IRLS523: Early Childhood and Public Libraries

COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor: Elaine Myers

COURSE DESCRIPTION:

We live in the proverbial best and worst of time for raising readers in our country. At no other time have we known so much about how children grow and learn. Research in brain development, early literacy and the development and testing of effective methods for preparing children for success in reading abound in both the academic and popular press. And yet 35% of the children in the United States will enter public schools with such low level of skills and motivation that they are at substantial risk for early academic difficulties. How to intervene in the lives of children by providing the resources needed by parents as the child’s first and most important teacher is the subject of this course.

The role of the public library in raising readers has manifested itself in many philosophies, books and programs. While the public library has always been clearly the bastion of service to readers, our attention to the young child as emergent reader did not surface until the mid 20th century with the preschool story time. As public librarians created techniques for making literature a delight to young children and their families through puppets, dramatic reading techniques, songs and finger plays, the parent was often encouraged to stay outside of the story room while the professional librarian motivated their child to love books. Librarians have mastered the “art” of reading to children, but current research mandates that we address the science of reading and forge new programs that empower not exclude parents as our primary partners in raising a nation of readers.

This course will enable you to examine the full range of skills needed for working with preschoolers and their families and caregivers in today’s public library. It will provide theory and practice and give you a framework for thinking about early literacy. Students will be challenged to envision the best in library service for preschoolers and to envision themselves as leaders in their libraries and communities in the next critical decades.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the A1, B4, B2, B5, C9 competencies outlined at
http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the semester, students will be able to:

- To understand the history of public library early literacy services
- To develop strategies and tools for effectively planning, implementing, and evaluating early literacy collections, programs, and services within the library and community in with a primary focus on the ALA Every Child Ready to Read @ your library initiative.
- To discuss issues facing the profession and the professional with a special emphasis on community involvement and family partnerships.

REQUIRED COURSE MATERIALS:

There will be no formal text for this course, but a series of web sites and assigned readings.

COURSE REQUIREMENTS:

Please see the complete syllabus posted in D2L.

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

Please see full syllabus in D2L.

Incomplete

The current Catalog reads

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.

GRADING:

Evaluation:
15 % Participation: Participation is defined as attending all class sessions, quality classroom discussion, coming to class prepared with readings and critiques, and quality group work. Students who do not attend classes will have up to 15 points deducted from their total point scores.

60 % Assignments

25 % Final Project

Total 100%

Grading Scale: A=90-100; B=80-89; C=70-79; D=60-69; E=59 and down

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Elaine Meyers, Adjunct Lecturer

602-262-4607 or 602-482-6661

elaine.meyers@cox.net
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)