THE CATHOLIC UNIVERSITY OF AMERICA
School of Library and Information Science

LSC813: The School Library Media Center
Fall, 2009
Graduate Syllabus

3 credit hours
Classroom: CUA campus – TBA
Mondays, 5:10-7:40 p.m., August 31-December 14, 2009

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Office hours: by appointment (and in the Blackboard classroom)

Course Description:
Philosophy, objectives, staff, organization and management, collection, facilities, budgets, and services of School Library Media Centers. Emphasis on the role of the media specialist and the function of School Library Media Centers within the total school program. Provides a foundation for practicum experiences in School Library Media Centers.

Instructional Methods:
Interactive learning experiences requiring consistent student participation in the “live” classroom and the online classroom in Blackboard. Assignments and Readings will be posted on Blackboard. Check Blackboard on Mondays of each week; any updates to the assignments or readings will be posted by Mondays at noon. Assignment(s) requiring Blackboard participation follow in the Course Schedule. Blackboard is available at: http://bb8.cua.edu

Required Text:
ISBN 978-1-55570-647-0
Additional readings will be required. See the Course Schedule below and check Blackboard for updates; updates will be posted Mondays by noon.
**Required: LiveText**
A portfolio of course assignments will be developed using LiveText.

**Assignments:**
Details regarding the assignments follow in the Course Schedule. Additional assignment details will be provided in class and posted to Blackboard. All written assignments are to be word-processed and double-spaced. All assignments are due in class on the designated dates.

**Assignments are categorized as:**

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>ASSIGNMENT SESSIONS</th>
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<tbody>
<tr>
<td>Develop a knowledge and understanding of the School Library Media Specialist as TEACHER.</td>
<td>Assignment Sessions # 4, 6, 9, 10, 11, 12, 13, 14, 15</td>
</tr>
<tr>
<td>Develop a knowledge and understanding of the School Library Media Specialist as INSTRUCTIONAL PARTNER</td>
<td>Assignment Sessions # 4, 6, 10, 11</td>
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<tr>
<td>Develop a knowledge and understanding of the School Library Media Specialist as INFORMATION SPECIALIST.</td>
<td>Assignment Sessions # 4, 6, 10, 11, 12, 13</td>
</tr>
<tr>
<td>Develop a knowledge and understanding of the School Library Media Specialist as PROGRAM ADMINISTRATOR.</td>
<td>Assignment Sessions # 4, 9, 14, 15</td>
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</table>

**Grading Criteria:**
Written assignments will be accompanied by a scoring rubric which will be discussed in class prior to the assignment. Student recommendations for the scoring rubric will be considered. Each rubric will provide a grading scale of: Exceptional, Above Average, Average, Below Average, Unmet. Points will vary for each project. Class participation is inherent. The Course Schedule identifies the points possible for each assignment.
Accumulated points translated to letter grade:
A: 94-100
A-: 90-93.99
B+: 86-89.99
B: 82-85.99
B-: 78-81.99
C: 70-77.99
F: Below 70
Academic honesty:
The University policy is available at
http://policies.cua.edu/academicundergrad/integrity.cfm. Please review this policy.

Attendance:
Attendance is required. Students may have one excused absence.

Goals and Objectives for Student Learning:
The goals and objectives for this course will relate to the goals of ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation, American Association of School Librarians (AASL) Standards for the 21st Century Learner, Catholic University of America’s Mission, Catholic University of America School of Library and Information Science (SLIS) Program Goals and Professional Competencies for graduates of the SLIS program.

GOALS AND OBJECTIVES:
GOAL 1: Develop a knowledge and understanding of the School Library Media Specialist as TEACHER.
OBJECTIVES:
1a. Demonstrate an understanding of the AASL information literacy standards by creating lesson plans that teach and assess specific information literacy skills.
1b. Demonstrate the ability to teach information literacy skills, including the modeling of inquiry.
1c. Demonstrate the ability to assess the teaching and learning of information literacy skills utilizing reflective self-assessment, reflective student assessment, reflective classroom teacher assessment, and assessment of student learning.
1d. Identify classroom management techniques.
1e. Demonstrate a method for motivating children to read and for promoting and furthering access to collections utilizing a technique such as storytelling or a book talk.

GOAL 2: Develop a knowledge and understanding of the School Library Media Specialist as INSTRUCTIONAL PARTNER.
OBJECTIVES:
2a. Collaboratively plan information literacy instructional activities that relate to a specific curriculum unit.
2b. Identify collaborative opportunities, including liaison activities with the public library.

GOAL 3: Develop a knowledge and understanding of the School Library Media Specialist as INFORMATION SPECIALIST.
OBJECTIVES:
3a. Recognize intellectual freedom issues, including copyright and challenges to library materials.
3b. Model citation skills.
3c. Incorporate a pathfinder into the instructional design.

