

Fall 2020
INSC 551: School Libraries
The School of Information Sciences
The University of Tennessee
Class Meetings: Tuesday, 6:30 p.m. – 9:10 p.m. (ET) on ZOOM
ZOOM Course ID:

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COURSE DESCRIPTION

Catalog Description: Planning, implementing, and evaluating school library programs. Curricular involvement, role of technology, site-based management, relationships with district and state services.

Additional Information: This course is practical as well as conceptual. It also builds on prior coursework. You will apply what you have learned to real-life situations and leave the class with a better understanding of yourself as a teacher-librarian and the role you will play in your school. This course will help you get a job as a school librarian and, within limits, help you hit the ground running on your first professional day.

STUDENT OUTCOMES:

By integrating AASL National School Library Standards with Tennessee Academic Standards, you will be able to:

- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems related to school libraries {INQUIRE}
- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the school library's learning community {INCLUDE}
- Work effectively with others to broaden perspectives and work toward common goals {COLLABORATE}
- Make meaning for oneself and others by collecting, organizing, and sharing resources related to school librarianship {CURATE}
- Foster learners' personal curiosity {EXPLORE: Think}
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world {ENGAGE}.

COURSE DESIGN

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important.

As an instructor, I take a constructivist and facilitative approach. John Dewey's ideas about active (versus passive) learning will be at the heart of what we do together. As you will treat your future students, I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You are interested in creating a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent. There are no meaningless questions in this class.

There are several different kinds of learning activities in this class, including but not limited to papers, group work, lesson planning, videotaping, polls or surveys, presentations, and lectures. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time. Instructional techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections and analysis through blogs and discussion board postings. Baseline information will be generated by you and others in this course, guest speakers who are key figures in school librarianship, and me -- as your facilitator. Class sessions are 2 hours and 40 minutes long, including a break (usually 10-15 minutes).

TEXTS FOR THE COURSE:

REQUIRED:

+ AASL. 2018. *National School Library Standards for Learners, School Librarians, and School Libraries*. ALA Editions. ISBN: 978-0-838915790

Hereinafter referred to as "AASL Standards"

+ Dando, Priscille. 2014. *Say it with Data: A Concise Guide to Making Your Case and Getting Results*. Chicago: ALA Editions. ISBN: 978-0838911945

Hereinafter referred to as "Dando"

+ Kerby, Mona. 2019. *An Introduction to Collection Development for School Librarians, second edition*. ALA Editions. ISBN: 978-0-838918920

Hereinafter referred to as "Kerby"

+ Thomas, Nancy Pickering, Sherry R. Crow, Judy A. Henning, and Jean Donham. 2020. *Information Literacy and Information Skills Instruction: New Directions for School Libraries, 4th ed.* Libraries Unlimited. ISBN: 978-1-440844515

Hereinafter referred to as "Thomas et al."

+ Woolls, Blanche and Sharon Coatney. 2018. *The School Library Manager: Surviving and Thriving*. Libraries Unlimited. ISBN: 978-1-440852565

Hereinafter referred to as “Woolls & Coatney”

ASSIGNED READINGS:

Assigned readings – unless they appear in a required text or are indicated otherwise by a hyperlink in the syllabus’ weekly schedule – are on our class Canvas space or accessible through the UTK Libraries databases. Students are encouraged to browse professional literature related to school libraries and share resources during class discussions and on Canvas. Keeping up with the frequent blog posts on the *Knowledge Quest* site (<https://knowledgequest.aasl.org/category/blogs/>) is a good strategy to stay abreast of hot topics in the field of school librarianship.

COMMUNICATION

Communicate with me through the UTK email address listed at the beginning of the syllabus. Do not send messages through Canvas. I will respond to your email within 36 hours, often much sooner. If an urgent matter has arisen, my direct phone number is also listed above. Keep in mind that I am a practicing school librarian, as well. My availability outside of class is often driven by my own work schedule.

