



COURSE SYLLABUS
INSC 551: School Library Media Centers
Fall 2017

Last revised: 09/04/17

Course Sections: 001 (CRN 44907) and 002 (CRN 44908), combined online
Meeting Time and Place: Thursdays, 6:30 – 9:10 p.m., Cyberspace!
Course Credit Hours: 3 Graduate Hours

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COURSE DESCRIPTION/VALUE PROPOSITION

This course will explore “planning, implementing, and evaluating school library media programs; curricular involvement; the role of technology; and relationships with district and state services.” (SIS *Graduate Student Handbook*)

This course is practical as well as conceptual, and builds on prior coursework. You will apply what you’ve learned to real-life situations, and leave the class with a better understanding of yourself as a teacher-librarian and the role you will play in your school. This course will help you get a job as a school librarian and, within limits, help you hit the ground running on your first professional day.

STUDENT LEARNING OUTCOMES

You will be able to:

- Design a successful 21st century school library based on state and national standards;
- Integrate AASL Standards for the 21st Century Learner and Tennessee Academic Standards into instruction in the school library;
- Transform the role and responsibilities of a school librarian through leadership;
- Create information literacy and skill-building opportunities for students and teachers;
- Integrate technology in appropriate and meaningful ways into the operation, instruction, and products of the school library.

LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

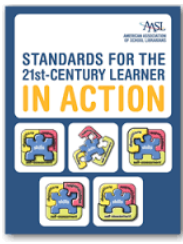
My approach to teaching is based on Malcolm Knowles' view of adults as learners, and on John Dewey's ideas about active (versus passive) learning. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You are interested in creating a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

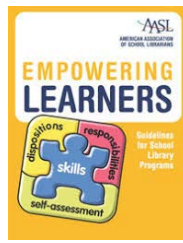
There are several different kinds of learning activities in this class, including but not limited to papers, group work, lesson planning, videotaping, polls or surveys, presentations, and lectures. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time. Instructional techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections and analysis through blogs and discussion board postings. Class sessions are 2 hours and 40 minutes long, including a break (usually 10-15 minutes).

TEXTS FOR THE COURSE

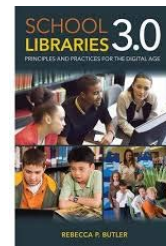
Required:



AASL. 2009. *Standards for the 21st-Century Learner in Action*. ALA/AASL. Hereinafter referred to as “Standards.”



AASL. 2009. *Empowering Learners: Guidelines for School Library Media Programs*. ALA/AASL. Hereinafter referred to as “EL.”



Butler, Rebecca P. 2015. *School Libraries 3.0: Principles and Practices for the Digital Age*. Rowman & Littlefield. Hereinafter referred to as “Butler.”

Assigned readings – unless they appear in a required text or indicated otherwise – are on our class Canvas space. Students are encouraged to browse professional literature related to school libraries and share resources during class discussions and on Canvas.

HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, and engage equally with your peers and with me.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.

For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
 - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>
 - There’s a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx>. You’ll need your UTK netid and password to access lynda.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv (UTKSIS-L@LISTSERV.UTK.EDU) and at the LiveOnline@UT site (<https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx>). You’re strongly encouraged to participate each term.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Methods of Documentation for Assignments



**The Chicago Manual
of Style Online**

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages optional, BUT always give your paper a title
- Cite everything!
- Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

Penalty for Late Work



Except by **prior agreement**, one (1) point per business day may be deducted for written or oral work not submitted by class time on the due date. “**Prior arrangement**” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

Active Class Participation

You must do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Canvas contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning **community**. Quality of contribution is much more important than quantity.

Assessment and Evaluation

- Formative (along the way, usually ungraded) and summative (at the end of the section, usually graded)
- Includes but is not limited to feedback during class, required discussion board posts, responses to each other’s posts, and other assignments that are described in detail on our Canvas class space.

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale for graduate students (see http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Point_Average) and the scale below is how I convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be $13/15 = .87 \times 100 = 87$, or a B+.

Converting Points to a Letter Grade

A	93 – 100	(4 quality points per semester hour) superior graduate student performance.
A-	90 – 92.75	(3.7 quality points per semester credit hour) intermediate performance.
B+	88 – 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83 – 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80 – 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78 – 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70 – 77.75	(2 quality points per semester hour) well below the graduate student standard.
D	60 – 69.75	(1 quality point per semester hour) clearly unsatisfactory/doesn’t satisfy degree requirements.
F	0-59.75	(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.