GOAL 4: Develop a knowledge and understanding of the School Library Media Specialist as PROGRAM ADMINISTRATOR.

OBJECTIVES:
4a. Identify elements of the budget and procedures for evaluating the effectiveness of budget expenditures to meet the community’s needs.
4b. Identify processes for evaluating, selecting, ordering and processing of materials.
4c. Promote an aspect of the School Library Media program (e.g., a new resource, an exemplary activity) using an effective written communication technique such as a brochure or newsletter article.
4d. Identify ways that the School Library Media Program supports the mission, goals, objectives and continuous improvement plan of the school while also supporting the AASL standards of the profession.

ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Session #</th>
<th>Description</th>
<th># points</th>
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<tbody>
<tr>
<td>4</td>
<td>Collaborative teaching as a School Library Media Specialist: summarize a research article on this topic.</td>
<td>5</td>
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<tr>
<td>6</td>
<td>(LiveText) Lesson plan (created by individual) (and response by assigned partner).</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Classroom management: Summarize a research article on this topic.</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>(LiveText) Lesson plan (collaboratively created for K-6) [lesson plan will include the requirement for citations].</td>
<td>18</td>
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<tr>
<td>11</td>
<td>(LiveText) Lesson plan (collaboratively created for 7-12) [lesson plan will include a pathfinder].</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>(LiveText) Lesson plan (teaching an online service).</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>Reflection on teaching and assessing information literacy skills and on your personal teaching style.</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Promotion (written communication) of an aspect of the School Library Media Program.</td>
<td>7</td>
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<tr>
<td>15</td>
<td>Presentation: Storytelling, book talk, or relevant promotion of reading.</td>
<td>7</td>
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## LSC813: The School Library Media Center: Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Required Readings &amp; Recommended Readings</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Points possible for assignment</th>
</tr>
</thead>
</table>
American Association of School Librarians (AASL) and Association for Educational Communications Technology (AECT). *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association and Washington, D.C.: Association for | **GOALS 1-4:** SESSION 1: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR.  
AASL Standards  
Mission of school  
Mission of School Library Media Center  
Understand how the School Library Media Program supports the mission, goals, objectives and continuous improvement plan of the school.  
Review responsibilities of School Library Media Specialist as: Teacher, Instructional Partner, Information Specialist, and Program Administrator.  
National disciplinary standards | **Session 1: No assignment due** |
<table>
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<tr>
<th>Session 2: September 14: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Identifying information literacy skills as they relate to the K-16 curriculum</th>
</tr>
</thead>
</table>
  Chapter 2: *Curriculum and Instruction*, pp. 27-45;  
  Chapter 11: pp. 237-263.  
King-Blandford, Marcia. “The Quest to Understand K-16 Information Literacy Skills.” In *Integrating Information Literacy into the College Experience*, eds. Julia K. Nim, Randal Baier, Rita GOALS 1-3: SESSION 2: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.  
  What is information literacy?  
  Are we teaching computer skills or information seeking skills?  
  How does information literacy connect to AASL standards?  
  How does information literacy connect to National disciplinary standards?  
  Note teaching K-16 information literacy skills – making connections.  
**For next session:** Prof. Warner will assign a specific grade level and subject to be taught. Research and review the curriculum for the subject at this grade level in order to have an understanding of the subject. Consider information literacy skills needed to learn this subject at the grade level identified.  
Session 2: No assignment due |
|---|
| Session 3: September 21: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Teaching information literacy skills | **REQUIRED:**  
From Chapter 11 (session 2), emphasis on: *Kuhlthau’s information process model*: pp. 240-247; *KWL strategy*, p. 243; *Assignments for teaching information literacy*, pp. 252-254;  
From Chapter 2 (session 2), emphasis on: *Coaching by library media specialists*, pp. 40-41; *Chapter 7: Scheduling Library Media Activities*, pp. 127-146. | **RECOMMENDED:**  
The Big 6: Information and Technical Skills for Student Achievement  
GOALS 1-3: SESSION 3; School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.  
How do we teach information literacy?  
Discussion of active learning strategies and learning styles.  
Developing lesson plans: We will develop a lesson plan in class for the assigned grade level and subject assigned in session 2.  
Assign partners this session for collaborative assignments due in sessions 6, 10, & 11.  
**Due:** Identify the article that you have selected for the assignment due in session 4, September 28. | Session 3: Assignment due September 21 |
http://www.big6.com  
(accessed June 2, 2009).

Blue Web’n  
http://www.Kn.pacbell.com/wired/bluewebn  
(accessed June 2, 2009).


Columbia Education Center (CEC) Lesson Plans  
http://www.col-ed.org/cur  
(accessed June 2, 2009).