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you do not wish to check both accounts.

COMPUTING REQUIREMENTS AND RESOURCES

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you’ll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#),

Course Resources

Our course Canvas site is arranged to include resources for each week’s work on one hyperlinked page of the Canvas syllabus page. It is in your interest to also retain and refer to this syllabus itself. Text chats and recordings will be retained on the course’s Canvas site during the semester. Should you need to refresh your skills on the SIS-UTK learning tools, see [Getting Started with Zoom](#), [Online@UT Canvas](#), or the UT Library’s [Information for Distance Education](#),

CLASS ATTENDANCE POLICY

Learners are expected to attend class each week and be fully prepared to actively participate. Participation is part of your course grade (“Collaboration & Professionalism”). Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions. Any student absent from the first class on August 25th will be dropped from the course.

If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course grade.

Class Cancellation

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for announcements via Canvas. More information about the School’s cancellation policy is available at www.sis.utk.edu/courses/guidelines.

INCLEMENT WEATHER

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at <http://utk.edu>.

SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

Additional Policies and Points of Information

Disability Services

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in Dunford Hall at 865-974-6087, or by video relay at 865-622-6566, to coordinate reasonable academic accommodations.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the [UT Principles of Civility and Community](#).

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

ACADEMIC INTEGRITY

Students should be familiar with the [Hilltopics Student Handbook](#), and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: *"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 'As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.'"* For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: *"Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class*

presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.” For additional information, see the [Student Code of Conduct](#).

PLAGIARISM

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
4. Collaborating on a graded assignment without the instructor’s approval.
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a [Citing Sources guide](#).

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

Our Learning Parameters

ASSIGNMENTS AND GRADING

Active Class Participation

You must do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Many weeks you will be responsible for bringing and sharing specific information to class. This is part of our constructing knowledge together. Although outside the scope of the Major Assignments for this course, the information you share in our classes together will impact the “Collaboration/Professionalism” component of your overall score. The quality of the information you share has a direct impact on your classmates’ learning as a whole. Be prepared. Canvas contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning **community**. Quality of your contribution is vital.

Assessment and Evaluation

- Formative (along the way, usually ungraded) and summative (at the end of the section, usually graded)
- Includes but is not limited to feedback during class, required discussion board posts, responses to each other’s posts, and other assignments that are described in detail on our Canvas class space.

PREPARATION OF WRITTEN WORK

You may prepare your assignments using either MLA, APA, or Chicago Style. Be consistent across the semester. Although it is more common for graduate students to use either APA or Chicago, for those expecting to work with

elementary and middle school students, you should be facile with MLA, as this is often the preferred style taught. Thank you for adhering to the guidelines below for all written work:

- Double spaced, 1" margins, 12-point type (unless the format of the assignment precludes such parameters)
- Insert page number, bottom right
- Title pages optional, BUT always give your paper or analysis a title
- Cite everything!
- Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

DUE DATES AND LATE ASSIGNMENTS

Penalty for Late Work

Except by **prior agreement**, one (1) point per business day will be deducted for written or oral work not submitted by class time on the due date. "**Prior arrangement**" means at least 24 hours prior to the original time scheduled for the presentation or assignment.

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

ASSIGNING GRADES

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale for graduate students (see:

https://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades__Credit_Hours__and_Grade_Point_Average) and the scale below is how I convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be $13/15 = .87 \times 100 = 87$, or a B+. There will be opportunities throughout the course for extra credit. These will be announced in class and through Canvas.

EVALUATION

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90- 92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88- 89.99	(3.5 quality points per semester hour) better than satisfactory performance.

B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <u>Graduate Catalog</u> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

MAJOR ASSIGNMENTS: FALL 2020

Note: Assignments are due BEFORE the start of class, unless otherwise indicated.

