



## INSC 551 COURSE SYLLABUS

INSC 551 – School Libraries

Sections 1 and 2

School of Information Sciences – Fall 2022

Thursdays, 6:30-9:10 p.m. (EST)

University of Tennessee Knoxville

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## WELCOME STATEMENT

Hi everybody! Welcome to INSC 551! I have been teaching various courses for SIS since 2007 including 571, 572, and 573 as well as the undergraduate course in children's literature, 330; however, this is my first semester teaching 551 in quite awhile! There will be many things we will be learning together. School Libraries is a collaboration and exploration based course during which students will focus their efforts on preparing for school librarianship. This class offers a combination of theory and practice and is designed to model engagement and inquiry. The ability to think and analyze critically is deeply valued in this class. In all content, I will seek to make the experience as relevant as possible. The course is intended to apply a great deal of learning from other courses in the SIS program through the lens of school librarianship. **Students are expected to discuss course materials in a meaningful way through forums on Canvas and in weekly breakout sessions in Zoom.**

## ZOOM MEETING INFORMATION

Weekly class Zoom link:

**Join URL:** <https://tennessee.zoom.us/j/98884301304>

**Password:** lib865

## COURSE DESCRIPTION

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

## LEARNING ENVIRONMENT

Our class 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

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important. This can only happen if both students and instructor are willing to participate in the learning.

My teaching approach comes from my twenty five years of teaching in public schools grades K-12, as well as in both undergraduate and graduate institutions. In my daily work now, I focus on andragogy wherein I provide instruction for adult learners. At every level, I believe firmly that the best learning happens when it is student focused and student led; the most meaningful engagement happens when students are given the space to explore the facets of the material that spark the most curiosity in them. I thrive on learning from my students. I also believe that students should learn as much from their peers as they do from me which means that in this course you will be taking the lead often.

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.

## **HOW TO BE SUCCESSFUL IN THIS CLASS**

Be present, be intellectually curious, and engage (throughout the whole semester) equally with your peers and with me.

## **STUDENT OUTCOMES**

During this course, the student will integrate the AASL National School Library Standards with Tennessee Academic standard and 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 (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

The course uses an interactive active approach to teaching and learning. The instructor will deliver content through synchronous lectures on Zoom and via content posted on Canvas. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including discussion board assignments in Canvas and breakout groups in Zoom. As with all courses, the more you put into the material, the more you will gain from the course.

There are several different kinds of learning activities in this class, including but not limited to papers, professional learning networks, demonstrations, lesson planning, presentations, recordings, digital content creation, data collection, and interviews. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time.

Instructional techniques include live and (potentially) pre-recorded lectures or screencasts, peer-to-peer teaching through presentations and collaborative projects, personal reflections and analysis. 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).

## REQUIRED TEXTS:

AASL. *National School Library Standards for Learners, School Librarians, and School Libraries*. ALA Editions, an Imprint of the American Library Association, 2018. ISBN: 978-0-838915790 (hereafter referred to as “AASL Standards”)

Moreillon, Judy, et al. *Core Values in School Librarianship: Responding with Commitment and Courage*, edited by Judy Moreillon. Libraries Unlimited, 2021. ISBN: 978-1440878152 (hereafter referred to as Moreillon, et al)

Thomas, Nancy Pickering, Sherry R. Crow, Judy A. Henning, and Jean Donham. *Information Literacy and Information Skills Instruction: New Directions for School Libraries, 4<sup>th</sup> ed.* Libraries Unlimited, 2020. ISBN: 978-1-440844515 (hereafter referred to as Thomas et al)

## STUDENT CHOICE OF 1 TEXT:

Coleman, Mary Catherine. *Collaborate (Shared Foundations)*. ALA Editions, an Imprint of the American Library Association, 2019. ISBN: 978-0838919156

Donovan, Lori E. *Inquire (Shared Foundations)*. ALA Editions, an Imprint of the American Library Association, 2020. ISBN: 978-0838919163

Searles, Sarah. *Explore (Shared Foundations)*. ALA Editions, an Imprint of the American Library Association, 2022. ISBN: 978-0838919194

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## COMMUNICATIONS

The instructor is required to communicate with students via their UTK email addresses. If a student prefers to use another address, that student should consult the [OIT Helpdesk](#) to obtain directions for forwarding UTK mail to the preferred email address.

