


# Course Syllabus

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<p><b>East Carolina University</b></p> <p><b>College of Education</b></p> <p><b>Department of Interdisciplinary Professions</b></p> <p><b>Master of Library Science Program</b></p> <p><a href="https://education.ecu.edu/idp/idp-library-science/">https://education.ecu.edu/idp/idp-library-science/</a>  <a href="https://education.ecu.edu/idp/idp-library-science/">(https://education.ecu.edu/idp/idp-library-science/)</a></p>
<p><b>LIBS 6144 (3 s.h.)</b></p> <p><b>Instructional Strategies and Leadership for School Librarians</b></p> <p><b>Fall 2023</b></p> <p><b>Laura Mangum</b></p> <p><b>Teaching Assistant Professor</b></p>

## Instructor Information

Office location: Ragsdale 104-B

Phone: (252) 328-6193

Email: [mangumL19@ecu.edu](mailto:mangumL19@ecu.edu) (<mailto:mangumL19@ecu.edu>) My goal is to respond to emails within 24 hours, Monday – Friday. Email will not be checked from 5 p.m. on Friday afternoon until Monday morning.

Virtual Office Hours: Tuesday 10:00am – 12:30pm and Thursday 10:00am – 12:30pm. I am available other times as well for appointments. I welcome students to contact me anytime they would like to schedule a one on one time to meet.







This course will be taught in Canvas <https://canvas.ecu.edu/>  [\(https://canvas.ecu.edu/\)](https://canvas.ecu.edu/).

Student guides and videos are available at <https://canvas.ecu.edu/student-guides/>  [\(https://canvas.ecu.edu/student-guides/\)](https://canvas.ecu.edu/student-guides/).

Canvas offers 24/7 support through chat, phone, and ticket.

## Course Policies

### Required text(s)

- *Enhancing Teaching and Learning; A Leadership Guide for School Librarians 4th edition* (2020) by Jean Donhan and Chelsea Sims.
  - E-text available through Joyner Library. Go to <https://lib.ecu.edu/alt-texts>  [\(https://lib.ecu.edu/alt-texts\)](https://lib.ecu.edu/alt-texts) and search by the title of the text, course, or professor. You can also access the text through this link <https://ebookcentral.proquest.com/lib/eastcarolina/detail.action?docID=6166806>  [\(https://ebookcentral.proquest.com/lib/eastcarolina/detail.action?docID=6166806\)](https://ebookcentral.proquest.com/lib/eastcarolina/detail.action?docID=6166806)
  - Print version is available through the [ALA Store](https://www.alastore.ala.org/content/enhancing-teaching-and-learning-leadership-guide-school-librarians-fourth-edition)  [\(https://www.alastore.ala.org/content/enhancing-teaching-and-learning-leadership-guide-school-librarians-fourth-edition\)](https://www.alastore.ala.org/content/enhancing-teaching-and-learning-leadership-guide-school-librarians-fourth-edition). Dowdy Student Stores might have copies also.
  - Kindle version available through Amazon.
- *Leading for School Librarians; There is No Other Option* (2017) by Hilda K. Weisburg. Available through the [ALA Store](https://www.alastore.ala.org/content/leading-school-librarians-there-no-other-option)  [\(https://www.alastore.ala.org/content/leading-school-librarians-there-no-other-option\)](https://www.alastore.ala.org/content/leading-school-librarians-there-no-other-option). Amazon also provides this text. Dowdy Student Stores might have copies also. E-book format not available.
  - Physical copies of these two books will be available by request at Joyner's Circulation desk for a 3 hour in house check out period.
- [AASL Standards Framework for Learners Pamphlet](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf)  <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf> <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>  [\(https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf\)](https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf)

### 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 [Purdue Online Writing Lab APA Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)  [\(https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html\)](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) may also be used.

## Student Learning Outcomes

### Course Objectives

- Analyze and synthesize information about leadership and apply to school librarianship.

- Evaluate texts to understand the dispositions of school librarians.
- Identify dispositions of exemplary school librarians.
- Create and use a PLN (professional learning network) for personal professional development.
- Create mission and vision statements for the school library to guide library programming.
- Design a professional development session on a new technology for school staff using needs assessment data and PLN.
- Identify and apply exemplary instructional practices to a collaborative lesson plan.

**ECU MLS Program goal for this course:**

8. To instruct individually and in collaboration with other information professionals/educators, diverse user groups to access effectively and efficiently the resources and services available to them in a variety of library settings.

9. Obtain practical experience in professional roles for which students are preparing

**ALA's [Core Competences of Librarianship](#)** 

[https://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/2022%20ALA%20Core%20Competences%20of%20Librarianship\\_FINAL.pdf](https://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/2022%20ALA%20Core%20Competences%20of%20Librarianship_FINAL.pdf)

**aligned to course objectives** ( The competences reflect basic knowledge gained through LIS education, job on-boarding, and ongoing professional development early in a library career).

