

SYLLABUS FOR LSC 520 SCHOOL LIBRARY MEDIA SERVICES
University of Rhode Island
Graduate School of Library and Information Studies

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I. SECTION ONE: PURPOSE AND METHODOLOGY

1. COURSE DESCRIPTION: This course will investigate the four major roles of the library media specialist as teacher, information specialist, instructional partner and program administrator. We will focus on the importance of the school library media program for integrating information literacy standards into a dynamic integrated curriculum. The mission of the library media program is **“to ensure that students and staff are effective users of ideas and information”**. We will explore the issues and challenges facing library media specialists in fulfilling this mission as outlined in Information Power: Building Partnerships for Learning and develop strategies and techniques to meet these challenges. This course will prepare the student for his/her practicum experience the following Spring semester.

2. COURSE DESCRIPTION FOR SUMMER HYBRID COURSE (Face to Face and Online using WebCT): This course will use a combination of methodologies for learning including face-to-face sessions and online weekly discussions and postings. You are expected to participate in discussions each week both online and when a face-to-face class is scheduled.

WEBCT Site is available as a supplement to this course at <http://www.uri.edu/webct> Click on LSC 527 ILI. Please check the WEBCT site weekly to post and for messages.

Online Resources: Use the GSLIS Webpage <http://www.uri.edu/artsci/lsc> to locate useful web resources including Library Blogs and Wikis. Use the URI and HELIN catalog and databases for your research and inquiry. In addition to the URI and HELIN databases, GSLIS students have access to WilsonWeb for Wilson Databases including Library Literature. Go to:

<http://hwwilsonweb.com/login>

Wilson provides access to all Wilson Databases for use by GSLIS students only. Use the Library Literature database to locate library research articles.

User ID: gslis

Password: horse

3. PHILOSOPHY: About This Course

Learning requires both acquisition and application of new knowledge. As you participate in this course both online and in face-to-face classes, you will read the assigned readings, and complete assignments on your own and with others. You will gain new knowledge, apply new skills and ideas, re-evaluate prior assumptions, and continue to refine your own values and attitudes as you explore a wide variety of ideas of how to become an effective teacher and library media specialist in K-12 school settings. The goal of learning, thus, is the process of change and growth for you, the student and future library media specialist in a school setting. You should reflect on the following four goal areas in this school library media services course:

1. Knowledge: what you know and how you can use it to help you teach effectively;

2. Comprehension and Application: what you understand to help you solve problems and make informed decisions by knowing all sides of an issue or a student's needs;
3. Skills: what skills you are able to apply especially in integrating technology and information literacy standards into your instruction;
4. Values & attitudes: what core values, ethics, or principles will guide you as a library media specialist in working collaboratively with teachers, parents, administrators and students in schools.

4. METHODOLOGY: The methodology employed in this course will be the inquiry method. Students will be asked to discuss, to question, to reflect, and to write responses to the challenges and issues raised in class, in the readings, and in the case studies. The students will be asked to present an instructional unit to the class by demonstrating one 30 minute lesson using teaching strategies learned in this course and integrating both Big Six Skills and Multiple Intelligences. Lessons should have some utility and importance for the hypothetical learner. Students will also present an analysis of a case study by using the problem-solving technique and leading a class discussion on one case.

The case study problem-solving model will be employed so that students will consider a range of alternatives before devising a response for action. The action plan that you develop should reflect your informed judgment. In order to encourage a transition from theory to practice, we will attempt to recognize the "reality" of each situation and our solutions should be realizable, at least in so far as we can determine the desired outcome. We will steer towards the ideal as revealed in Information Power, while also recognizing that in practice, few sites are ideal. We should acknowledge, however, the real and the ideal by creating the art of what is possible in any given situation.

II. SECTION TWO: ROLES, STANDARDS, OUTCOMES

1. FOUR ROLES OF THE LIBRARY MEDIA SPECIALIST:

In fulfilling these goals and objectives for an effective school library media program, you will define the four roles and responsibilities of an LMS as teacher, information specialist, instructional partner, and program administrator and integrate those roles into a coherent school library media policy manual, instructional unit, and case study. You will integrate the Information Literacy Standards and RIBTS into your instructional unit.