You are welcome to discuss your evaluations with me. You must wait 24 hours after

receiving the grade to contact me, and present valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Note on “Incompletes”

Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete.

UNIVERSITY POLICIES

Class Attendance Policy

Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions.

Class Cancellation

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for announcements via Canvas. More information about the School’s cancellation policy is available at www.sis.utk.edu/courses/guidelines.

Academic Honesty

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, “Academic Honesty,” http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures

increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

Student Support

Each student should be aware that he/she has a web of available support services at UTK, starting with me (course instructor), your advisor, and the SIS administration. Please don't hesitate to reach out to any or all of us if you find yourself in any kind of difficulty or have any concerns.

Hodges Library's Information Sciences Page



- Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
- Our Information Sciences librarian is Margaret Casado, <http://libguides.utk.edu/profile.php?uid=15558>

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, but students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.

Weekly Schedule for Fall 2017

NOTE: This course has two types of students: those with a pre-existing teaching license and those considered to be “pre-service school librarians (SLs).” In consideration of this prior knowledge, licensed teachers may opt out of attending class during certain specific weeks, but there will be an assignment and/or discussion post due in lieu of attending class.

August 24 (Meeting 1, for all) – Course Introduction & Overview

- Course overview and student expectations
- The educational term “best practices”
- Our common beliefs/AASL

Read for Today

- Ch 1 in Butler
- Part I in EL

Due today – Canvas Post – Biography and Beliefs Statement

- BEFORE CLASS
 - Introduce yourself on the “Introductions” Canvas discussion board and answer the prompts for the statement of your beliefs related to librarianship.
 - Look over the syllabus and weekly schedule and bring your questions with you

August 31 (Meeting 2, for all) – SL Planning and Services

- What do school librarians do?
- Day-to-Day Operations
- Policies and procedures
- Collaboration

Read for today

- Ch 3, 5, and 7 in Butler
- Part III in EL
- Morris, Betty J. 2010. Chapter 12, “Practical Aspects of Program Administration,” in *Administering the School Library Media Center*. Santa Barbara, CA: Libraries Unlimited.

September 7 (Meeting 3, for all) – Collection Management and SLs

- Collection concerns specific to school libraries (SLs), including intellectual freedom
- Non-print materials for SLs
- Copyright, Fair Use, Privacy
- Genre-fication
- Acquisitions, ordering, processing for SLs

Read for today

- Ch 8 and 9 in Butler
- Morris, Betty J. 2010. Chapter 11, “Acquisition and Organization,” in *Administering the School Library Media Center*. Santa Barbara, CA: Libraries Unlimited.
- Intellectual Freedom 101, *Knowledge Quest* 36 (2) - www.ala.org/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/kqwebarchives#if101

Browse/Explore for today

- Intellectual Freedom at AASL - <http://www.ala.org/aasl/advocacy>
- Explore blogs – www.blogs.schoollibraryjournal.com
- International Board on Books for Youth (IBBY) – www.ibby.org
- International Children’s Digital Library (ICDL) - <http://en.childrenslibrary.org>

September 14 (Meeting 4, for all) – Leadership, Technology Petting Zoo

- What does leadership look like for school librarians?
- “Bring” your favorite technology and give us an overview (see “Due Today” for details)
- 1:1 School Environments
- Delivering Digital Content

Read for today

- Crane, Beverley E. 2012. “A New Information Revolution,” in *Using Web 2.0 and Social Networking Tools in the K-12 Classroom*. Chicago: Neal-Schuman.
- Crane, Beverley E. 2012. “Creating Community with Web 2.0 Tools and Social Networking,” in *Using Web 2.0 and Social Networking Tools in the K-12 Classroom*. Chicago: Neal-Schuman.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Augmenting Reality in Your School’s Library,” pgs. 308-309 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- ISTE Standards for Educators (both standards and indicators) – available online at <https://www.iste.org/standards/standards/for-educators>. Last accessed on August 1, 2017.
- Kaaland, Christie and Kachel, Debra E. 2012. “School Library Legislative Advocacy Defined,” in Levitov, Deborah D. ed., *Activism and the School Librarian*. Santa Barbara, CA: Libraries Unlimited.