Kathy Schrock’s Guide for Educators  
http://school.discoveryeducation.com/schrockguide  
(accessed June 2, 2009).

“Linking Libraries & Academic Achievement”
http://www.pen.k12.va.us/VDOE/Technology/OET/library.shtml
(accessed June 2, 2009).
(See Instructional Materials; Information Literacy Scope and Sequence)

McREL (Mid-continent Research for Education and Learning)
Lesson plans:
http://www.mcrel.org/lesson-plans/index.asp
(accessed June 2, 2009).

**Session 4: September 28 – Class will meet online in Blackboard**
School Library Media Specialist as INSTRUCTIONAL PARTNER

**GOAL 2: SESSION 4:** School Library Media Specialist as INSTRUCTIONAL PARTNER.

**Due:** Summarize a research article on collaborative teaching (as a School Library Media Specialist) in a 2-page summary. Reflect on the technique(s) discussed in the article as you envision your future School Library Media Center environment. Post the article to the Blackboard Discussion

**Session 4: Assignment due September 28**

5 points
board by 5 p.m. on Monday, September 28. Read each of your classmate’s postings and respond to each with a 3-sentence response indicating how the techniques discussed in the article may be useful (or not) to you. Responses to each of your classmate’s articles are due by Thursday, October 1, at midnight.

Also due: To practice using LiveText, submit the assignment to LiveText.

Session 5: October 5:
School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Assessing information literacy skills.

**REQUIRED:**

**RECOMMENDED:**


**GOALS 1-3:** SESSION 4: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.
How do we assess information literacy? The importance of including an assessment within the lesson plan will be emphasized.
In-class work with partners on collaboratively developing lesson plans due in sessions 10 & 11.

**Due:** No assignment due.

Session 5: No assignment due


**Session 6: October 12: Class will meet online in Blackboard**  
**School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Lesson plans**  

**REQUIRED:**  

**GOALS 1-3:** SESSION 5: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.

**Due:** Develop a lesson plan (following the requirements in the Instructions for Preparing a Lesson Plan) to teach an information literacy skill to students within the K-12 curriculum. Post the lesson plan to the Blackboard Discussion board by 5 p.m. on Monday, October 12. Read each of your classmate’s postings. Respond *privately* by email to your partner with a 1-page

| Session 6: Assignment due October 12 | 10 points |
**Session 7: October 19:**  
School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Lesson Plans (continued)

No readings required.

**DUE:** Discussion of lesson plans submitted in session 6 and personal reflection based upon the response from your partner (retain notes).

In-class work with partners on collaboratively developing lesson plans due in sessions 10 & 11.

**Session 8: October 26:**  
School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Integrating information literacy skills into the curriculum.

**REQUIRED:**  

Google: “pathfinders school library media centers”  
Example:  
John Newbery Elementary School Library Media Center: Pathfinders: Guides to Information Resources  
[http://nb.wsd.wednet.edu/lmc/pathfinders/pathfinder.htm](http://nb.wsd.wednet.edu/lmc/pathfinders/pathfinder.htm)

**GOALS 1-3: SESSION 6:** School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.  
Integrating information literacy into the curriculum: curriculum planning, curriculum mapping, unit plans.

Developing Pathfinders.

In-class work with partners on collaboratively developing lesson plans due in sessions 10 & 11.

**DUE:** Identify the article that you have selected for the assignment due in session 9, November 2.

**Session 7: Assignment due October 19**

**Session 8: Assignment due October 26**
**Session 9: November 2: Class will meet online in Blackboard**
School Library Media Specialist as TEACHER.

No readings required.  

GOAL 1: SESSION 9; School Library Media Specialist as TEACHER.  

**Due:** Summarize a research article on classroom management in a 2-page summary. Reflect on the technique(s) discussed as you envision your future School Library Media Center environment. Post the article to the Blackboard Discussion board by 5 p.m. on Monday, November 2. Read each of your classmate’s postings and respond to each with a 3-sentence response indicating how the techniques discussed in the article may be useful (or not) to you. Responses to each of your classmate’s articles are due by Thursday, November 5, at midnight.

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<tr>
<th>Session 9: Assignment due November 2</th>
<th>5 points</th>
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**Session 10: November 9:**
School Library Media Specialist as

No readings required.

GOALS 1-3: SESSIONS 10 & 11; School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.

