LSC 835 The School Library Media Center  
Fall 2010
last update Aug 31, 2010

Note: This syllabus is subject to change.

| Credit Hours: 3 | Instructor: Sung Un Kim, Ph.D. |
|                | Office: 244 Marist Hall       |
| Prerequisites: None | Phone: 202-319-6040         |
| Classroom: 108 Aquinas Hall | Email: kimi@cua.edu |
| Class Meeting: Mondays 7:00 – 9:30 p.m. | Office Hours: Wednesday 2:00 – 4:00 p.m. and by appointment. |

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.

Goals and Course Objectives
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 Library (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.

GOAL 1: Develop a knowledge and understanding of the School Library Media Specialist as TEACHER.

OBJECTIVES:
1. Demonstrate an understanding of the AASL information literacy standards by creating lesson plans that teach and assess specific information literacy skills.
2. Demonstrate the ability to teach information literacy skills, including the modeling of inquiry.
3. 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.
4. Identify classroom management techniques.
5. Demonstrate a method of 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:
1. Collaboratively plan information literacy instructional activities that relate to a specific curriculum unit.
2. 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:
1. Recognize intellectual freedom issues, including copyright and challenges to library materials.
2. Model citation skills.
3. Incorporate a pathfinder into the instructional design.

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

OBJECTIVES:
1. Identify elements of the budget and procedures for evaluating the effectiveness of budget expenditures to meet the community’s needs.
2. Identify processes for evaluating, selecting, ordering and processing of materials.
3. 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.
4. 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.

*ALA/AASL Standards for the 21st Century Learner:
Learners use skills, resources, and tools to:
1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.
**Instructional Methods**
Three sessions of this course (Sep. 20, Oct. 4, and Oct. 25) will be delivered using the eSLIS web conferencing system in lieu of face-to-face meetings. To participate, you will need a broadband internet connection (not dial-up), a recent Windows or Mac computer, and an inexpensive headset. If you don’t have access to these from home or work, you can use computers at SLIS. For more information on system requirements, training and support please visit the eSLIS web page at [http://slis.cua.edu/eSLIS](http://slis.cua.edu/eSLIS). In addition, course materials will be shared through the Blackboard ([http://bb8.cau.edu](http://bb8.cau.edu)).

**Required Texts**

**Additional Reading Materials**
Readings are specified for each week and students are required to complete the readings and be ready for class discussion. Several articles are posted on the Blackboard and URLs of Web documents are provided in the Course Schedule below.

**Course Requirements**
- **Assignment #1**: Cover letter and C.V. (draft due by Sep. 13th; final due by Dec. 6th/13th)
- **Assignment #2**: Research Paper and ISP Reflection (due by Sep. 27th)
- **Assignment #3**: Lesson Plan (due by Oct. 25th)
- **Assignment #4**: Needs Assessment and Action Plan for the School Library (paper due by Nov. 29th; presentation dates Dec. 6th/13th)

**Class Participation**: Students are expected to actively participate in class discussions.

**Assessment**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Cover letter and C.V.</td>
<td>15</td>
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<tr>
<td>(draft 5 + final 10)</td>
<td></td>
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<tr>
<td>Research Paper and ISP Reflection</td>
<td>15</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>20</td>
</tr>
<tr>
<td>Needs Assessment and Action Plan for the School Library</td>
<td>30</td>
</tr>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Written assignments will be accompanied by a scoring rubric which will be discussed when each assignment is detailed. The following grading scale will be used:

A    94-100  
A-   90-93   
B+   86-89   
B    82-85   
B-   78-81   
C    70-77   
F    Below 70

University Grades:
The University grading system is available at http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students. Students will accumulate total points by completing all the requirements. Course total points will be converted to University grades at the end of the semester. Reports of grades are available at the end of each term on http://cardinalstation.cua.edu.

Assignment Guidelines
Submission: Assignments must be submitted on time, so that they can be graded consistently and discussed in the class sessions following the due date.

Paper Formats: Papers must conform to a standardized format such as APA standard format that you prefer. Please consult the manuals and guidelines including http://owl.english.purdue.edu/owl/resource/560/01/.

The following items must be given at the top of your papers:
Student’s name
Course number (LSC 835: The School Library Media Center)
Assignment number as listed in the schedule

Please note that for this course, all papers must use the following style guidelines: double spaced; 12 point, Times New Roman or Arial font; pages numbered in the upper right corner of each page corner.

Expectations and Policies

Academic Honesty
Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): “The presumed sanction for undergraduate students for academic dishonesty will be failure for
the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at http://policies.cua.edu/academicundergrad/integrity.cfm

Additional Expectations and Policies
Attend and participate in all class sessions. Absences will have a negative impact on your grade. In the case of an excused absence, students may make it up by completing an extra assignment. See the instructor for details.

Complete readings as assigned and be prepared for each class discussion. Class participation is an important component of your final grade.

Students are expected to arrive for class on time.

Cell phone calls, texting, and email are not allowed during class.

Submit written assignments on time. No late assignments are accepted.

