Please read this syllabus carefully and do not hesitate to contact me if you have questions or need clarification. Each student in this class should be aware of all the course requirements, assignments and procedures.

**COURSE DESCRIPTION:** This course focuses on the school library media center within today’s information environment. We examine the library media center program, services, and users; the management, organization and development of material as well as human resources. We look at the roles of the library media specialist as the director of the library media center program in collaboration with administrators, including a district library media director, and teachers.

**LEARNING OUTCOMES:** Being a successful school librarian requires an understanding of learners’ needs; a commitment to inquiry-based learning, intellectual freedom and user access to diverse resources; content knowledge in research, reading, and information and technology literacy; the ability to both lead and collaborate with teachers to reach instructional goals; the ability to serve as a school leader in legal and ethical use of information; and management skills to build, maintain, and evaluate the school library’s collections, resources, facilities, and services in support of the school’s mission.

Upon completion of this course, students will be able to:

1. **Manage school libraries which**
   a. foster discovery and enable students to advance their own learning
   b. ensure equitable access to information and technology resources
   c. use ongoing self-evaluation, data-based decision making, and application of current research to assure high quality, effective programs and services

2. **Design instructional units which**
   a. are inquiry-based
   b. support diverse learners
   c. are aligned to AASL Standards for the 21st Century Learner
   d. embed information and technology literacy into grade or subject level content and appropriate curricular standards (CCSS or others)
   e. enable and engage full collaboration with classroom teachers

3. **Implement k-12 library plans, procedures and policies which**
   a. uphold professional principles related to intellectual freedom and patron privacy
   b. create user-centered library environments
   c. instruct and lead the school community in the ethical use of information
   d. effectively steward financial and human resources

4. **Demonstrate leadership through**
   a. the creation of learning experiences that supports classroom teachers in their own professional development
   b. collaboration and networking opportunities for instructional staff
   c. advocacy for the library program through communication within the school and throughout the community

**NOTE:** Assessments and activities linked to Learning Outcomes are identified by number and letter in the Course Calendar & Assignments section of this syllabus.
Texts: Two textbooks are required for the course.


In addition, the following resources available online will be used and referred throughout the course:

- AASL’s Standards for School Libraries (2017): http://standards.aasl.org (these are hot off the presses, so we will continue to refer to the 2007 standards as well)
- AASL’s Resources page: http://www.ala.org/aasl/advocacy/resources

All students should sign up for free subscriptions (journal and online newsletter) to Tech & Learning http://www.techlearning.com/ (at bottom of homepage) and eSchool News http://www.eschoolnews.com/freeesn/

Undergraduates: Some students may be taking this course for undergraduate credit. If so, please note the document on the course Content page which details the expectations for assignments.

Methods: The primary methods of instruction will be presentations & readings processed through class discussion. This means that active participation is required. Please read all assignments carefully so that your postings are thoughtful and well-supported.

Posts should be succinct and to the point, thoughtful and careful. I’ll be offering an intro and discussion questions or prompts each week. Please use these as a jumping off place for your discussion but don’t feel limited by them. Our text and other readings will, for the most part, offer a vision of the ideal. You will bring your practical experience to that ideal, plus offer the class additional resources, links and information on some of our topics. Whether you’re currently working in a school or have little experience in this setting, each of you will have unique perspectives to offer. As with all online classes, I expect that you will learn as much from your classmates’ posts as you do from me and from the course readings.

You will be expected to post at least three times in each session. Sometimes you will have one topic to which to respond; other times there may be more than one, especially when you are presenting journal discussions. As with most online courses, I look for at least 1 substantial post within the week in which you offer reflection on the required readings and references to outside sources. This post should be made by the end of the day Thursday. The other 2+ posts in the forum may be briefer, offering reaction or response to your classmates or additional information. Our class week will begin on Monday. The week will end the following Sunday at midnight; there is no “closed” period.

