disabilities.

Professional and research literature available for public librarians working with young children.

REQUIRED COURSE MATERIALS:
The textbook for this class is: Ann D. Carlson (1992) The Preschooler & The Library. There is one copy in the UA
library. It is available via Amazon.com. Although 18 years old, this text is considered a classic in the field. Journal articles and supplementary materials made available by the instructor will bring the topics up to date.

**COURSE REQUIREMENTS:**
The effectiveness of this course will depend on the development of an active and engaged learning community in the online environment. It will require that students keep up with the content, readings, and assignments, and that they be active participants in the discussions related to the class. It will require that the instructor be actively engaged as well, meeting deadlines, communicating frequently, and providing feedback in a timely way. In addition to compliance with the code of integrity, the instructor will expect that all assignments are completed on time, meet the specifications for that assignment, are professional in appearance and grammatically correct. Students will be given the opportunity to choose their research and project topics. There are no exams.

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

**Academic Code of Integrity**

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

**Accommodating Disabilities**

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Assignment Policies**

**How to submit your assignments:** Submit assignments as word documents via the D2L dropbox.

**Content, Writing Style, Format and Citation Style:**

**Content:** is all important in this course.

**Writing style:** should be plain and lucid (be guided by the classic Strunk and White Elements of Style)

**Format:** Use Times New Roman 12 font, page and double space. On the first page identify yourself, the Assignment Name and date. Save the assignment with your last name and first initial prior to submitting it to the dropbox.

**Citation style:** APA is preferred. Others are acceptable.

Assignments will be reviewed within 7 to 10 days and comments given.

**Late Policy:**

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

Each assignment is due on the date specified. A student may negotiate a revised due date if necessary, but this must be done in advance of the due date. Assignments will be accepted late only at the discretion of the instructor.

**GRADING:**

In order to receive a grade of B for the class, students will have to have completed all assignments for the class reflecting a good grasp of the topic and integrating lecture material, discussions, and readings. An A will signify that all work has
been completed well and a substantial amount of the work has been completed excellently. In addition, to receive an A or B, students must be engaged actively in discussions throughout the semester and demonstrate familiarity with lecture materials and readings. A C or lower will be given if some assignments are not completed, if a significant number of assignments are not completed acceptably, or if students fail to participate in class discussions or to engage with the course content.

Each assignment will be graded, and each assignment will be given a percentage weight for the semester grade. These weights appear on the description of specific assignments. Assignments will be given the following grades:

A (90-100)  
B (80-89)  
C (70-79)  
D (60-69)  
E (59 or below)

Assignments will be noted with + or – signs to indicate placement within these ranges. University grades do not include + or -. Final grades will be computed on the work of the semester plus participation in class discussions. Students will receive a grade of A, B, C, D, or E for the semester unless we have negotiated an Incomplete. Please note the University policies related to the grade of Incomplete.

Each assignment is due on the date specified. A student may negotiate a revised due date if necessary, but this must be done in advance of the due date. Assignments will be accepted late only at the discretion of the instructor.

A significant portion of the semester grade is dependent on active participation and engagement in the substance of the class including the discussion topics, lectures, and readings. There will be ongoing discussions throughout the semester. Students will be assigned to a discussion group and generally the discussions will be held in these groups. Students will be expected to read the postings in the discussion forum and to contribute their ideas and opinions on a continuing basis as well as initiating new topics and introducing new ideas. Participation points will be given on the basis of the percentage of postings read and the number and quality of contributions. A substantive posting is one that contributes new information, new ideas, or new perspectives or one that moves the conversation along or into new areas.

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**
Dr. Susan E. Higgins  
Landline: 520 762 1296  
Cell: 520 465 8281  
SIRLS Message 520 621 5221

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**Attachment**  
Size  
IRLS 523-010 EARLY CHILDHOOD and PUBLIC LIBRARIES.doc 70 KB

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Go up to parent section  
Next ->
Spring 11
- IRLS417/517 Digital Cultures
- IRLS472-010 Government Information ~ Spring 2011
- IRLS515-001 Organization of Information (On Campus Frické)
- IRLS515-011 Organization of Information (Virtual, Frické)
- IRLS517/417 Digital Cultures
- IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
- IRLS520-011 Ethics for Library and Information Professionals (On Campus Mathiesen)
- IRLS523-010 Early Childhood and Public Libraries (Virtual SHiggins)
- IRLS32-010 Online Searching
- IRLS540 - Introduction to Archives
- IRLS551-001 Equity of Access (Virtual - Montiel Overall)
- IRLS554-010 DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES
- IRLS557-010 Documenting Diverse cultures and Communities
- IRLS559 Marketing Library and Information Services to Communities
- IRLS562-010 Public Libraries Practice & Administration
- IRLS571-010 Introduction to Information Technology, Spring 2011, (Dr. Sun)
- IRLS572-010 Government Information ~ Spring 2011
- IRLS573-010 Information Technology in Libraries (Virtual, Smith)
- IRLS581-010 School Library Administration and Organization (Virtual SHiggins)
- IRLS585 Information Literacy Instruction (Spring 2011)
- IRLS589 Scholarly Communication
- IRLS613-010 Decision Making for Library and Information Professionals
- IRLS673 Managing the Digital Information Environment
- IRLS674 Preservation of Digital Collections
- IRLS696b-001 ISSUES & WRITING SEMINAR: Advanced Research Methods & Statistics (By Heshan Sun)

Fall 10
- Summer 10
- Winter 10-11
- Spring 10
- Winter 09 10
- Fall 09
- Summer 09
- Spring 09
- Winter 08 09
- Fall 08
- Archive of Old Syllabi

Schedules
- Core Courses
- Course Delivery Options
- Course Descriptions
- Distributed Electives
- Individual Studies: Internships, Independent Studies & Practica
- Registration
- Required first course: IRLS504
- Suggested Courses by Specialization
- Suggested Out of Department Courses
Guided exploration

Click a term to initiate a search.

**Audience**
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
  more...

**Course**
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
  more...

**People**
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

**Semester**
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
  more...

**Task**
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
  more...

**Topic**
- Index (33)
- Masters (33)
- Research (20)
- Knowledge River (16)
- News (14)
  more...

**Related categories**
Guided keyword