## INSTRUCTOR AVAILABILITY

Unless otherwise noted, the instructor will answer student emails in a timely fashion, always within a 48-hour window. If a student wishes to schedule an individual meeting via Zoom, please email the instructor for an appointment.

## COMPUTING REQUIREMENTS

Students must have adequate computing skills, including but not limited to use of Microsoft Word, web browsing, e-mail, listservs, Canvas, Google Drive, and Zoom software. Students must learn how to submit their 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). Students must have a working microphone in order to participate in the required breakout groups in Zoom.

Students must obtain a UT email account and subscribe to the SIS student listserv.

We will be collaborating through the Google suite of tools all semester, especially during class. Best practice will be to make sure that you are signed into your UTK Google account before logging into each class session on Zoom to make sure that you can readily join in the collaborative tools.

You will also need to be proficient in using a screen recording platform that you can easily share to Canvas and with your instructor. This may be Loom, Screencastify, etc.

## 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 [Online Form](#), or at the [Walk-in HelpDesk](#).

There will be no TA specifically assigned to this class as DE support. If the student needs assistance with Zoom before or during a lesson, the student should contact the help desk.

### **Course Resources**

The instructor makes extensive use of Canvas for this class. Please check the Resources module on Canvas for additional information.

Please visit links to [Getting Started with Zoom](#), [Online@UT Canvas](#), the [UT Library](#), the UT Library's [Information for Distance Education](#), and [UTK Research Guides](#) and [Subject Librarians](#) for additional resources.

### **Instructor Expectations**

- Be prepared for all classes
- Evaluate all assignments fairly and equitably
- Be respectful of all students and their diverse opinions and experiences
- Create and facilitate meaningful and engaging learning activities
- Return all assignments in a timely fashion with reflective feedback
- Foster a learning environment which values critical analysis and diverse points of view
- Behave according to University codes of conduct

### **Learner Expectations**

- Attend and be prepared for all classes
- Be respectful of the diverse opinions of others
- Actively contribute to the learning environment in class by participating in Breakout Groups and in Canvas
- Read, view, and/or listen to all course material thoughtfully and critically
- Submit assignments in a timely manner
- Produce and compose work on the graduate level
- Communicate to the instructor in a timely fashion as needed
- Assume positive intentions
- Expect non-closure on complex discussions
- Abide by the UT Honor Code

### **ATTENDANCE**

Class attendance is required. A portion of the final grade will be based on in-class participation during break out groups. Multiple absences will affect the participation grade. A student should contact the instructor as soon as possible if he/she cannot attend class. If a student will be absent from class, he/she must:

- Inform the instructor in advance or as soon as possible after class
- Submit any work due from the missed class period

- Listen to the archived class recording
- Check Canvas announcements, class notes, and discussions.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies
- Special curricular or job requirements (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 the student's course participation grade. Additionally, on dates when students are working in class on group projects, students who miss these class sessions may be required to complete assignments independently depending on the nature of the assignment. **\*\*\*\*\*NOTE! Should more than typical challenges may come into play for students, please reach out to the instructor to discuss how she may be of assistance.\*\*\*\*\***

## INCLEMENT WEATHER

“The University of Tennessee, Knoxville, will remain open except in the most severe weather conditions. Decisions about campus operations are made based on conditions on campus and major transportation routes. It is anticipated that the campus community shall also monitor local conditions to assess the travel risk.” from the [UTK Emergency Management page](#). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