Please review the following rubric carefully to understand how your posts will be assessed. I will assess your discussion 4 (random) weeks of the term. In addition, I will ask you to self-assess one week. Up to 25 points (a quarter of your total grade) is earned in class discussion.
Rubric for Assessment of Discussion Posts

<table>
<thead>
<tr>
<th>5-point Participation</th>
<th>4-point Participation</th>
<th>3-2 point Participation</th>
<th>1 point Participation</th>
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<tr>
<td>Responds to discussion questions thoroughly and succinctly, adding insight and making reference to class materials or other resources. Cites classmates, engages classmates in dialogue that adds synthesis, clarification and significant dimension to discussion. Participates steadily throughout the discussion period.</td>
<td>Responds fully to all discussion questions. Comments are mostly well supported with reference to class materials and show above average thought. Supports and engages classmates. Participates several times during the session.</td>
<td>Partially responds to discussion questions. Comments show some thought. Sometimes acknowledges classmates and engages in dialogue. Participates late in the session only (weekend only)</td>
<td>Rarely responds to discussion questions. Comments show little thought. Posts are isolated from class dialogue. Participates minimally, posting only very late in the Session (Sunday night only).</td>
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No participation = 0

If you believe you will be unable to participate in discussion due to unforeseen circumstances, please email me beforehand to request an excused absence.

UWM Academic Policies

Many university policies affect all SOIS students. Links to these policies may be accessed through a PDF-document maintained by the Secretary of the University: http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf. Please review this document carefully to be aware of issues related to academic misconduct, religious observance, students with special needs and circumstances, etc.

Participation by Students with Disabilities:
If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Course Outline and Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Reading/Viewing; Assignments</th>
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<tbody>
<tr>
<td>Week 1 Jan. 22-28</td>
<td>Introductions Syllabus 21st Century Learners</td>
<td>Donham: Preface and Chapter 1 View these videos for additional background on today’s learners: • “Designed for Learning” • “21st Century School Libraries” • “Daniel Pink: Education and the Changing World of Work” Also view syllabus walk-through on Welcome page.</td>
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| Week 2 | Jan.29-Feb. 4 | Curriculum and Instruction Standards | Donham, Chapter 2  
Church, Chapter 1 – Librarian as teacher  
Review AASL Standards and Common Core materials (under “Links”) |
| --- | --- | --- | --- |
| Week 3 | Feb 5-11 | The Principal and the District Resources | Donham, Chapter 3 and 4  
Church, Chapter 5 – Librarian as program administrator  
Wisconsin’s Common School Fund -  
(Learning Outcomes 3d, 4c) |
| Week 4 | Feb 12-18 | The Community | Donham, Chapter 5  
**DUE February 18 - School Librarian Visit Report** |
| Week 5 | Feb. 19-25 | Collaboration | Donham, Chapter 6  
Church, Chapter 2 – Librarian as instructional partner  
“Professional Collaboration for Information Literacy” (chapter 4 of Info Powered School)  
(Learning Outcomes 2e, 4b) |
| Week 6 | Feb. 26 - March 4 | Scheduling, Policies and Collections | Donham, Chapter 7 and 8  
**DUE March 4 - 1st Scenario response (Access)** |
| Week 7 | March 5-11 | Literacy | Donham, Chapter 9  
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<tbody>
<tr>
<td>Week 9 March 18 -25</td>
<td>Spring Break</td>
<td>No class</td>
<td></td>
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<tr>
<td>Week 10 March 26 – April 1</td>
<td>Journal Research</td>
<td>Due March 26 - Professional Reading/Journal presentations will guide our class discussion for this week. Presentations must be posted to the discussion forum by Monday, midnight. Post link or slides plus bibliography to Dropbox folder. NOTE: Final paper “mock interview” questions will be posted to the courses home page on March 27th.</td>
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</tbody>
</table>
| Week 15  | Leadership | Donham, Chapter 15  
        |            | Church, Chapter 4 – Librarian as instructional leader  
| April 30 - May 6 |            |            |
| May 7-10 (short week) |            | (Learning Outcomes 4a, 4b)  
        |            | Due May 10 - Final assessment: Interview responses |

**Assignments**

**School Library Visit and Interview (due February 18) - 10 points**

**Learning Outcomes - various**

Arrange to visit a school library (elementary, middle or secondary) and meet with the school librarian. Do not choose someone you now work with or a place with which you are otherwise familiar. The media specialist should be experienced and certified (with a 1902 or equivalent license in your state), not a paraprofessional. Develop a set of interview questions prior to the visit but don’t feel married to them.

Examples of focus might be: how print and non-print instructional materials are selected; how physical facilities are arranged; how class scheduling works; responsibility of librarian for equipment and/or production; opportunities for and barriers to collaboration with teachers; role in integrating technology with instruction; how AASL Standards and Common Core State Standards are being promoted and implemented; how the librarian keeps up professionally; etc. Ask both descriptive questions and “why” questions. You may find practice and attitudes quite at variance with what you find in our text as the ideal. Be kind and respectful.