This table identifies the MSIS Program Outcomes and ALA/AASL/CAEP School Librarian Preparation Standards (2019) addressed in several of the course assignments:

Assignment	MSIS Program Outcome	ALA/AASL/CAEP School Librarian Preparation Standard
Planning for Program Evaluation Project	9. Analyze research and apply it to information practice.	2.4 Assessment 4.3 Evidence-Based Decision Making. 5.2 Leadership and Collaboration
Collection Development Project	3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.	1.2 Learner Diversity 1.3 Learner Differences 3.1 Reading Engagement 4.1 Access 4.2 Information Resources

Assignment	MSIS Program Outcome	ALA/AASL/CAEP School Librarian Preparation Standard
	8. Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently.	
Day in the Life...School Library Observations	3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. 5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.	5.1 Professional Learning
AASL Lesson Plans	4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.	1.1 Learner Development 2.1 Planning for Instruction 2.2 Instructional Strategies 2.3 Integrating Ethical Use of Information into Instructional Practice 2.4 Assessment 3.2 Information Literacy 3.3 Technology-Enabled Learning 4.1 Access 5.4 Ethical Practice
Design a Library Learning Environment	6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.	1.3. Learning Differences 1.4 Learning Environments 3.3 Technology-Enabled Learning 4.1 Access 5.4 Ethical Practice
10 Minute PD		5.1 Professional Learning 5.2 Leadership and Collaboration 5.3 Advocacy
School Board Presentation	2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.	4.1 Access 5.3 Advocacy

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment may be found in our Canvas course.

Assignment	Value	Due Date
Planning for Program Evaluation Project	7 points	Sept. 15 th
“Inquire” AASL Lesson Plan	5 points	Sept. 22 nd
Revision	2 points	Oct. 6 th
10 Minute PD	10 points	Sept. 29 th
Collection Development Projects w/Booktalks in Class	15 points	Oct. 13 th
Design a Library Learning Environment w/Idea Boards in Class	15 points	Nov. 3 rd
Revisions to Google Site	<i>Based on revisions</i>	Nov. 24 th
“Engage” AASL Lesson Plan	10 points	Nov. 10 th
Revision	6 points	Nov. 24 th
“Day in the Life...” Reflections may and should be submitted when completed	10 points	Nov. 10 th
School Board Presentation	10 points	Nov. 17 th
Collaboration & Professionalism	10 points	Each week, every week
TOTAL	100	

WEEKLY SCHEDULE FOR FALL 2020*

NOTE: This course has two types of students: those with a pre-existing teaching license and those considered to be “pre-service school librarians (SLs).” With our constructivist approach to learning, each voice is welcome and encouraged in all of our class discussions. Our SLs may, on occasion, have additional readings or activities for a given week to facilitate more fulsome discussion in our course. These will be clearly noted in the schedule.

August 25 (Meeting 1) – What are we doing in this class?

Who is here?

- Complete [Google Form](#) BEFORE Friday, August 21st at 5:00 p.m. (You will need to access through your UTK account.)

* All reasonable attempts have been made to ensure that links and connections to readings are correct as of the date the final syllabus is posted in Canvas.

Review of the Syllabus and Canvas Course Resources

- Discussion board and its purpose
- Instructional design toolkit
- Exemplars

Pacing and Pitfalls

Our four lenses of learning

Read for today:

- AASL Standards: Ch. 1 (esp. *Common Beliefs* section); Appendices C1, C4, C5, D, F, G, & Glossary of Terms
- Woolls & Coatney: Ch. 2
- Thomas et al.: Ch. 2
- Lance, K. C. and Kachel, D.E. "Why School Librarians Matter: What years of research tell us," *Phi Delta Kappan*, March 26, 2018. <http://www.kappanonline.org/lance-kachel-school-librarians-matter-years-research/>

September 1 (Meeting 2) – What does a School LIBRARIAN do? Understanding How to Use a Library

1. "Day in the Life..." Assignment Parameters
2. Exploring the Resources We Should be Able to Use WELL
3. From the Trenches Panel Discussion

Read for today:

- AASL Standards: Ch. 2, 3, 4, 12, Appendices C2, C3
- Woolls & Coatney: Ch. 1, 4
- Thomas et al.: Ch. 6
- *AASL Standards Framework for Learners*: <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

Review for Today

- ProCADS Expected of UTK Candidates: <https://sites.google.com/utk.edu/procadsforstudents>
- Tennessee State Department of Education Minimum Requirements for the Approval of Public Schools, section on School Libraries, pages 18-21, online at <https://publications.tnsosfiles.com/rules/0520/0520-01/0520-01-03.20190411.pdf>
- TEAM Library Media Specialist Evaluation Rubric, available online at <https://team-tn.org/wp-content/uploads/2013/08/TEAM-Library-Media-Specialist-Rubric-2018-19.pdf> (be vigilant for updates due to COVID-19 conditions for evaluation)
- Planning, Instruction, and Assessment rubrics in Stanford Center for Assessment, Learning & Equity (SCALE), edTPA Library Specialist Handbook (What will you consider as you work to design and teach your sample lessons?) (CANVAS)

September 8 (Meeting 3) – Planning for Program Evaluation Practices & Your Collaborative Role in the Building

Revised as of 9/2/20

An in-depth look at the AASL Shared Foundation *Collaborate*

1. What does program planning & evaluation look like?
2. Building relationships with colleagues

Read for today:

- AASL Standards: Ch. 11, 13, 14; skim Appendices H & I
- Dando: Ch. 1
- Woolls & Coatney: Ch. 5, 6, 7, 10, 12, Appendix B & D
- Thomas et al.: Ch. 8

September 15 (Meeting 4) – Inquiry Led Learning – What We Teach & How We Teach It

AKA – The Person Who Asks the Questions Has the Power

In-Depth Look at the AASL Shared Foundations of *Inquire, Explore, and Engage*

1. Essential Questions & Enduring Understandings
2. What is Guided Inquiry Design?
3. Digital Citizenship
4. Maker Learning
5. Teaching Ethical Use & Creation

DUE Today: Planning for Program Evaluation Project

Read for today:

- AASL Standards: Ch. 5, 6, 7, 8, 9, 10
- Thomas et al.: Ch. 3, 4, 7 (pre-service SLs, also Ch. 5)
- McTighe, Jay and Grant Wiggins. "What Makes a Question Essential?" *Essential Questions: Opening Doors to Student Understanding*. Alexandria: ASCD, 2013.
<http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%2.aspx>
- Maniotes, Leslie and Carol Kuhlthau. "Making the Shift." *Knowledge Quest*, vol. 43, no. 2, 2014, p. 8-17. <https://guidedinquirydesign.com/wp-content/uploads/2020/06/EJ1045936.pdf>
- Crockett, Lee Watanabe. "Librarians Lead the Growth of Information Literacy and Global Digital Citizens." *Knowledge Quest*, vol. 46, no. 4, 2018, p. 28+. (Canvas)
- Lewis, Kathryn Roots, et al. "Building a Culture for Learner Voice and Choice Through Inquiry." *Teacher Librarian*, vol. 45, no. 4, 2018, p. 24-27. <https://guidedinquirydesign.com/wp-content/uploads/2020/06/TLBuildingCultureforLearnerVoice.Apr18-.pdf>
- *Knowledge Quest's* Makerspace/Learning Commons Blog Hub: <https://knowledgequest.aasl.org/category/blogs/maker/> (Select 4 blog posts from the past two years on *makerspaces* and their role in the school library – how to set up, how they contribute to learning).