## COVID-19

CDC guidance recognizes the changing dynamics of living in a world with COVID-19. It rates COVID-19 community levels as low, medium, and high, with recommendations at each level about the use of masks and other precautions. At all levels of community spread, staying up-to-date with vaccination is the best way to protect yourself from serious illness and to limit the spread of COVID-19. Wearing a mask is always an option for any individual who chooses to do so, and the CDC recommends that those with high risk of severe illness talk with their health care providers. If you are sick, please stay in, avoid being around others as much as possible, and contact your health care provider for any symptoms that are worsening, moderate to severe, or concerning to you. For more information about vaccination or to self-report an illness and receive support, visit <https://studenthealth.utk.edu/CommunityHealth>. For more information about COVID-19, visit <https://studenthealth.utk.edu/covid-19>.

## **DISABILITIES THAT MAY IMPEDE LEARNING**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

## **CIVILITY**

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: <http://civility.utk.edu/>.

## **COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT**

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see the [Diversity at CCI page](#).

## **UNIVERSITY OF TENNESSEE TITLE IX STATEMENT, 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](http://titleix.utk.edu).

## ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: “*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.*”

Students should abide by the **Honor Statement** (<https://hilltopics.utk.edu/student-code-of-conduct/Section X. Honor Statement>)

*“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.”*

## PLAGIARISM

Plagiarism in any of its several 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. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>)

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

## ASSIGNMENTS AND GRADING

Student work is assigned a grade based on the quality of critical thinking, writing style, meaningful use of required resources, appropriateness of length, fulfillment of the assignment's expectations, and creativity. Papers submitted after the due date will be assigned a lower grade than would otherwise be received. All assignments will be graded according to specific rubrics. The instructor will post the grading rubrics on Canvas alongside the assignments and will return all assignments via UTK email and will post grades onto Canvas.

### Preparation of Written Work

In those assignments that require citations and bibliographies, students may use whatever style manual with which they are most comfortable. The instructor requests that the student remains consistent throughout the assignment (do not switch from citation style to another within the same assignment).

All sources must be cited, quotations must be in quotation marks and attributed correctly unless otherwise noted. Not doing so constitutes plagiarism.

Please note that the instructor will be using MLA 9th edition as this is the formatting most commonly used in the work of school librarianship.

### Late Work

The instructor does accept late work without prior approval. However, she will assess a penalty if a student misses the submission deadline by more than several hours. Typically, the penalty is three points per day, not to exceed 10% of that assignment's grade. If a student knows he/she will miss a deadline, that student should email the instructor with an explanation. In most cases, the instructor will work with the student to minimize the effect of the late penalty.

## EVALUATION OF WORK

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/N C		(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 <i>Graduate Catalog</i> . 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.

### MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.

4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

### ASSIGNMENT DESCRIPTIONS

This table provides a brief summary of assignment names, due dates, and grade distribution. More detailed descriptions of each assignment follow the table. Please check the assignment module in Canvas for more specifics about each assignment. **The expectation is that all assignments will be submitted before class begins at 6:30 pm unless otherwise notes.**

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s) as well as the ALA/AASL/CAEP School Librarian Preparation Standards (2019) addressed in several of the course assignments.

Unless otherwise noted, all assignments will be graded with a rubric based on 3 categories: **depth and detail, evidence of reflection (including application of new learning), and clarity.**

Assignment	MSIS Program Outcome	ALA/AASL/CAEP School Librarian Preparation Standard
<a href="#"><u>Program Development Plan</u></a>	8. Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently.	1.4 Learning Environments 2.4 Assessment 4.1 Access 4.3 Evidence-Based Decision Making 5.2 Leadership and Collaboration
<a href="#"><u>Collection Development Plan</u></a>	1. Describe and discuss the processes of creation, organization, distribution,	1.2 Learner Diversity 1.3 Learning Differences 3.1 Reading Engagement