Call to set up the appointment and explain that this is for a class in the administration of school libraries. Try to limit your interview to one hour. If your own work situation permits, use an additional hour to observe the library in action. (You will not be penalized if you can only conduct your interview after school when no classes are present.)

Prepare a written summary (3-4 pages) of the interview. Do not identify the site or the name of the interviewee. The summary, in essay form (not a transcript) should include: a general description of the school (urban, suburban, rural) and population; a description of the school library program; responses to your questions; and your own reaction/response to the interview and to the activities and physical set-up you observed. If there is no professional, certified school librarian in close proximity, you may conduct your interview by Skype or by telephone. Email is not acceptable because you will both benefit most from live interaction.

Submit your summary essay to the dropbox. No citations to resources or to the
(anonymous) interviewee are required, although if you choose to reference our text or other sources, please provide appropriate citation and References page.

**Scenario Responses (Due March 4, March 17, and April 8) – 15 points (5 points each)**

Three times during the course of the semester, you will be writing thoughtful responses to scenarios that are included at the end of each chapter in the Donham text. Your paper should identify the scenario with a brief, descriptive title of your choice, but you do not need to re-type the full text of the scenario into your document. Write a 2 to 3 page (double-spaced) response and solution to the problem posed in the scenario. Include reference to a minimum of 2 sources of information that support your solution. These sources may be the Donham or Church texts, other course materials, or your own research on the issue (this means a final page of citations in either APA or MLA style).

The assigned scenarios are as follows; due dates are included in the class schedule:

1st Response: Access issues (CHOOSE ONE)  
   Learning Outcome 1b  
   • Scenario 1, p. 24-5  
   • Scenario 2, p. 152

2nd Response: Policy issues (CHOOSE ONE)  
   Learning Outcome 3a  
   • Scenario 2, p. 89  
   • Scenario 1, p. 181-2

3rd Response: Instruction issues (CHOOSE ONE)  
   Learning Outcome 2d  
   • Scenario 2, p. 268  
   • Scenario 2, p. 297

**Professional Reading/Journal Presentation (due March 26) – 15 Points**  
Learning Outcomes - various

I expect all students to become familiar with the relevant professional journals in the field. These include, but are not limited to:

- School Library Journal  
- Library Media Connection  
- Teacher Librarian  
- Knowledge Quest  
- School Library Research (available online at [http://www.ala.org/aasl/slr](http://www.ala.org/aasl/slr))  
- School Library Monthly  
- Children and Libraries  
- Young Adult Library Services  
- Voice of Youth Advocates (VOYA)  
- eSchool News (free – see p. 2 of syllabus)  
- Tech & Learning (free – see p. 2 of syllabus)

The list keeps growing and changing; many journals now offer selected content on websites. You will find many full-text articles via the databases at UWM Libraries.

Below is a list of suggested topics from which each student will make a choice. If you are interested in a topic not found on the list, I will be happy to consider it. You will be expected
to find three to five journal articles on the topic, summarize them, add your own reflection and a question for discussion. Whenever possible, try to find differing points of view on your topic for a more interesting analysis. Only one person per topic -- email me by the end of the 3rd week of class with your first and second choice.

You will be making a video/audio presentation, 8-10 minutes long to the class on your topic and what you learned in your reading. You may use Techsmith Relay, VoiceThread or a similar tool. Avoid using the narration add-on in Powerpoint since not all students are required to have this software – your tool should create a video file that will be easily playable. Relay sends your recording directly to UWM’s (non-searchable) YouTube site, giving you a URL that you may share with the class. Your grade will be based on the presentation and bibliography (no paper required). There is a dropbox folder for this assignment; you may submit slides (if used) and/or the URL to your presentation along with a full bibliography (APA style please) of the articles or resources you consulted to prepare the presentation.

Some Suggested Topics:
- Self-censorship in school library materials selection
- School library design
- Public/School library cooperation
- Promotion of recreational reading in the secondary school library
- Copyright, information ethics, and the responsibilities of the school librarian
- Working with Parent and student volunteers
- Advocacy for the school library
- Privacy issues in school libraries
- Kids and ethical computer behavior; digital citizenship curricula
- Video Gaming applications in school libraries
- Dewey Pro and Con/genreifying the collection
- Cyber-bullying
- eBooks and readers
- The school librarian and CCSS
- Graphic Texts in the school library
- Accelerated Reader or similar programs (pro/con)
- Wisconsin’s new licensure rules for school librarians

Collaborative Lesson Plan (Due April 22) - 15 points
Learning Outcomes 2a, 2b, 2c, 2d

Using the 2 lesson plans from week 12 as a model, create a sample lesson plan. You’ll see that the 2nd grade example is completed in one class period, but the high school example stretches over 3 class periods. You may choose either structure, but do include all of the elements listed in those examples: a brief description (including subject, grade level, and duration), a summary, concepts, essential question(s), and critical skills, AASL and content standards, designing for learning, etc.

