

East Carolina University
College of Education
Department of Interdisciplinary Professions
Master of Library Science Program
<https://education.ecu.edu/idp/idp-library-science/>
LIBS 6142 (3 s.h.)
Instructional Foundations of the School Library Media Program
Spring 2022
Dr. Rita Soulen

**Instructor
Information**

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Office Hours: Monday-Thursday 10:00 am to 2:00 pm. Selected Tuesdays 4:00 to 5:300 pm (see course calendar in Canvas) or by appointment as needed.

This course will be taught in Canvas <https://canvas.ecu.edu/>

Student guides and videos are available at <https://canvas.ecu.edu/student-guides/> Canvas offers 24/7 support through chat, phone and ticket, available on the login page.

Course Policies

Required text(s)

- ❖ Thomas, Nancy Pickering, Crow, Sherry R., Henning, Judy A., and Donham, Jean (2020). Information literacy and information skills instruction: New Directions for School Libraries, (4th ed.). Santa Barbara, CA: Libraries Unlimited.
- ❖ AASL Standards Framework for Learners Pamphlet <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

Note: The Pickering, et al. (2020) text may available to download free from the Joyner Library. <https://lib.ecu.edu/alt-texts> In the search box type in the number of this course - LIBS 6142.

Recommended texts

- ❖ *AASL National School Library Standards for Learners, School Librarians, and School Libraries* (2018). Chicago: ALA Editions.
*Regular Price \$199.00. Discounted to \$99.00 with AASL student membership (\$74.00). This text may also be available in your school library's collection.
- ❖ Publication Manual of the American Psychological Association, 7th ed. (2019). The 6th ed. (2009) or the Purdue Online Writing Lab APA Guide may also be used. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Student learning outcomes:

ALA Core Competencies

1. **Foundations of the profession** 1C. History of libraries and librarianship

5. Reference and user services 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development

7. Continuing education and lifelong learning 7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies. 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information

8. Administration and management 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

ALA/AASL/CAEP School Librarian Preparation Standards (2019)

- ❖ **1.1 Learner Development.** The candidate will demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.
- ❖ **1.2 Learner Diversity.** The candidate will articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.
- ❖ **1.3 Learning Differences.** The candidate will cultivate the education and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.
- ❖ **1.4 Learning Environments.** The candidate will create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.
- ❖ **2.1 Planning for Instruction.** The candidate will collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.
- ❖ **2.2 Instructional Strategies.** The candidate will use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.
- ❖ **2.3 Integrating Ethical Use of Information into Instructional Practice.** The candidate will teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.
- ❖ **2.4 Assessment.** The candidate will use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.
- ❖ **3.2 Information Literacy.** The candidate will know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.
- ❖ **3.3 Technology-Enabled Learning.** The candidate will use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.
- ❖ **4.2 Information Resources.** The candidate will use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and selection information resources in a variety of formats.
- ❖ **4.3 Evidence-Based Decision Making.** The candidate will make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.
- ❖ **5.1 Professional Learning.** The candidate will engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.
- ❖ **5.2 Leadership and Collaboration.** The candidate will lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.

- ❖ **5.3 Advocacy.** The candidate will advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.

Assignments

Late assignments may be accepted with a reduced grade at the discretion of the professor. Students experiencing unusual circumstances, illness, or hardship should email the professor well ahead of the assignment due date.

Copyright: The intellectual property used or created in this course and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and in electronic discourses, and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within LIBS 6142, students may only utilize protected intellectual property in support of their education pursuits in this class if fully cited using APA style and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

Privacy: While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome. As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, information about supervisors or work situations) about themselves, their family members, or close friends.

Evaluation System

Score points for written assignments will be based on the following criteria:

- ❖ Adherence to assignment instructions and requirements as assessed by the rubric.
- ❖ Detailed, concise and logical presentation of information that addresses the assignment requirements and grading rubric components.
- ❖ Use of resource skills to identify resource materials, justifying commentary and conclusions with appropriate APA in text citations and references.
- ❖ APA compositional style and use of appropriate spelling, punctuation, grammar and syntax.
- ❖ Explicit, descriptive narrative using vocabulary, sentence, and paragraph construction appropriate to a master’s level course.
- ❖ Submissions should demonstrate advanced understanding of subject matter, be clear and organized with relevant details, follow directions, contain substantiated evaluative commentary supported by citations and references, with few typos or grammatical errors.
- ❖ Submission by due date.

The course grade is totaled from the score points earned on each of the assignments. The course assignments total 100 points in value. The point total constitutes your final grade for the course. Your grade/points and comments are viewable in Canvas. It is the responsibility of each graduate student to adhere to the course schedule and organize themselves to complete all work accordingly.

Discussion Board Responses: Students are expected to read all the discussion board postings. A quality discussion response should follow an inquiry method, including identification of a central issue, taking a position on the issue, providing evidence for your position, and included citations and references.

Grades and Grading Scale

A=93.00-100.00 points: Superior performance. Student meets and exceeds course requirements and demonstrates the ability to integrate concepts covered in class sessions and readings. Student demonstrates superior ability to think logically and critically about foundations of instruction in the school library media program. Student work is rigorous, thoughtful and communicates ideas clearly and concisely.

B=85.00-92.00 points: Good performance. Student meets course requirements and demonstrates an understanding of concepts covered in class sessions and readings. Student communicates ideas clearly, but work is less rigorous, thoughtful well written and/or clear and concise than expected of a master's student.

C=77.00-84.00 points: Weak, but acceptable performance. Work is not creative, but minimally meets objectives. Student written work is not rigorous, thoughtful, clear and concise, and/or lacks the constructs of standard written English.