3. Lifelong Learning and Continuing Education

- 3A. Participate in and lead on-going professional development to better serve their communities.
- 3B. Recognize the role of the library in continuing education and lifelong learning initiatives.
- 3C. Employ multiple techniques to accommodate diverse learning preferences to promote lifelong learning.
- 3D. Understand established and new learning theories, principles of critical and inclusive pedagogy, instructional methods, and learning outcomes assessment; and apply them to educational initiatives in information settings.

**ALA/AASL/CAEP School Librarian Preparation Standards (2019) aligned to course objectives**

- **1.1 Learner Development.** Candidates 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.
- **1.4 Learning Environments.** Candidates 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.
- **2.2 Instructional Strategies.** Candidates 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.
- **2.4 Assessment.** Candidates 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.

- **3.3 Technology-Enabled Learning.** Candidates 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.
- **4.3 Evidence-Based Decision Making.** Candidates 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.** Candidates 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.** Candidates 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.** Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.
- **5.4 Ethical Practice.** Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.

#### **Assignment Descriptions:**

Quizzes - Quizzes are to check for students' understanding of the material. Quizzes can include the textbook, additional readings, and videos.

Assignments - These are submissions with the purpose of checking-in to make sure students are on the right track for the major projects.

Discussion boards - Students respond to discussion board prompts about a variety of topics.

Projects – Projects allow students to practice and demonstrate their knowledge gleaned from this course. Projects will be supported by assignments, help documents, and vide chat Q & A sessions with the instructor.

#### **Extensions and late assignments/projects policy:**

Every student can request an extension, without penalty, on any graded work. Each extension is for three days. To request an extension email the professor before the deadline of the due date, which is typically 11:59 p.m. or 8:00 a.m. No explanation is necessary when requesting an extension. After the extension due date, assignments will be considered late and follow the late policy.

Late policy: 10% will be deducted for each day an assignment or project is late. After five days the assignment grade will cap at 50. Meaning 50 will be the highest score available. The assignment will be assessed as normal, which could result in a grade lower than 50.

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 6144, 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**

Quizzes and Discussion Boards (15 %)

Assignments (25 %)

Projects (60%)

- Project 1: Needs Assessment
- Project 2: Professional Development presentation **\*\*Artifact\*\***
- Project 3: Maker Space Collaborative Lesson Plan

Scoring for assignments will be based on the following criteria:

- Adherence to assignment instructions and requirements as outlined on the rubric.
- Detailed, concise, and logical presentation of information that addresses the assignment requirements and grading rubric components.
- Use of resource materials to justify responses with appropriate APA citations and references.
- Compositional style and use of appropriate spelling, punctuation, grammar, and syntax.
- Submissions should demonstrate an understanding of the subject matter, be clear and organized with relevant details, follow directions, contain substantiated evaluative commentary, and contain no typos or grammatical errors.
- Submission by due date.

The course grade is based on weighted percentages of assignment types as outlined above. Each assignment is graded on a 100-point scale.

Your grade and comments are viewable in Canvas. It is the responsibility of each graduate student to adhere to the course calendar and to 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 some evidence for your position, posing an open-ended question on the issue or topic, and offering constructive feedback.

**Grades and Grading Scale**

A=93-100 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=85-92 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, clear, or concise than expected of a master's student.

C=77-84 points: Weak, but acceptable performance. Work is not creative and minimally meets objectives. Student written work is not rigorous, thoughtful, clear, or concise, and/or lacks the constructs of standard written English.

F=Below 77 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. Students must request an incomplete.

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

**Project  
Descriptions**

You will choose a school with a school library & librarian for the assignments and projects for this course. If you are currently working in a school library, then you can use this library for the course projects. If you are not currently working in a school library, then it is recommended, but not a necessity, to make contact with a school librarian who is willing to offer minimal assistance with the course projects. If you are unable to connect with a school librarian, then let the course instructor know so they can offer guidance on how to complete the projects. You will still need to decide on one school to focus on for the course projects and assignments because they are based on the school's goals and curriculum.

**Project #1 - Needs Assessment**



You will create a technology needs assessment survey for the faculty at a school. Course materials will guide you through the creation process. You will receive peer feedback on your needs assessment. With approval from the school principal, you will send out your needs assessment survey to the school faculty. This can be a small faculty group or the whole faculty, whichever you and the principal decide will be most helpful. Then you will analyze the results of the needs assessment to determine a technology need for project #2. If you are not currently working in a school and are unable to connect with a school librarian to assist you with this project, then let the course instructor know asap so they can offer guidance on how to complete this project.



**Project #2 - Professional Development Presentation**




First, you will determine the need/gap using the analysis of your needs assessment results, reviewing the curriculum, and reviewing the school's goals. Then you will find a technology tool that can fill the need/gap and supports the curriculum and the school's goals. Next, you will design and create a screencast recording of a professional development session for the faculty at the school based on the tech tool and the gap/need it fills. The course assignments in the weekly modules will guide you through this project. If you are not currently working in a school and are unable to connect with a school librarian to assist you with this project, then let the course instructor know asap so they can offer guidance on how to complete this project.