Watch for today:

- Maniotes, Leslie. *Guided Inquiry Design in Action*, 2016. (You will need to register for a free edWeb.net account to access.) <https://home.edweb.net/webinar/guided-inquiry-design-action/> (about one hour)

September 22 (Meeting 5) – GID Presentations

1. Connections to thinking strategies presented for this week.
2. Your “Inquire” presentations (Open, Immerse, Explore)

DUE Today: “Inquire” AASL Lesson Plan

Read for today:

- *Project Zero’s Thinking Routines Toolbox*. Harvard Graduate School of Education, 2020. <https://pz.harvard.edu/thinking-routines>

Watch for today:

- PZ Thinking Routines. Project Zero, 2014. https://youtu.be/oKV_S5NpDdc
- *Using the QFT with Students*. Right Question Institute, 2015. <https://vimeo.com/116974103> (about 8 minutes, done in a 12th gr. English classroom – very applicable to our work in libraries K-12)

Preservice school librarians:

To the readings above, add

- Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology, 2nd edition*. Ch 3: “Student Development.” Zurich, Switzerland: Global Text Project.
- Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology, 2nd edition*. Ch 4: “Student Diversity.” Zurich, Switzerland: Global Text Project.
- Seifert, Kelvin and Rosemary Sutton. 2009. *Educational Psychology, 2nd edition*. Ch 5: “Students with Special Educational Needs.” Zurich, Switzerland: Global Text Project.

September 29 (Meeting 6) – What Our Collections Look Like & Who They Serve

An in-depth look at the AASL Shared Foundation *Curate*

1. What are library collections in 2020?
2. Sources for materials
3. Reviews
4. Community needs, Intellectual Freedom, and the tension between the two
5. The meaning of diversity in building collections
6. Balancing print & digital access

DUE today: 10 Minute PD

Read for today:

- AASL Standards: Appendix E (all)
- Woolls & Coatney: Ch. 9
- Kerby: [ALL](#)
- *Why Do You Need a Collection Development Plan?* <https://knowledgequest.aasl.org/why-do-you-need-a-collection-development-plan/>
- “Intellectual Freedom 101,” *Knowledge Quest* 36 (2) - www.ala.org/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/kqwebarchives#if101

- Select two blog posts of your choice from:
https://knowledgequest.aasl.org/category/blogs/coll_dev/ written within the past 12 months that connect to developing a diverse collection or creating literature-based instruction that celebrates an array of learners and experiences. Be prepared to discuss in the second half of class.

Explore the Information, Media & Links:

- *Board of Education, Island Trees Union Free School District No. 26 v. Pico by Pico*
<https://www.oyez.org/cases/1981/80-2043>

October 6 (Meeting 7) – What Our Libraries Look Like & Who They Serve

An in-depth look at the AASL Shared Foundation *Include*

1. Principles of physical design (ADA compliance, etc.)
2. Including all learners: Guest Speaker
3. In-class activity: Environmental scan

DUE Today: Revised “Inquire” Lesson Plan

Read for today:

- Woolls & Coatney: Ch. 8
- Thomas et al.: Ch. 9
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “One Question Survey Results: How Do You Accommodate Special Needs Students in the Library Program?” p. 51 in *School Library Management, 7th edition*. Santa Barbara: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Using Assistive Technology to Meet Diverse Learner Needs,” pgs. 92-94 in *School Library Management, 7th edition*. Santa Barbara: Linworth.
- Dickinson, Gail K. & Repman, Judi, eds. 2015. “Making Your School Library More Functional to Individuals with Autism,” pgs. 237-239 in *School Library Management, 7th edition*. Santa Barbara: Linworth.

October 13 (Meeting 8) – The Role of Reading in the Library Program

1. Collaboration with reading specialists, English Departments, etc.
2. The art of the read-aloud
3. Copyright considerations & social media
4. Reading levels & why we do not use them with students in a school library
5. Reading promotion (book clubs, shelf talking, displays & author visits)
6. YOUR Booktalks from the Collection Development Project

DUE Today: Collection Development Projects

Read for today:

- AASL *Position Statement on Labeling Books with Reading Levels*
<http://www.ala.org/aasl/advocacy/resources/statements/labeling>

