



## Course Syllabus LI 829

### *Resources and Services for Early Learners* Fall Semester 2013

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<b>Online Course Login:</b>	<a href="https://elearning.emporia.edu">https://elearning.emporia.edu</a>
<b>Credit Hours:</b>	2
<b>Meetings:</b>	August, 19 – October, 11 – Online

Learning Resources: Greene, E. & Del Negro, J. (2010). *Storytelling: Art and Technique*, 4<sup>th</sup> ed. Santa Barbara, CA: Libraries Unlimited.

Any additional readings posted in Blackboard during the course.

### Important Dates for Fall 2013 (Block 1)

8/19 First Day of Class	8/23 Last Day to Add/Drop	9/2 Labor Day (ESU closed)
10/18 Last Day to Withdraw	10/11 Last Day of Class	12/14 Commencement
12/17 Final Grades Due		

## Program Outcomes:

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:

Explore 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.

## Course Learning Objectives:

By the end of the course, students will be able to:		Program Outcomes	Professional Values	ALA Children's Core Competencies
1	Discuss recent trends in research in early learners and the role of libraries.	1,6	1	I
2	Explain the relationship of storytelling to language development and literacy.	1, 7		I
3	Recommend activities for parents and caregivers to assist in promoting early literacy development.	5	2, 4	I, III
4	Identify selection aids for materials for early learners.	2	1	IV
5	Evaluate and select suitable materials to support early learning programs within the library.	2	1	IV
6	Conduct an effective storytelling session.	1, 2	4	VI
7	Understand the importance of music, drama, and puppetry in storytelling, and demonstrate ability of at least one of these.	2, 6, 7		VI
8	Advocate for early learning programs within the library.	1, 5	1, 2	VII
9	Plan a marketing strategy for early learner programs within a library setting.	8	2	VII
10	Recognize the opportunities for volunteer recruitment and involvement in early learning, and develop a volunteer strategy.	8	2	II, VI

## The Teachers College Conceptual Framework:

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



This course addresses the following Knowledge, Skills, and Dispositions outcomes:

### Candidates exhibit knowledge of:

1. characteristics of diverse learners. 3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners. 10. ever changing educational needs of students living in a global society. 11. appropriate technology and how it may be used to enhance teaching and learning. 12. various instructional strategies that can be used to meet the needs and learning styles of individual students. 13. theories of human physical, cognitive, social, and emotional development. 16. professional ethics and standards for practice. 17. teamwork and practices for creating healthy environments for learning and teaching. 18. effective communication techniques in order to develop a positive learning environment.

**Candidates demonstrate practical ability to:**

1. integrate and use concepts from their general, content, and professional studies in their educational environment. 2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 3. implement non-biased techniques for meeting needs of diverse learners. 4. integrate knowledge across and within disciplines. 5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate. 8. create learning experiences commensurate with a student’s level of readiness. 9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills. 10. use and support effective communication techniques in order to develop a positive learning environment. 11. make use of appropriate technology to support student learning. 15. develop a storehouse of learning strategies that help students understand and integrate knowledge. 16. respond respectfully to ideas and views of others. 17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 18. utilize student learning standards to promote student learning and achievement.

**Candidates exhibit dispositions that exemplify:**

1. professionalism and ethical standards. 2. respect for cultural and individual differences by providing equitable learning opportunities for all students. 3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 7. a commitment to challenge all students to learn and to help every child to succeed. 8. an awareness of the larger social contexts within which learning occurs. 11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 12. a willingness to learn from other professionals in the field.

**Course Assignments:**

Assignment	Description	Objectives	Due Date	Points
#1	Participation/ online discussion	1 – 10	Weekly	20
#2	Library visit and collection assessment	3, 4, 5	9/13	25
#3	Storytelling session - digital	2, 6, 7	9/27	25
#4	Early learner services proposal	9, 10	10/9	30

**Assignment #1 – Participation (20 points) – Responses must be posted by midnight on Sunday. They will be evaluated and credited the next day.**

Online class discussion and participation are important aspects of the assessment process in the course. Through guided and independent discussion and participation, students will share with colleagues their experiences and ideas. Students should be prepared to articulate agreement and disagreement on a variety of issues. Blackboard discussion topics related to the readings and assignments will be posted; it is the student’s responsibility to contribute at least twice to each discussion topic. The student is expected to give a comprehensive, thoughtful response to the topic presented and to respond to others’ posts.