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<thead>
<tr>
<th>Session 10: Assignment due November 9</th>
<th>18 points</th>
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### Session 11: November 16:
*School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST:*

- **No readings required.**

<table>
<thead>
<tr>
<th>TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: Teaching information literacy skills</th>
<th>Teaching [videotaped]</th>
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<tr>
<td><strong>DUE:</strong> (LiveText) Each student will prepare and teach one information literacy lesson plan as the School Library Media Specialist for grades K-6. Your partner will collaborate with you on the lesson plan in the role of the classroom teacher. Each student will be responsible for submitting one lesson plan developed as the School Library Media Specialist for grades K-6. Each student will include a requirement for citations in the lesson plan due on this date. Teach the lesson plan to the class (to be videotaped). Class critique will accompany the teaching of each lesson. Each student will be able to review the videotaped teaching of the lesson. Submit the written lesson plan to LiveText. Reflect on class critique and self-assessment (retain notes).</td>
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<tr>
<td>Teaching information literacy skills</td>
<td>and teach one information literacy lesson plan as the School Library Media Specialist for grades 7-12. Your partner will collaborate with you on the lesson plan in the role of the classroom teacher. Each student will be responsible for submitting 1 lesson plan developed as the School Library Media Specialist for grades 7-12. Each student will include a pathfinder (3 pages in length) in the lesson plan due on this date. The pathfinder identifies multiple types of resources including print resources, subscription databases, and evaluated “free Web” sites. Teach the second lesson plan to the class (to be videotaped). Class critique will accompany the teaching of each lesson. Each student will be able to review the videotaped teaching of the lesson. Submit the written lesson plan to LiveText. Reflect on class critique and self-assessment (retain notes).</td>
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<td>Session 12: November 23:</td>
<td>No readings required.</td>
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<tr>
<td>School Library Media Specialist as TEACHER AND INFORMATION SPECIALIST: Teaching online</td>
<td>GOALS 1 &amp; 3: SESSION 10: School Library Media Specialist as TEACHER AND INFORMATION SPECIALIST. Teaching online services <strong>DUE:</strong> (LiveText) Select one audience: Teaching to K-6</td>
</tr>
<tr>
<td>Session 12: Assignment due November 23</td>
<td>15 points</td>
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</table>
| services | Teaching to 7-12  
Teaching staff (in a workshop)  
Develop a lesson plan for teaching an online service (may be a subscription database, an academic website, etc.).  
Teach the lesson plan to the class.  
Class critique will accompany the teaching of each lesson.  
Submit the lesson plan to LiveText.  
Reflect on class critique and self-assessment (retain notes). | | |
| Session 13: November 30 [Location of class TBA]  
School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST. | GOALS 1-3: SESSION 13: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.  
This date may need to be used to continue the teaching of the lesson plans. If so, the assignment due on this date will be delivered in print and discussed in class. If not, the class will meet online in the Blackboard Discussion board and the following assignment will be due to the online discussion board by 5 p.m.  
DUE: Summarize reflections of 4 lesson plans and the 3 lessons taught. Consider the class critique and your self-assessment. What have you learned about preparing for and teaching information literacy skills and about your personal teaching style? What have you learned about collaboration? | Session 13: Assignment due November 30 | 5 points |
**Session 14: December 7:**
School Library Media Specialist as INFORMATION SPECIALIST, INSTRUCTIONAL PARTNER AND PROGRAM ADMINISTRATOR: Leadership, Collaboration, Managing the School Library Media Center (budget, supervision, evaluating the program)

**REQUIRED:**

Challenges to Library Materials (ALA):
See “Essential Preparation,” “Challenge Support,” and “Reporting a Challenge” under left-hand menu (provided by the Intellectual Freedom Committee).

**GOALS 2-4: SESSION 11:** School Library Media Specialist as INFORMATION SPECIALIST, INSTRUCTIONAL PARTNER AND PROGRAM ADMINISTRATOR: Leadership (including parents and community).
Opportunities for collaboration, including liaison activities with the public library.
Managing and supervising (budget process; procedures for evaluating, selecting, ordering and processing; supervising: understanding the responsibilities of support staff; evaluating how the School Library Media Program supports the mission, goals, objectives and continuous improvement plan of the school).

**Due:** Promotion (using written communication) of an aspect of the SLM program: Using a selected written communication format (e.g., brochure, newsletter article), promote a resource or activity of the School Library Media Program. Your promotion idea will be discussed in class.

**Session 14: Assignment due December 7**

7 points
**Session 15: December 14:**
School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR: Intellectual Freedom, Promoting the School Library Media Program

**REQUIRED:**

**GOALS 1-4: SESSION 12:** School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR.
- Intellectual Freedom: understanding copyright issues and issues related to controversial materials.
- Promoting the School Library Media Program utilizing activities including Book talks, Storytelling, relating to a monthly or topical theme (e.g., Banned Books Week).

**DUE:** Presentation: Select and present an appropriate promotional technique to promote reading (either storytelling, a book talk, or other technique pre-approved by Prof. Warner).

**Session 15: Assignment due December 14**

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<th></th>
<th>7 points</th>
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**Syllabus changes:**
I reserve the right to make changes to the syllabus if necessary. Students will be provided with any such changes.