2. INFORMATION LITERACY STANDARDS AASL (1998) AND ACRL (2000)

In 1988 the American Association of School Librarians (AASL) created a national mission for school library media programs, "to ensure that students and staff are effective users of ideas and information" (AASL 1988:). A decade later in 1998, AASL reaffirmed this mission and incorporated information literacy standards in *Information Power: Building Partnerships for Learning* (AASL 1998) and also provided separate guidelines for implementing these information literacy standards K-12. (AASL 1998a) In addition, AASL identified four roles for library media specialists as teacher, information specialist, instructional partner, and program administrator (AASL 1998). AASL challenges library media specialists (LMSs) to build partnerships and collaborate with teachers, thereby, ensuring that all students are information literate and life-long learners. An information literate person is one who has "the ability to know when there is a need for information, to identify information for that need, and to be able to locate, evaluate and effectively use that information." (ALA 1989, 1).

3. AASL INFORMATION LITERACY STANDARDS (1998):

Information Literacy: The student who is information literate

Standard 1: accesses information efficiently and effectively.

Standard 2: evaluates information critically and competently.

Standard 3: uses information accurately and creatively.

Independent Learning: The student who is an independent learner is information literate and:

Standard 4: pursues information related to personal interests.

Standard 5: appreciates literature and other creative expressions of information.

Standard 6: strives for excellence in information seeking and knowledge generation.

Social Responsibility: The student who contributes positively to the learning community and to society is information literate and:

Standard 7: recognizes the importance of information to a democratic society.

Standard 8: practices ethical behavior in regard to information and information technology.

Standard 9: participates effectively in groups to pursue and generate information.

4. ACRL INFORMATION LITERACY COMPETENCY STANDARDS (2000)

In 2000 the Association of College and Research Libraries (ACRL) adopted six information literacy standards for college students as a continuum from the K-12 AASL Standards. The Information Literacy Competency Standards define an information literate individual as one who is able to:

1. Determine the extent of information needed
2. Access the needed information effectively and efficiently \
3. Evaluate information and its sources critically
4. Incorporate selected information into one's knowledge base
Use information effectively to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally."

5. COURSE OBJECTIVES AND OUTCOMES:

Students will meet the following course objectives and outcomes in LSC 520:

1. to provide intellectual access to information by planning instructional units for systematic learning activities for a diverse population in all curriculum content areas.
2. to provide physical access to information in all media formats for all students in a well designed library media policy manual planning for a carefully selected and organized collection within the library and a mechanism for access outside the library media center through networks to enhance access and resource sharing.
3. to provide instructional units for learning experiences that encourage students to be effective communicators and creative users of information and ideas using a variety of media and technology.
4. to provide a plan for instructional support services through leadership, instruction and assistance to teachers in jointly planning instructional units using informational and instructional technologies through collaborative efforts.
5. to provide a plan for resources and learning activities that encourage lifelong learning and lifelong reading by promoting literacy while emphasizing a whole language approach in elementary grades and an integrated and resource based approach to information skills on the middle and secondary level.

6. to provide a plan for a facility that functions as the information center of the school fully integrated into the curriculum of the school
7. to provide a plan for equity and freedom of access to information and ideas through resources and learning activities representing a diversity of cultural perspectives and promoting effective and responsible citizenship necessary in a democracy.

4. GSLIS EDUCATIONAL OUTCOMES:

Students will demonstrate proficiency in the GSLIS educational outcomes number 5 and 6:

#5. Knowledge Dissemination: Service: 5a. Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users. **5b.** Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.

#6. Knowledge Accumulation: Education and Lifelong Learning: 6a. Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources. **6b.** Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies. **6c.** Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.

5. RHODE ISLAND BEGINNING TEACHER STANDARDS:

In addition, you will demonstrate a commitment and begin to collect evidence for the following eleven Rhode Island Beginning Teaching Standards (RIBTS):

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.
3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
7. Teachers foster collaborative relationships with colleagues and families to support students' learning.
8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
11. Teachers maintain professional standards guided by legal and ethical principles.

6. School of Education Graduate Themes:

The following School of Education Graduate Themes are embedded in assignments and rubrics for school library media candidates for assessment and are incorporated into TrueOutcomes e-portfolio. All students in LSC 520 School Library Media or LSC 527 Information Literacy Instruction will post their instructional unit to <http://www.trueoutcomes.net>.

All students in LSC 596 Practicum and Seminar in School Library Media will post to <http://www.trueoutcomes.net> their 11 rationale statements to support each of the 11 RIBTS or INTASC standards or 9 NBPTS for certified teachers.