**Assignment #2 – Library Visit and Collection Assessment (25 points) – Due 9/13**

Conduct an assessment of a public library from the point of view of services for early learners. Your assessment should discuss facilities, available resources for both early learners and their caregivers, and frequency and quality of program offerings. Full details are provided in the assignment instructions.

**Assignment #3 – Storytelling Session (25 points) – Due 9/27**

Produce a video of yourself telling a story. You may either use a book or retell a story. The video may be prepared either with or without an audience present. Full details are provided in the assignment instructions.

**Assignment #4 – Early Learner Services Proposal (30 points) – Due 10/9**

Develop a proposal for creating or expanding early learner services in the library of your choice. Your proposal should include a budget and plans for outside collaboration with appropriate agencies, as well as for effective evaluation. Full details are provided in the assignment instructions.

**Grading Rubrics:**

The rubrics for grading each of the evaluation elements of the course are available in the in our section of Blackboard. These rubrics identify all the elements required and the degree of achievement necessary to secure particular scores. It is well worth consulting the rubrics to understand exactly what is expected of you in each evaluation.

**Grade Determination:**

**Evaluation Grading Scale - Total Points = 100**

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-		

## Tentative Course Outline:

Session	Topic	Readings	Due
Week 1: August 19 - 25	Introduction History, Purpose, Value of Storytelling	Greene & Del Negro – Chapts. 1, 2, 3	Discussion 1: Introductions
Week 2: Aug. 26 – Sept. 1	Selecting, Preparing and Presenting Stories	Greene & Del Negro – Chapts. 4, 5, 6	Discussion 2
Week 3: Sept. 2 – Sept. 8	Storytelling for Different Ages and Needs	Greene & Del Negro – Chapts. 7, 8, 9, 10	Discussion 3
Week 4: Sept. 9 – Sept. 15	Library Programs – Planning and Administration	Greene & Del Negro – Chapts. 11, 12	Discussion 4 <b>9/13 due - Assignment 2: Library Visit Report</b>
Week 5: Sept. 16 – Sept. 22	Selection Guidance I	Greene & Del Negro – pp. 408 – 440	Discussion 5
Week 6: Sept. 23 – Sept. 29	Selection Guidance II	Greene & Del Negro – pp. 352 - 407	Discussion 6 <b>9/27 due - Assignment 3: Storytelling Session</b>
Week 7: Sept. 30 – Oct. 6	Resources for the Storyteller	Greene & Del Negro – pp. 339 – 351	Discussion 7
Week 8: Oct. 7 – Oct. 11	Classic Stories An International Perspective	Greene & Del Negro – pp. 279 – 335 Greene & Del Negro – pp. 249 - 276	<b>10/9 due – Assignment 4: Services Proposal</b>

## **Class Grading Policy:**

All work must be submitted as required on or before the due date. *No late work will be accepted.* All submitted work must reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content should reflect original thinking, logic, and careful analysis. The works of others must be properly credited, and all submitted work should be written in a scholarly style and formatted in APA style (sixth edition) where appropriate.

## **Class Attendance Policy:**

Students are expected to attend all online class sessions (if scheduled) and participate each week in online discussions, as appropriate. Students who are unable to attend online class meetings may, with the instructor's prior permission, review the session on Blackboard and submit a short summary of the class content to the instructor. Any unexcused absence will lower a student's overall grade by half a letter grade for every one hour of class missed. Students who have more than 4 unexcused hours will fail the class. Excused absences must be arranged in advance with the instructor. In the case of an emergency, please contact the instructor as soon as possible.

## **SLIM Attendance Policy:**

Students must attend all face-to-face classes.

## **SLIM Grading Policy:**

All graduate courses included in the SLIM MLS and doctoral programs' required curricula 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 placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses. When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan. If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation 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, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

## **SLIM Incomplete Grading Policy:**

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>). 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.

## **Faculty-Initiated Student Withdrawal Procedure:**

Faculty-Initiated Student Withdrawal Procedure Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [Policy and Procedures Manual 43.11]

## **Academic Dishonesty:**

Academic dishonesty, a basis for disciplinary action, 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, or for any components or requirements of that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia 10 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

211 S Morse Hall

Emporia State University

1200 Commercial Street / Box 23 Emporia, KS 66801

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