<b>Assignment</b>	<b>MSIS Program Outcome</b>	<b>ALA/AASL/CAEP School Librarian Preparation Standard</b>
	<p>storage, access, retrieval, management, use, and preservation of information.</p> <p>3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.</p> <p>8. Assess and implement information technologies, systems, sources and services that serve users effectively and efficiently.</p>	4.2 Information Resources
<p><a href="#"><u>School Library Observations and Reflections</u></a></p>	<p>3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.</p> <p>5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.</p>	5.1 Professional Learning
<p><a href="#"><u>AASL Lesson Plans (4 total)</u></a></p>	<p>4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.</p>	<p>1.1 Learner Development</p> <p>2.1 Planning for Instruction</p> <p>2.2 Instructional Strategies</p> <p>2.3 Integrating Ethical Use of Information into Instructional Practice</p> <p>2.4 Assessment</p> <p>3.2 Information Literacy</p> <p>3.3 Technology-Enabled Learning</p> <p>5.4 Ethical Practice</p>

<b>Assignment</b>	<b>MSIS Program Outcome</b>	<b>ALA/AASL/CAEP School Librarian Preparation Standard</b>
<a href="#"><u>Physical and Virtual Library Space Design (Collaborative)</u></a>	3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.	1.3 Learning Differences 1.4 Learning Environments 3.3 Technology-Enabled Learning 4.1 Access 5.4 Ethical Practice
<a href="#"><u>Professional Development Presentation</u></a>	4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.	5.1 Professional Learning 5.2 Leadership and Collaboration 5.3 Advocacy
<a href="#"><u>Shared Foundation Professional Learning Network (PLN) Presentation</u></a>	9. Analyze research and apply it to information practice.  2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.	2.1 Planning for Instruction 2.2 Instructional Strategies 5.1 Professional Learning 5.2 Leadership and Collaboration
<a href="#"><u>Core Values Final Reflection</u></a>	3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.	5.3 Advocacy 5.4 Ethical Practice

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
<a href="#"><u>Program Development Plan</u></a>	<b>8</b>	September 8
<a href="#"><u>Professional Development Presentation</u></a>	<b>10</b>	September 22

<a href="#"><u>Collection Development Plan</u></a>	<b>10</b>	October 20
<a href="#"><u>AASL Lesson Plans</u></a>	<b>20 (5 points each)</b>	September 29 (Inquire or Include) October 13 (Collaborate or Curate) November 3 (Explore or Engage) November 17 (Student choice)
<a href="#"><u>Physical and Virtual Library Design Plans (Collaborative Project)</u></a>	<b>10</b>	October 13 (will work on these in class on September 29)
<a href="#"><u>School Library Observations (3)</u></a>	<b>12 (3 for each visit and 1 point for each screencast)</b>	November 10
<a href="#"><u>Shared Foundation PLN Collaboration and Reflection</u></a>	<b>10</b>	December 1
<a href="#"><u>Core Values Reflection (Final exam)</u></a>	<b>10</b>	December 8 (Exam date)
<b>Cumulative Learner Engagement (throughout course)</b>	<b>10</b>	Semester long accumulation; determined at end of course and calculated in final grade  Students provide evidence in online submission by December 8
<b>TOTAL</b>	<b>100</b>	

Students will submit their assignments via Canvas. All papers will be graded electronically and will be returned to students through Canvas. Students **are required** to submit their assignments through Google Cloud Assignments on Canvas. Submissions are due before class unless otherwise noted; work submitted after that time is considered late and will be penalized.

### ASSIGNMENT SPECIFICS

- Complete one [program development plan](#) – focus on one area of school library programming to either develop or refine. (8 points – due September 8)