**Project #3 - Maker Space Collaborative Lesson Plan**

You will create a series of lessons for a maker space collaborative project. You will not be teaching this lesson series during this course. This project is focused on the planning process. You will choose a subject area and teacher that you would ideally collaborate with to plan this project. You will meet with the teacher to plan this lesson series. The lesson plan must integrate and align with AASL, ISTE, and curriculum standards. Your lesson plan will need at least two lesson sessions. Each lesson session will have an assessment to determine how well students met the day's objective. You will also need to design a final evaluation for student projects.

<b>Tests/ Exams</b>	This course is project based. There are no required tests or exams during the regular semester for this course.
<b>Course Artifact &amp; Taskstream</b>	<p>Students who are enrolled in the MLS program to receive a degree must upload to Taskstream the course artifact and reflection form, as well as submit the project as an assignment through Canvas. You will submit your artifact through both Canvas and Taskstream.</p> <p>The artifact will be graded in Canvas and will be evaluated in Taskstream for your MLS portfolio.</p> <p>The URL for Taskstream is <a href="https://login.taskstream.com/signon">https://login.taskstream.com/signon</a>  (<a href="https://login.taskstream.com/signon">https://login.taskstream.com/signon</a>). Your Taskstream account is provided for you free of charge, with the proper access code. I will provide the code and password prior to the artifact's posting.</p> <p>Non-degree students do not submit to Taskstream.</p>
<b>Accommodations for a Student with a Disability</b>	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.
<b>Academic Integrity Statement</b>	<p>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.</p> <p>Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.</p> <p>Students shall avoid all forms of academic dishonesty, including but not limited to:</p> <p>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.</p> <p>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.</p> <p>Submitting work prepared for another course – do not submit in whole or part, assignments that have been prepared for another course.</p> <p>Any student suspected of violating ECU's Academic Integrity policy will be charged accordingly. The complete policy and charge procedures are available online. <a href="https://osrr.ecu.edu/policies-procedures/">https://osrr.ecu.edu/policies-procedures/</a>  (<a href="https://osrr.ecu.edu/policies-procedures/">https://osrr.ecu.edu/policies-procedures/</a>).</p>

<b>Technology Related Information</b>	<p>The recommended browsers for using Canvas and other ECU applications are Google Chrome and Firefox.</p> <p>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, email, and video conferencing. Technical difficulties cannot be used as a reason for late assignments or missed deadlines. Information and assistance are available from the College of Education IT help desk <a href="https://itcs.ecu.edu/">https://itcs.ecu.edu/</a>  (<a href="https://itcs.ecu.edu/">https://itcs.ecu.edu/</a>) or <a href="https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=15042">ECU COE Help Desk</a>.  (<a href="https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=15042">https://coehelp.ecu.edu/helpdesk/WebObjects/Helpdesk.woa/wa/TicketActions/view?ticket=15042.</a>) Technical assistance and resources for using Canvas software are available on the Canvas sign in page.</p>
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<b>Attendance and Participation Expectations</b>	<p>Students are required to participate in the work of this course as a precondition for receiving credit for the course. Students are expected to view all lectures and complete all reading assignments. Participation will be a criterion in determining a student 's final grade in the course.</p>
<b>Available Support Services and Resources</b>	<p>Students in need of assistance with writing should contact the University Writing Center. <a href="https://writing.ecu.edu/uwc/">https://writing.ecu.edu/uwc/</a>  (<a href="https://writing.ecu.edu/uwc/">https://writing.ecu.edu/uwc/</a>)</p>
<b>Disruptive Academic Behavior Statement</b>	<p>Netiquette</p> <p>Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:</p> <ul style="list-style-type: none"> <li>• Begin with a salutation/end with your name.</li> <li>• Use appropriate grammar, spelling, capitalization, and syntax.</li> <li>• Avoid use of slang, IM lingo, and jargon.</li> <li>• When expressing a differing opinion, phrase your reply to focus on the message, not the messenger.</li> <li>• Private discussion of non-course information, activities, etc., should remain outside the course.</li> <li>• Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized in a collaborative setting.</li> </ul>
<b>Missed Instructional Time in the Event of a Disruption</b>	<p>Making up missed instructional time in this course will follow <a href="https://www.ecu.edu/prr/02/07/10">ECU's Policy for Making Up Missed Instructional Time Due to Suspension of Instruction</a>.  (<a href="https://www.ecu.edu/prr/02/07/10">https://www.ecu.edu/prr/02/07/10</a>)</p>
<b>Weather/ Emergency Statement</b>	<p>University emergency information can be found on the ECU homepage or go to <a href="http://www.ecu.edu/alert">http://www.ecu.edu/alert</a>  (<a href="http://www.ecu.edu/alert">http://www.ecu.edu/alert</a>) (Emergency hotline: (252) 328-0062)</p>
<b>Caveat for Syllabus Change</b>	<p>The instructor reserves the right to adjust the syllabus as necessary.</p>