The Graduate Program Themes are:

1. Content Based Knowledge
2. Leadership
3. Commitment to all students in Diverse Learning Communities
4. Research
5. Professional Development
6. Professional Practice

7. Disability Statement:

"Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union. 874-2098."

III. SECTION THREE: REQUIREMENTS

1. LSC 520 REQUIRED TEXTS: The following texts are required:

AASL and AECT. Information Power: Building Partnerships for Learning.
Chicago: ALA, 1998.

Callison, Daniel and Leslie Preddy. The Blue Book on Information Age Inquiry, Instruction and Literacy. Westport, CT: Libraries Unlimited, 2006.

Ding, Ling. I Myself Am A Woman: Selected Writings of Ding Ling (For Fall Semester only.)

Eisenberg, Michael B. and Robert E. Berkowitz. The Definitive Big6 Workshop Handbook.
Third Edition. Ohio: Linworth, 2003.

Wong, Harry and Rosemary Wong. How to be an Effective Teacher: The First Days of School.
Harry K. Wong Publications, Inc.2004. ISBN: 0-9629360-6-5

IV. SECTION FOUR: ASSIGNMENTS AND ASSESSMENT

I. OBSERVATIONS & PRACTICE TO BE COMPLETED IN FALL: You must do a **minimum** of three observations of one elementary, middle, and secondary library media program (minimum two hours each) in the Fall in September and October. You are **required** to begin volunteering 2 hours per week in the Fall Semester in November and December at each school library media center where you intend to do your practicum in the Spring.

(Recommended sites are provided in the database binder in the student resource room.) **THREE** observation sheets and your **TWO** placement requests are due by November 1st as well as an application for student teaching. Forms should be complete and accurate with appropriate titles, addresses, and zip codes for mailing letters to either the superintendent of the district or the appropriate student teaching placement officer in the district. When the school media specialist has verbally committed to be your mentor, you should meet the principal before you submit your placement requests to me. Also, inquire if the school or district has an interview process,

policies, or procedures for incoming student teachers. Some districts now require a formal portfolio and interview process. **EVERY STUDENT IS REQUIRED TO HAVE A BACKGROUND CHECK COMPLETED BEFORE VISITING ANY SCHOOLS.** YOU must go to the Attorney General's office and pay the fee. You must make a copy of your background check and submit it to your instructor before you visit any schools. It is **YOUR** responsibility to complete these requirements and submit any applications for your districts. **YOU ARE ALSO REQUIRED TO HAVE A TB TEST AND SUBMIT A COPY OF YOUR RESULTS TO YOUR INSTRUCTOR PRIOR TO STARTING YOUR PRACTICUM.** When you submit your background check to your instructor, you will receive a letter of introduction and intent to visit school library media programs in a district. Make copies of your letter and be prepared to present it at your schools if asked.

2. WRITTEN ASSIGNMENTS: All assignments are to be submitted on the due date. Late work is not accepted without prior approval. Please speak to the instructor prior to the due date if you need an extension otherwise your work will be docked one letter grade each week.

3. INSTRUCTIONAL UNIT: Prepare a unit of instruction (one overview of unit and 5 lesson plans) for a school library media program and grade level and curriculum area of your choice. It must relate to a real school curriculum or one of the following hypothetical curriculums which I will provide from a real school: at the elementary level, the focus of instruction should be on literacy: reading, writing, listening, speaking, and mathematics using a literature and whole language approach; at the middle level the approach should be an integrated resource based approach connected with content areas; and at the high school the emphasis should be on information skills integrated with curriculum. You must integrate both the **BIG SIX SKILLS** and **MULTIPLE INTELLIGENCES** into your lessons.

Your unit should contain at least FIVE integrated lessons AND ONE UNIT OVERVIEW with an identified grade level, rationale, curriculum or subject area connections, questions to investigate for each lesson, goals and objectives, content, method of instruction, materials, as well as performance outcomes (or competencies) for assessment. **LEARNER OUTCOMES OR OBJECTIVES** are essential for each lesson and must be stated in terms of **WHAT** you expect the learner **to be able to do** (information literacy skills or BIG SIX), **what to know** (concepts or content) as well as **what to value** (social skills, attitudes). You should use the forms I designed for a literacy connection, or Eisenberg's format designs for resource based or Big Six Skills instruction. Be sure to incorporate teacher involvement in your plan and suggest follow up activities for the classroom teacher for curriculum tie-ins. Title your unit and include a cover sheet and table of contents (identify by initials who created each lesson) and include all handouts and a **BIBLIOGRAPHY**. Each student should create at least two individual lessons and one collaborative lesson plan. Use the detailed rubric to guide the development of your instructional unit.