Explore for today

- ALA leadership traits - <http://www.ala.org/nmrt/initiatives/ladders/traits/traits>
- AASL Toolkit for Promoting School Library Programs - http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/promo/AASL_Toolkit_Promoting_SLP_033016.pdf
- NetSmartz – www.netsmartz.org/Parents

Due today

- Tech Petting Zoo – find an application (“app”) that you would use either as part of a library instruction session (polling or quiz program, etc.) or as the object of a session (graphic organizer, Powtoons, etc.), create a little product and spend 10 minutes showing us your product and discussing your recommendation for this app.

September 21 (Meeting 5, for all) – SL Program Evaluation, Grants

- Program evaluation for SLs
- Professional development
- Best practices for grantwriting, and grant sources for SLs

Read for today

- Ch 12 in Butler

- TASL homepage – www.tasltm.org
- AASL continuing education web site – www.ala.org/educationcareers/archive/professionaldevelopment/ce/continuingeducation
- Reading Rockets – www.readingrockets.org

Review in some depth (we'll be using these documents in an in-class project) for today

- Tennessee State Department of Education Minimum Requirements for the Approval of Public Schools, section on School Libraries, pages 29-32, online at <http://share.tn.gov/sos/rules/0520/0520-01/0520-01-03.20160329.pdf>
- TEAM Library Media Specialist Evaluation Rubric, available online at <http://team-tn.org/wp-content/uploads/2013/08/TEAM-Library-Media-Specialist-2016-171.pdf>
- AASL Standards for Initial Preparation of School Librarians; review pages 13-14, 18, 22, 26-27, and 29, and feel free to skim any of the rest of it. Available online at http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_and_items_with_statements_of_scope.pdf

Due today

- Collection Development Project

September 28 (Meeting 6, for pre-service SLs) – Planning Instruction, Part I

- Educational theory overview
- Building content understanding and focusing instruction
- Using knowledge of students
- Project-based learning, flipping classrooms

Read for today

- Ch 6 in Butler
- Section II in EL
- Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology*, 2nd edition. Ch 3: “Student Development.” Zurich, Switzerland: Global Text Project.
- Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology*, 2nd edition. Ch 4: “Student Diversity.” Zurich, Switzerland: Global Text Project.
- Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology*, 2nd edition. Ch 5: “Students with Special Educational Needs.” Zurich, Switzerland: Global Text Project.

Explore IN SOME DEPTH for today

- Your state’s learning standards – e.g. Tennessee has “Tennessee Academic Standards,” and Virginia has Standards of Learning (SOLs)
- “Introduction” and “Anchor Standards” sections of the Common Core State Standards (CCSS) – English Language Arts Standards, Kindergarten-Grade 12, at www.corestandards.org/ELA-Literacy

If you already have a teaching license, you can complete the following in lieu of attending class:

- Do the required reading
- Canvas required post – what educational theory/theorist do you most closely identify with, in terms of your teaching style? How might this translate from to the library?

October 5 – NO CLASS (Fall Break)

Due today

- School Library Observations (all 3 of them, in separate documents)

October 12 (Meeting 7, for all) – Planning Instruction, Part II

- Supporting student learning needs
- Academic (discipline-specific) language
- Planning assessments of student learning

Read for today

- Ch 2 in Butler
- Ch 1-6 in Standards
- Stanford Center for Assessment, Learning & Equity (SCALE), edTPA Library Specialist Handbook, pages 1-37, but feel free to read the rest, too. You'll find the Handbook

October 19 (Meeting 8, for pre-service SLs) – Delivering Information Literacy Instruction, Part I

- Creating the learning environment
- Engaging students in learning
- Differentiated Instruction

Read for today

- Dickinson, Gail K. & Repman, Judi, eds. 2015. "One Question Survey Results: How Do You Accommodate Special Needs Students in the Library Program?" p. 51 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. "Using Assistive Technology to Meet Diverse Learner Needs," pgs. 92-94 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. "Making Your School Library More Functional to Individuals with Autism," pgs. 237-239 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.