- Prepare and deliver [one asynchronous professional development plan presentation](#) – digital resource (database) feature sharing through a screencast. (10 points – due September 22)
- Students will create a [collection development plan](#) – using a budget of \$2,000 students will justify their purchases to build or supplement a narrow focus in a school library. (10 points – due October 20)
- Students will create [4 lesson plans](#) using the AASL Standards Framework for Learners – design lesson plans with accompanying slide presentations for grades K-12 (20 points (5 per lesson) – due September 29, October 13, November 3, and November 17)
- Students will [design physical and virtual development plans](#) – working collaboratively in class, students will develop the “bones” of a physical and virtual library space (10 points (5 for each space) – due by 10/13 \*\*\*Note – In class time will be devoted to this on September 29)
- Students will [observe \(3\) school librarians](#) – along with the observations, students will reflect upon the experience and share the highlights of their visit through a screencast. (12 points total (3 for each reflection form and 3 for screencasts) – due November 10)
- Students will [prepare a presentation with their PLN \(professional learning network\) partners](#) – working in a PLN, students will read one of the AASL Shared Foundation textbooks of their choosing and present the information to their classmates. (8 points – due December 1)
- Students will [write a final reflection paper](#) – using the learning from the course, students will write a reflection paper outlining their core values in school librarianship. (10 points – due December 8)
- Students will engage throughout the semester with their instructor and their colleagues (10 points – semester long accumulation; includes discussion board engagement)

## 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 insure 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.

## COURSE EVALUATION

Students will be invited to evaluate the course at the end of the term. Please participate in this valuable process. The instructor also invites comments throughout the course and will read all comments, suggestions, and recommendations.

## DISCLAIMER

*I reserve the right to revise, alter or amend this syllabus. We will discuss any changes ahead of time whenever possible, and you will always be notified by email and on Canvas if/when changes are made.*

## FALL 2022 COURSE OUTLINE

### August 25

Introduction to course and assignments, collective wisdom, perceptions of school libraries/librarians, frameworks for class, backwards design, objective writing, clarity, andragogy v. pedagogy, PLNs, space and grace.

#### **Before class text readings:**

- AASL Standards: Chapter 1, Appendices C1, C3, C4, C5, D, F, G, I, and glossary of terms.
- Moreillon et al.: Introduction and Chapter 1
- Thomas et al.: Chapter 2

### September 1 (AASL Standards Focus: Inquire)

Dr. Welch's visit, inquiry frameworks, vision for school library programs, change focus assignment, lesson design with a focus on assessment and questioning, guided inquiry, inquiry model for school library visits, PLN meet and greet (maybe identity assessment)

#### **Before class text readings:**

- AASL Standards: Chapter 2, 3, and 5
- Moreillon et al.: Chapter 4
- Thomas et al.: Chapter 3, 4, and 7

- “Why should assessments, learning objectives, and instructional strategies be aligned?.”  
*Eberly Center*, <https://www.cmu.edu/teaching/assessment/basics/alignment.html>.  
Accessed 18 August 2022
- “Understanding by Design Framework by Jay McTighe and Grant Wiggins.”  
*ASCD*, [https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD\\_WhitePaper\\_0312.pdf](https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper_0312.pdf). Accessed 18 August 2022

### September 8 (AASL Standards Focus: Include)

Universal design for learning, culturally responsive teaching and leading, trauma informed practices, SEL, accessibility (physical and developmental), cataloging considerations, PD delivery as change agents, classroom management (PROCADS???)

#### Before class text readings:

- AASL Standards: Chapter 6
- Moreillon et al.: Chapter 2, 3, and 9
- Thomas et al.: Chapter 9

### September 15 (AASL Standards Focus: Collaborate)

Panel of veteran librarians, relationships and partnerships in schools, collaboration with students as stakeholders, PLN time.