This unit will be presented in writing to the instructor in class on the day of your oral presentation of **one** lesson to the class. You will demonstrate at least one teaching strategy introduced such as cooperative learning groups, shared inquiry, interpretive questions, critical or creative thinking skills, multiple intelligences, and must include the Big Six Skills Approach. Your completed unit is due in class on **YOUR** assigned date. The grade will reflect both the written lessons as well as the effectiveness of delivery by each student. Thus, the grade will also reflect individual as well as a team grade. **PRACTICE!** Use the rubric to guide your presentation.

You will also POST this instructional unit to <http://www.trueoutcomes.net>.

4. CASE STUDY: Each student will be responsible for one class presentation on a case assigned for that day. Each student will be assigned to lead the discussion that day and will prepare an abstract of the case and begin the session by posing the major problem in the form of a question: What should ... do about...? or How should ... proceed to solve the problem of...? Use the problem-solving model by also presenting issues and areas for further consideration raise questions for class discussion.

Engage the class in the discussion by asking for alternatives as well as approaches for the remaining issues or areas of concern. You should, however, choose the alternative YOU believe is BEST and give a rationale WHY. You will be graded on your effectiveness in both problem solving and in your presentation and questions raised. No written assignment is required but you should prepare notes and questions ahead. Put yourself in the shoes of the individual with the major problem and present the case from the first person point of view. If this role is difficult for you, act as a colleague or consultant offering advice. Plan 15 minutes total.

5. ONE JOURNAL ENTRY: DUE Last Class.

You should keep a weekly journal but you are only required to submit your final journal entry which should be approximately two pages typed. In your entry, focus on how **YOU** have developed in all **four roles** as a school library media specialist based on the readings, assignments, class discussions, volunteering. **You will also identify your progress in mastery of the 11 RIBTS.** Cite any sources used in the text. These thoughtful reflections should not be stream of consciousness but well ordered thoughts expressing your informed judgments and responses stated in active terms of **YOUR GROWTH** each of the four roles. You should reflect on your **growth and knowledge** in the area of school library media services and **RIBTS** standards throughout the semester. (It is recommended that you keep a daily log of your reactions to volunteering, readings, questions, issues, discussions and cases for each class. These logs will not be collected or graded but are strongly suggested so when you sit down to write your journal, your thoughts will flow and have some order.) I suggest that you begin your journal entry with a significant or essential question and proceed with a thoughtful action response and a rationale for **your** actions in a realizable school library media center. Be objective and analytical in your problem solving. Write your journal as if to a trusted colleague with whom you would like to share your thoughts. Develop your own voice. This journal should be the first draft of your personal statement for your exit portfolio.

6. LSC 520 Final Project: Program Policy and Procedure Manual:

Your final project is a written Policy, Program, and Procedures Manual designed for a specific school or the hypothetical school used for your instructional unit. Your Policy Plan should be a strategic plan of action incorporating your Mission, Goals, Objectives and Program of Services, Management Procedures (policies for selection, organizing print and non print, budgeting, intellectual freedom and reconsideration of materials etc.), and Integrated Curriculum Goals, while emphasizing the four major roles of the library media specialist as teacher, information specialist, instructional partner and program manager. This Plan should reflect your professional philosophy and incorporate RIBTS standards and ideas and Information Literacy Standards from Information Power and from chapters in The School Library Media Manager.

Consider this Plan as a work in progress, obviously not a dictate, because library media center policies would need the approval of the administration (including principal, supervisor,

curriculum director, assistant superintendent, or superintendent,) and also endorsement of the School Board, depending on the district policy. The Library Media Policy Manual should reflect the district's goals and mission. (You may use one presented in class or in the readings if you do not have access to a specific one.) Follow the Program, Policy, and Procedure Rubric as a Table of Contents for grading. Each item listed on the rubric should be included in your Table of Contents and covered thoroughly in your manual. To ensure that you complete your manual in a timely and efficient method, you should bring a three ring binder to the second class with your Mission, goals, and objectives and add one section each week until it is completed before the last class. **DUE DATE:** The Program, Policy, and Procedure Manual is due at the class PRIOR to the last class and it will be returned to you at the last class in the Fall. (In the summer, you may submit it at the last class along with a Priority mail flat rate box and postage attached if you want it returned to you in the summer. Or you may opt to pick it up in September. IF you opt to take an Incomplete and work on the PPP Manual during the month of August, then you may take an Incomplete for summer session and submit the PPP Manual in September prior to doing your site visits.)