Browse/Explore for today

- United States Department of Education – www.ed.gov
- Council for Exceptional Children – www.cec.sped.org
- RTI (Response to Intervention) Action Network – www.rtinetwork.org

If you already have a teaching license, you can complete the following in lieu of attending class:

- Do the required reading
- What is your favorite strategy for differentiating instruction? How might you use your pre-existing skills to inform your library instruction? Give a few examples.

Due today

- 21st Century Learning Standards Action Plan

October 26 (Meeting 9, for all) – Delivering Information Literacy Instruction, Part II

- Deepening thinking and learning during instruction
- Subject-specific pedagogy

- Reflecting on teaching
- Behavior management

Read for today

- Dickinson, Gail K. & Repman, Judi, eds. 2015. “AT, UD, and Thee: Using Assistive Technology and Universal Design for Learning in 21st Century Media Centers,” pgs. 310-313 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.

November 2 (Meeting 10, for Pre-Service SLs) – Assessing Teaching and Learning

- Analysis of student learning
- Providing feedback to students and supporting use of that feedback by students
- Accelerated Reader, Star, computer-based automated reading programs

Read for today

- Dyer, Kathy. July 12, 2013. “22 Easy Formative Assessment Techniques for Measuring Student Learning,” online at <https://www.nwea.org/blog/2013/22-easy-formative-assessment-techniques-for-measuring-student-learning/>. Last accessed on August 1, 2017.
- Harada, Violet H. and Joan M. Yoshina. 2006. “Assessing Learning: The Missing Piece in Instruction?” in *School Library Media Activities Monthly*, XXII (7), March 2006. Available online at http://www.abc-clio.com/Portals/0/PDF/FeaturedArticles/LU/SLMFreeArticles/0306_v22n7p20_Assessing_Learning_Harada-Yoshina_2.pdf. Last accessed on August 1, 2017.

If you already have a teaching license, you can complete the following in lieu of attending class:

- Do the required reading
- What is your best advice to your peers in this class about first approaching assessment? Do you have any best practices? Any challenges with constructing assessments?

DUE today

- Grant Proposals

November 9 (Meeting 11, for all) – From the Trenches: Panel Discussion with Practitioners Guest Speakers (TBA)

Read for today

- Ch 11 in Butler
- Woolls, Blanche, Weeks, Ann C. & Coatney Sharon. 2014. Ch 1: “The School Library in Today’s Global Environment,” in *The School Library Manager*. Santa Barbara, CA: Libraries Unlimited.
- Woolls, Blanche, Weeks, Ann C. & Coatney Sharon. 2014. Ch 2: “School Libraries Today,” in *The School Library Manager*. Santa Barbara, CA: Libraries Unlimited

DUE today

- Questions for panelists!

November 16 (Meeting 12, for all) – Lesson Presentations – Part 1

Read for today

- Dickinson, Gail K. & Repman, Judi, eds. 2015. “If Kids Designed School Libraries: Top 10 List + Wild Things,” pgs. 232-233 in *School Library Management*, 7th edition. Santa Barbara, CA: Linworth.
- What does a good library tell you about your school? – <http://doug-johnson.squarespace.com/blue-skunk-blog/2010/1/24/what-does-a-good-library-tell-you-about-a-school.html>

DUE today

- Lesson presentations
- Those with teaching experience should be prepared to (gently) mentor your peers!

November 23 – NO CLASS – Thanksgiving Break

November 30 (Meeting 13, for all) – Lesson Presentations – Part 2; Wrap-up

Read for today

- Motoko, Rich, 2008. “Literacy Debate: Online, R U Really Reading?,” available online at <http://www.nytimes.com/2008/07/27/books/27reading.html>
- Woolls, Blanche V. 2013. “50 Ways to Succeed @ Your Library: Making You a Professional,” in Woolls and Loertscher, David V. eds., *The Whole School Library Handbook*. Chicago: ALA.

DUE today

- Lesson presentations
- Those with teaching experience should be prepared to (gently) mentor your peers!

Assignment Summary – Fall 2017

Note: Assignments are due BEFORE the start of class unless otherwise indicated.

Assignment	Points	Due Date
Collection Development Project	20 points	09/21
School Library observations (3) and peer reflections	15 points total	10/05
21 st Century Learning Standards Action Plan	20 points	10/19
Grant Proposal	15 points	11/2
Lesson Presentation and Reflection	20 points	11/16 or 11/30
Initiative and Resilience	10 points	Every class, every week