- AASL Position Statement on the Value of Independent Reading in the School Library Program: <http://www.ala.org/aasl/advocacy/resources/statements/ind-reading>
- Irvin, Vanessa. "Book Tweets and Snappy Reads: Booktalking to Engage Millennial Teens." *Journal of Research on Libraries & Young Adults* 6 (2015): n. page. Web. Date accessed July 29, 2020. <http://www.yalsa.ala.org/jrly/2015/11/book-tweets-and-snappy-reads-booktalking-to-engage-millennial-teens/>

October 20 (Meeting 9) – The Seamless Role of Technology in the Library Program

1. Creating a dynamic virtual library
2. The power of the library catalog
3. Leveraging technology to promote the library (social media, websites, blogs)

Read for today:

- Woolls & Coatney: Ch. 11
- Thomas et al.: Ch. 6 (re-read/skim to refresh)

Browse for today:

- Public websites for at least five different school libraries (vary levels, vary districts). What do they have in common? What special features can you extract? What excites you about each website and its resources? Be prepared to share.

Consider for today:

- Pull together information gathered to date on how the librarians you have interviewed for "Day in the Life" use their library catalog – front & back end. We will have time to exchange ideas in class.
- How is your Google Site progressing? Are you adding items to it from your work so far?

October 27 (Meeting 10) – The Seamless Role of Technology in Instruction + Evaluating Our Challenges & Blindspots to Better Serve ALL Learners

1. Using technology to improve the learning experience
2. Tech "Petting Zoo"
3. Examining our own bias and culture to improve professional practice

DUE Today

Tech Petting Zoo – find an application ("app") or website tool that you would use either as part of a library instruction session (student-facing) or as the object of a session (teacher-facing), create a sample product and spend 2-3 minutes showing us your product and discussing your recommendation for this app. Post a link to your creation in the Discussion Board and discuss the app or website's best use in the library in this post. It is likely class members will look back on this activity in preparing the "Engage", AASL lesson plan due in two weeks.

Browse for today

- AASL Best Digital Tools for Teaching & Learning: <http://www.ala.org/aasl/awards/best>

November 3 (Meeting 11) – Advocacy and Library as Third Space

1. TASL Panel Discussion on Advocacy

2. Physical design of the library
3. Presentations of your idea boards

DUE Today: Design a Library Learning Environment

Read for today:

- Dando: Ch. 2
- Woolls & Coatney: Ch. 13, 14

Explore the resources on

- <https://www.tasltm.org/advocacy>

November 10 (Meeting 12) – Advocacy Based on Program Planning & Evaluation (place and learner)

1. Program evaluation
2. Using data to drive decisions about program and instruction
3. Conversations about “Day in the Life” discoveries

DUE Today:

1. “Day in the Life” reflections
2. “Engage” AASL Lesson Plan

Read for today:

- Dando: Ch. 3-6, Appendices A-G

Connect to classmates for today:

- Visit and explore four of your classmates’ Google Sites from the Design a Library Learning Environment assignment. Leave “glow/grow” feedback for each in the appropriate discussion board thread. Be specific! Each person should expect at least four pieces of feedback from their peers.

November 17 (Meeting 13) – The Impact of the School Library in the Larger Community

1. Supervisors Panel
2. Your School Board Presentations

DUE Today: School Board Presentations

Connect to classmates for today:

- Participate in three of your classmates’ “Engage” lessons and post reflections on your learning and the lesson itself in the appropriate discussion board thread. Remember this is part of your own grade for the “Engage” project.

November 24 (Meeting 14) – Last Class: What We’ve Learned and Where We Go

1. Connecting our work to the ALA/AASL/CAEP preparation standards
2. Preparing for the practicum & future assessments

3. The future of school librarianship

DUE Today:

1. **Lesson Plan Revisions for Engage AASL Lesson Plan**
2. **Google Site revisions** (from *Design a Library Learning Environment*) – recall grading for this part of that assignment will be done over Thanksgiving weekend.

DISCLAIMER

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, but students will be notified in writing and/or by email of any such revisions, alternations and/or amendments.