Campus Resources for Student Support
CPIT Help Desk
The Center for Planning and Information Technology (CPIT) staffs a help desk from 8 a.m. to 9 p.m., Monday through Friday. They are available to assist you with problems regarding your CUA computer account or e-mail address, difficulty logging into or using CUA computers or software, and other general computing questions. Contact them at 202-319-4357 or info-center@cua.edu for assistance.

CUA Libraries
You can use the CUA library resources. For more information, visit the CUA libraries homepage at http://libraries.cua.edu, or call at 202-319-5070.

Accommodations for students with disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately in the first week of class to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.
# Course Schedule

This schedule is subject to change depending on class needs. When supplementary readings are added, it will be announced in class or through the Blackboard (http://bb8.cua.edu).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
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</table>
| Session 1  | Course Introduction                                                    | • Woolls (2008) Chapter 1  
| Aug 30     | AASL Standards, Mission of School, and Mission of School Library Media Center  
Professional Associations | • Kuhlthau, et al. (2007) Chapter 1 – 3  
• The Cardinal Principles, A Nation at Risk, and No Child Left Behind are available in the Blackboard. |                      |
| Sep 6      | No Class – Labor Day                                                  | Assignment #1 (draft)                                                                                                                                                                                   |                      |
| Session 2  | Theoretical Foundations of Constructivist Learning in the School Library | • Kuhlthau, et al. (2007) Chapter 4 – 6  
| Sep 13     | Educational Reform and the Role of the School Library                 | Assignment #2 (draft)                                                                                                                                                                                  |                      |
| Session 3  | Constructive Learning in the School Library: Information Search Process and Information Literacy | • Kuhlthau, et al. (2007) Chapter 7  
• Woolls (2008) Chapter 10  
• State Core Curriculum Content Standard  
• State Curriculum Frameworks |                      |
| Sep 20     | (eSLIS)                                                               | Assignment #2 (draft)                                                                                                                                                                                  |                      |
| Session 4  | Curriculum Standards Integrating Information Literacy Skills into the Curriculum | • Kuhlthau, et al. (2007) Chapter 8-9  
<p>| Sep 27     | (eSLIS)                                                               | Assignment #2 (draft)                                                                                                                                                                                  |                      |
| Session 5  | Assessments                                                           | Assignment #2 (draft)                                                                                                                                                                                  |                      |
| Oct 4      | (eSLIS)                                                               | Assignment #2 (draft)                                                                                                                                                                                  |                      |
| Oct 11     | No Class – Columbus Day                                               | Assignment #2 (draft)                                                                                                                                                                                  |                      |</p>
<table>
<thead>
<tr>
<th>Session 6</th>
<th>Oct 18</th>
<th>Instructional Collaborations</th>
<th>Action Research</th>
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<tr>
<td></td>
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<td>Harada, V. Building evidence-based practice through action research. <a href="http://www2.hawaii.edu/~vharada/v-Building%20Evidence-12-03-jav.htm">http://www2.hawaii.edu/~vharada/v-Building%20Evidence-12-03-jav.htm</a></td>
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<tr>
<td></td>
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<td>Examples of collaborative research projects will be shared in the Blackboard.</td>
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<thead>
<tr>
<th>Session 7</th>
<th>Oct 25 (eSLIS)</th>
<th>Information Specialist: Intellectual Issues, Citation Skills, and Pathfinders</th>
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<tr>
<td></td>
<td></td>
<td>Find and read some examples of pathfinders created by school librarians on the Web. (e.g. <a href="http://www.thepathfinderproject.org/">http://www.thepathfinderproject.org/</a>)</td>
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<tr>
<th>Session 8</th>
<th>Nov 1</th>
<th>School Library Research and Implications for Professional Practice</th>
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<tr>
<th>Session 9</th>
<th>Nov 8</th>
<th>Introduction to Management of School Library Program Collection and Access to Information</th>
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<tr>
<td></td>
<td></td>
<td>Woolls (2004) Chapter 5, 8</td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
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| Session 10 | Nov 15   | Staffing and Administration  
Facilities and Technology   | • Woolls (2004) Chapter 6-7  
• AASL Position Statement on Appropriate Staffing for School Library Media Centers  
• The Status of Library Media Center Staffing and its Effect on Student Achievement |
| Session 11 | Nov 22   | Budget and Advocacy  
Grant Proposal Writing   | • Woolls (2004) Chapter 9, 12, 14  
• Valenza, J. Power Tools. Itemized Budget worksheet  
AASL Advocacy Toolkit  
• Zilonis, M.F., Carolyn Markuson & Mary Beth Fincke. 2002. Strategic planning for school library media centers. Lanham, MD: Scarecrow Press. Appendix B, pp. 73-95  
Appendix E, pp. 105-120 |
Assignment #4 paper |
| Session 13 | Dec 6    | Needs Assessment and Action Plan for the School Library (1)   | Classmates' assignment #4 papers  
Assignment #4 presentation  
Assignment #1 (final) |
| Session 14 | Dec 13   | Needs Assessment and Action Plan for the School Library (2)  
Review, wrap-up, and course evaluation   | Classmates' assignment #4 papers  
Assignment #4 presentation  
Assignment #1 (final) |