Note: There is one element missing from this lesson plan “template” that I would like you to add. Under the Sample Lesson section, following Lesson focus, Resources, and Duration, add the heading Collaboration. In this section, please briefly explain the responsibilities for planning, instruction and assessment that will be done by the librarian (you) and those that will be done by the classroom teacher with whom you have created this lesson.

For those of you currently working in libraries, you MAY use an actual unit that you’ve planned or completed with a teacher, enhancing it to complete all sections of this template. For those of you not working in libraries or without collaborative lesson planning experiences, this may simply represent
an ideal lesson that you feel conforms to best practice as shared in our readings and class discussions. No citations are required for this assignment - use the model lesson plans as a guide for your finished product. You may add elements if you wish.

This assignment uses the 2007 AASL Standards for the 21st Century Learner as a foundation. The newer version of the standards was released in November 2017, but templates and guidelines for lesson planning based on this new set of standards are still in development. Clearly, there are subtle differences between these standards, and you may make use of new language/guidelines in this assignment if you wish. But you will meet all assignment expectations with the templates based on the 2007 standards.

Final Paper: “Mock Interview” responses (Due May 10) - 20 points
Learning Outcomes 1a, 1c, 3b, 3c, 3d.

Following Spring Break, there will be a document posted to the course Home Page in D2L which lists a set of eight brief questions which might be asked at a job interview for a school librarian position. These questions explore issues we will have addressed through our readings and discussions throughout the course. As a final, culminating experience in this course, and as a way to help you develop a deeper understanding of the role of a school librarian in today’s K-12 environments, you will be responding to these questions in essay form. Each response should be limited to one, double-spaced page (it may be shorter - some answers might be adequately addressed briefly). Cut and paste the questions into your document, and provide reflective answers as if you were responding in an interview situation. You may make informal reference to class materials or other resources in your responses if you wish, but since you would be unlikely to do so in an interview setting, it is not mandatory or expected. If you do refer to sources, include a final page of References (APA style).

About Written Assignments

All papers should be double-spaced with no extra spaces between (indented) paragraphs. Proofread your written submissions carefully. Be sure to consult a style guide when quoting, paraphrasing and citing other works. Always cite sources in the text and include a list of works consulted and cited when you have included any ideas that are not entirely your own. Because MLA style is widely used in high schools, you may use this citation style in your written work. (Quick MLA style help is available at www.easybib.com; more thorough guidelines can be found at https://owl.english.purdue.edu/owl/resource/747/01/. ) You may use APA style if you wish since that is the standard for LIS work. Whichever you choose, be consistent and accurate. As an MLIS candidate, you are expected to understand and use correct citation.

Writing Center: If you would like assistance with your writing, don’t hesitate to make use of the UWM Writing Center. Their services are free and fully available to online students. http://www4.uwm.edu/writingcenter/

Evaluation: There are 100 possible points to be earned in this class, distributed as follows:

- Class discussion posts (5 points each, 5 graded) 25 points
- School Library visit/interview 10
- Scenarios (5 points each, 3 assigned) 15
- Professional Reading/Journal Presentation 15
- Lesson Plan 15
- Final: Mock Interview questions 20

TOTAL 100 points
### UWM Grading Scale:

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<th>96-100</th>
<th>A</th>
<th>74-76.99</th>
<th>C</th>
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<tr>
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<td>A-</td>
<td>70-73.99</td>
<td>C-</td>
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<tr>
<td>87-90.99</td>
<td>B+</td>
<td>67-69.99</td>
<td>D+</td>
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<td>64-66.99</td>
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<td>B-</td>
<td>60-63.99</td>
<td>D-</td>
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<tr>
<td>77-79.99</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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And please note:

- All assignments are due in the dropbox by midnight (your time zone) on the day noted on the course calendar. If any student cannot meet deadlines, let me know **before** the due date.
- Assignments which are submitted late without permission for an extension (for special circumstances) will lose 10% credit per day late.