#### Before class text readings:

- AASL Standards: Chapter 7
- Moreillon et al.: Chapter 5 and 6

### September 22 (AASL Standards Focus: Curate)

Collection development, 24/7 services, review sources, book challenges, community needs, long term and short term planning, print and digital balance

#### Before class text readings:

- AASL Standards: Chapter 8, Appendices E1, E2, E4, E5

### September 29 (AASL Standards Focus: Explore)

Designing for exploration, PBL, maker spaces, engineering process, physical and virtual library design development plan, lesson plan feedback

#### Before class text readings:

- AASL Standards: Chapter 9
- Thomas et al.: 5

## October 6 – NO CLASS! FALL BREAK!

## October 13 (AASL Standards Focus: Engage)

Physical and virtual library presentations, digital citizenship, ethical use of information, media literacy, PLN meeting

### Before class text readings:

- AASL Standards: Chapter 11, 12, 13, and 14
- Thomas et al.: 6

## October 20: Reading is our business

Reading leaders, culture of reading, readers' habits, tricky topics (censorship), Freedom of Information, AR, Lexile, lesson plan feedback PLN meeting

### Before class text readings:

- Grimes, Sharon. *Reading Is Our Business: How Libraries Can Foster Reading Comprehension*. American Library Association, 2006.: Chapters 1 and 10
- Dawkins, et al., “New School Librarian Preparation Standards: How Does Reading Fit In?” *Knowledge Quest*, vol. 48, no. 5, May 2020, pp. 32-38. EBSCOhost <https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=142783047&site=ehost-live&scope=site>
- Gruer, Tammy S., and Karen M. Perryg. “Yes, School Librarians Teach Reading: Reading Skill Reinforcement and the School Librarian” *Knowledge Quest*, vol. 48, no. 5, May 2020, pp. 40-47. EBSCOhost, <https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=142783048&site=ehost-live&scope=site>
- Keeling, Mary. “Dancing Across the Literacy Divide.” *Knowledge Quest*, vol. 48, no. 5, May 2020, pp. 4-5. EBSCOhost, <https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=142783042&site=ehost-live&scope=site>
- Perry, Karen M. “Tackling Reading from Many Sides.” *Knowledge Quest*, vol. 48, no. 5, May 2020, pp. 6-7. EBSCOhost, pp. 6-7. EBSCOhost <https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=142783043&site=ehost-live&scope=site>

## October 27: Technology is our business

Ed tech panel, technology for engagement, social media, 1:1, technology assigned duties, growth mindset

**Before class text readings:**

- Belair, Jim, and Nicole Waskie-Laura. "Preparing Students for a Technology-Driven Future: How School Librarians Can Integrate Computer Science Standards into the Curriculum." *Knowledge Quest*, vol. 50, no. 2, Nov. 2021, pp. 32-37. EBSCOhost  
<https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153282014&site=ehost-live&scope=site>
- Moorefield-Lang, Heather. "Learners' Legacies as Digital Citizens." *Knowledge Quest*, vol. 49, no. 1, September. 2020, pp. 24-27. EBSCOhost  
<https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=145424127&site=ehost-live&scope=site>

**November 3: Big picture and day-to-day management**

Program planning and promotion, community partnerships, circulation systems, grants, funding, working with vendors, working with bookkeepers, PLN meeting

**Before class text readings:**

- Lance, Keith Curry, and Debra E. Kachel. "Why School Librarians Matter: What Years of Research Tell Us." *Phi Delta Kappan*, vol. 99, no. 7, Apr. 2018, pp. 15-20. EBSCOhost  
<https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=128733187&site=ehost-live&scope=site>

**November 10: Leading from the library**

Principal/librarian panel, school library program evaluation/leadership in schools and departments

**Before class text readings:**

- Thomas et al.: 8

### **November 17: Professionalism and productivity**

Role of ongoing professional development, productivity, interviews, communication, AASL, TASL, ISTE, PLN final meeting with planning

#### **Before class text readings:**

- Kammer, Jenna, et al. "Understanding What Makes School Librarian-Teacher Collaboration Successful." *Knowledge Quest*, vol. 50, no. 1, Sept. 2021, pp. 50-52, EBSCOhost  
<https://utk.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=152088790&site=ehost-live&scope=site>

### **November 24: Thanksgiving - NO CLASS!**

### **December 1: Sharing our learning/course wrap-up**

PLN final meeting with planning, final reflections and questions

### **December 8: Exam (Core Values statement)**

Final paper (Core Values statement) due by 11:59 pm