7. GRADING: Your grade will be based on written assignments, class discussions including participation online in WEBCT, and your oral presentations as follows: A grade lower than B- indicates that you are not eligible for LSC 596 Practicum and Seminar without repeating the course. Approximately one-third of your grade is based on your instructional unit with presentation and one-third is based on your Program Policy Procedure Manual, and one-third will include your journal, case study, book discussion and participation in weekly classes.

ONE JOURNAL ENTRY	10%
ONE INSTRUCTIONAL UNIT	35%
FINAL Project (POLICY Manual)	35%
ONE CASE STUDY	10%
BOOK DISCUSSION & CLASS PARTICIPATION	<u>10%</u>
	100%

LSC 520 SCHOOL LIBRARY MEDIA FALL CALENDAR & TOPICS

WEEK	TOPIC	READINGS:
Week 1	Introduction & syllabus Information Power: Mission & Goals Case Study & Problem solving model	<u>Information Power</u>
Week 2	RIBTS: Rhode Island Beginning Teacher Standards Information Power: Roles of LMS Information Power: Is it realizable?	<u>Information Power</u>
Week 3	Role: Teacher Shared Inquiry Process: Developing Interpretive Questions and literature based lessons using literature	Ding, Ling.
Week 4	Leading book discussions for Diversity Week, Book Discussion Program	
Week 5	Role: Teacher Higher Order Thinking & Bloom's Taxonomy Creating Lesson Plans Big Six Skills: Sample Unit Plan	Eisenberg/Wong
Week 5	Role: Teacher Critical and Creative Thinking Skills Infusing literature into the Curriculum	Eisenberg/Wong
Week 6	Role: Instructional Partner Cooperative learning strategies Webbing techniques & Collaborating with teachers planning thematic units	Callison
Week 7	Role: Instructional Partner Instructional Design & Integrated Units: Multiple Intelligences & Differentiated Instruction	Callison
Week 8	Role: Information Specialist Connecting curriculum with collection Curriculum Mapping & Collection Mapping	Callison
Week 9	Role: Instructional Partner Program of Services: Leadership & Communication Advocacy & Marketing SLM Program	Callison
Week 10	Role: Program Administrator Selection criteria, tools, Managing resources & facilities	Callison
Week 11	Fiscal Management: Budgeting Process	Callison
Week 12	Program Administrator Managing staff & Job description Evaluation Program	Callison
Week 13	Classroom Management & Technology Professionalism & Practicum Guidelines	Callison

LSC 520 SCHOOL LIBRARY MEDIA SUMMER CALENDAR & TOPICS

Week 1	Introduction & syllabus Information Power: Mission & Goals Case Study & Problem solving model RIBTS: Rhode Island Beginning Teacher Standards	<u>Information Power</u>
Week 1	Information Power: Roles of LMS Information Power: Is it realizable?	<u>Information Power</u>
Week 1	Role: Teacher Higher Order Thinking & Bloom's Taxonomy Creating Lesson Plans Big Six Skills: Sample Unit Plan	Eisenberg/Wong
Week 2	Role: Teacher Shared Inquiry Process: Developing Interpretive Questions and literature based lessons using selected stories	Selected Literature
Week 2	Role: Teacher Critical and Creative Thinking Skills Infusing literature into the Curriculum	Eisenberg/Wong
Week 3	Role: Instructional Partner Cooperative learning strategies Webbing techniques & Collaborating with teachers planning thematic units	Eisenberg/Wong Callison
Week 3	Role: Instructional Partner Instructional Design & Integrated Units: Multiple Intelligences & Differentiated Instruction Resource based instruction & More Big Six Skills lessons	Callison
Week 3	Role: Information Specialist Connecting curriculum with collection Curriculum Mapping & Collection Mapping	Callison
Week 4	Role: Instructional Partner Program of Services: Leadership & Communication Advocacy & Marketing SLM Program	Callison
Week 4	Role: Program Administrator Selection criteria, tools, Managing resources & facilities	Callison
Week 5	Fiscal Management: Budgeting Process	Callison
Week 5	Program Administrator Managing staff & Job description Evaluation Program	Callison
Week 5	Classroom Management & Special Needs Technology, Networks & resource sharing Professionalism & Practicum Guidelines	Callison