F=Below 77.00 points: Poor performance. Student does not meet objectives. Assignments are poor quality and/or do not meet expectations for master's level work.

I=Incomplete: Indicates inability, for reason beyond student's control, to complete course requirements by the end of the term in which the course is offered. Only under the most extreme situation will an incomplete be granted.

W=Withdrawal from the course within the time period specified by the university.

Tests and Examinations

This course is project based. There are no required tests or exams during the regular semester for this course.

Final Exam

This course includes a required final examination, an alternate method of evaluating student progress, or an instructional activity. Submission of the final exam is required to receive a final grade for this course.

Accommodations for a Student with a Disability

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252) 7373-1016.

Academic Integrity Statement

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work (quoted, noted, or used as example) should be noted with an in-text citation and end of text references in APA format.

Students shall avoid all forms of academic dishonesty, including but not limited to:
Collusion – students collaborating in the completion or production of course assignments submitted for credit. This does not preclude students from working together or assisting one another but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.

Plagiarism – the use or nearly exact use of others' intellectual property without attribution and without enclosing the property in quotation marks or another identifying notation. Multiple and extended quotes or paraphrasing of another's intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. While students are permitted to access appropriately cited resources found online, wholesale "lifting" of materials or lesson plans from websites or other documents is NOT acceptable for this course and will be considered as plagiarism.

Do not submit in whole or part, assignments that have been prepared for another course.

Any student suspected of violating ECU's Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available online. <https://osrr.ecu.edu/policies-procedures/>

Departmental Requirements

Technology Related Information

The recommended browsers for using Canvas and other ECU applications are Mozilla, Firefox and Google Chrome.

In order to successfully complete this course, you will be required to have access to and be able to effectively use personal computers, robust access to the Internet, Canvas functions, TaskStream, email

and video conferencing. Information and assistance are available from the College of Education IT help desk. <https://education.ecu.edu/graduate/> Technical assistance and resources for using Canvas software are available on the Canvas sign in page.

Course Description and Goals

P: LIBS 6010, LIBS 6014, LIBS 6016, LIBS 6019, LIBS 6026; RP: LIBS 6048.
Educational standards, models of information literacy, assessment, and their impact on student achievement.

MLS Objectives:

- ❖ The candidate will understand and apply the foundations of library science from contemporary professional standards used to resolve ethical and legal issues.
- ❖ The candidate will analyze, evaluate and synthesize research literature in library and information science and design basic practitioner research.
- ❖ The candidate will use reference and information resources in a variety of formats to promote information literacy.
- ❖ The candidate will plan, organize, staff, direct, and budget library programs to meet information, instructional, and recreational needs.
- ❖ The candidate will understand and apply appropriate technologies to support or enhance library functions and processes.
- ❖ The candidate will instruct individually, and in collaboration with others, diverse user groups to access library resources and services.
- ❖ The candidate will obtain practical experience in professional roles for which students are preparing.

Course Objectives:

- ❖ The candidate will utilize state and national standards to improve a school library media program.
- ❖ The candidate will analyze the components of information literacy.
- ❖ The candidate will illustrate the integration of information literacy skills using state curriculum guides.
- ❖ The candidate will compare, evaluate, and apply instruments for assessment of learning.
- ❖ The candidate will evaluate studies on the impact of school media programs on student achievement.
- ❖ The candidate will create a collaborative planning process.

Course Calendar and Schedule

A calendar and schedule of course activities is available in Canvas.

Attendance and Participation Expectations

Students are required to participate in the work of this course as a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Participation will be a criterion in determining a student's final grade in the course.

Available Support Services and Resources

Students in need of assistance with writing should contact the University Writing Center. <https://writing.ecu.edu/uwc/>

Disruptive Academic Behavior Statement

Netiquette

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

- ❖ Begin with a salutation/end with your name.
- ❖ Use appropriate grammar, spelling, capitalization, and syntax.
- ❖ Avoid use of slang, IM lingo, and jargon.

Continuity of Instruction

- ❖ When expressing a differing opinion, phrase your reply to focus on the message, not the messenger.
- ❖ Private discussion of non-course information, activities, etc., should remain outside the course.
- ❖ Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized in a collaborative setting.

The University has developed a contingency plan for face-to-face and DE courses. Faculty need to be prepared to continue instruction should the university be closed for face-to-face instruction and/or internet access be lost.

To view the University Continuity of Instruction Plan, go to <https://instructionalcontinuity.ecu.edu/> To view the DE Contingency Plan, go to <https://online.ecu.edu/students/welcome-aboard/new-current-students/contingency/>

Weather/Emergency Statement University emergency information can be found on the ECU homepage or go to <http://www.ecu.edu/alert> (accessed 3/6/2020) (Emergency hotline: (252) 328-0062)

Caveat for Syllabus Change The instructor reserves the right to adjust the syllabus as necessary.

Course Assignments				
	Discussion Boards	Discussion Board postings.	5 Discussion Board postings @6 pts each	30 pts
	Assignment 1	Standards Review	Compare and contrast state or local content standards, AASL and ISTE standards, and professional standards. Peer review and comment in small group discussion.	15 pts
	Assignment 2	Knowledge of Standards	This is the course artifact to be submitted by MLS students to TaskStream as well as Canvas.	20 pts
	Assignment 3	Evaluating Online Resources Lesson	In collaboration with a professional in the field, plan K-12 lesson(s) integrating information literacy skills for evaluating online resources within the context of content area objective(s).	35 pts
			Total:	100 pts