

LIS 690 Section 207

Literature and Related Materials for Early Childhood

Instructor: Dr. Maria Cahill
Office Address: 355 Lucille Little Library Building
Email: maria.cahill@uky.edu (preferred method of contact)
Office Phone: 859-218-2293
Office hours: by appointment

Course Description

A study of literature and related materials for use with children ages birth through 6 years. Emphasis is placed on the special characteristics and needs of children and their caregivers in this stage of life and the evaluation of materials for this age group.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss educational and library issues in relation to the needs, interests, and global development of children in the first seven years of life.
2. Critically transact with, analyze, and respond to literature and digital resources designed for young children.
3. Apply evidence-based knowledge to critique and create safe, healthy, inclusive, aesthetically pleasing, developmentally appropriate, and engaging programs for the benefit of very young children, their caregivers and other adults who work with them.
4. Create and present educational material that promotes the importance and value of library materials, services and/or programs for very young children, their caregivers, and/or other adults who work with them.
5. Participate in professional conversations, interact with fellow professionals, promote professional learning, and contribute to professional practice to strengthen own professional skills and support the professional practices of others.

Required Materials

- Ghoting, S. N., & Martin-Diaz, P. (2013). *Storytimes for everyone! Developing young children's language and literacy*. ALA Editions.
- Select reading and viewing materials identified in Canvas.
- Self-selected children's literature and materials described in Canvas.

Summary Description of Course Assignments

Full information about each assignment is available in the course area on Canvas.

- Discussion: Students will participate in online discussions throughout the course. For each graded discussion students are expected to contribute thoughtful, quality exchanges (Outcome 1). 56 points total
- Interview—Students will interview a children's librarian, young child, or

caregiver of one or more young children about child print and digital material preferences (Outcomes 1, 2). 10 points

- Material reviews— Giving particular attention to the interests and developmental needs of very young children, students will select, read and/or transact with, and evaluate resources for young children across multiple print and digital material categories (Outcomes 1, 2). 50 points total
- Storytime program—Students will plan and deliver a storytime program for a specific age group of young children and their caregivers (Outcomes 1, 3). 50 points
- Peer reviews and self-assessments—Students will critically review their own and classmates' work products and communicate analytical feedback (Outcomes 1, 3). 30 points total
- Advocacy appeal—Students will identify an audience of importance (e.g. school or library administrators, government agency decision makers, community organizations, etc.) and communicate a message to promote awareness of and/or support for library services and/or access to quality materials for young children and/or their caregivers (Outcomes 1, 4). 8 points

Course Grading

180 to 200 points = **A (Exceptional Achievement)**

160 to 179.99 points = **B (High Achievement)**

140 to 159.99 points = **C (Average Achievement)**

139.99 points and below = **E (Failing)**

Course Schedule

Week 1	Young children's needs and library service to young children
Week 2	Early literacy research
Week 3	Material selection for young children
Week 4	Materials and interactions to support infants and young toddlers
Week 5	Storytime basics
Week 6	Materials and interactions to support older toddlers
Week 7	Materials and interactions to support preschoolers and kindergartners
Week 8	Library programs for ALL children: Equity, diversity, and inclusion
Week 9	Media mentorship and virtual library programs
Week 10	Library programs for young children: The good, the bad, and the ugly
Week 11	Advocacy
Week 12	Bibliotherapy and connecting children with materials
Week 13	Professional learning
Week 14	Semester wrap-up

Submission of Assignments

All written assignments are expected to conform to basic standards for scholarly writing. You will be submitting all assignments through Canvas. Please do NOT email assignments.

Assignments, activities, discussions and/or quizzes should be submitted before midnight of the due date. Assignments submitted within 24 hours of the due date will be subjected to an automatic 20% reduction in value. Assignments submitted more than 24 hours after the due date will not earn credit.

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

University Policies

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Technology Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Distance Learning Support

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Excused Absences

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Religious Observances

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and

harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate

acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.