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. We will be using Canvas for course materials, assignments, and grades. Please go to https://uwm.edu/canvas/students for training and helpful resources.

**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 and teachers, including the role of a district library media director.

**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 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. support 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 Resources page: [http://www.ala.org/aasl/advocacy/resources](http://www.ala.org/aasl/advocacy/resources)

Further resources:

As a UW-Milwaukee student you have access to a wealth of information resources across the UW system! For more information see: [http://guides.library.uwm.edu/distance](http://guides.library.uwm.edu/distance)

Here is the direct link to the library homepage: [https://uwm.edu/libraries/](https://uwm.edu/libraries/)

Here is the link to their online information literacy video series: [http://guides.library.uwm.edu/infolit](http://guides.library.uwm.edu/infolit)

**UWM 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/](http://www4.uwm.edu/writingcenter/)

**Overwhelmed? Contact Norris Health Center/University Counseling Services:**

414-229-4716 | [uwm.edu/norris](http://uwm.edu/norris)
METHODS: DISCUSSIONS

The primary method of instruction will be readings & presentations processed through class discussion. This means that active participation is at the heart of our interaction. Please read or view all materials in advance so that your postings are thoughtful and well-supported.

You will be expected to post at least three times each week, with your first post made by Thursday night, midnight (central time). In your posts, you are expected to:

1) respond to the discussion prompt/question, providing support for your response from class readings and presentations
2) respond to your classmates’ posts.

Pay attention to the discussion board forums and post to the appropriate one. Each week’s discussion will be open for posting from midnight on Saturday through the following Sunday evening. Please make your contributions to our discussion during the assigned week.

Your posts should be succinct and to the point, thoughtful and careful. In response to student comments and suggestions, I recommend that each student respect the time of others by minimizing brief “I agree” or “Good point” posts; while a minimum of 3 posts is required, be aware that posting far beyond that – 8 to 10 or more posts per week – would be considered excessive. Please be sure your posts are substantive, thoughtful, and well-supported by the required readings/presentations or other resources.

Note that there are discussion questions included in the course calendar below. Please use the discussion questions as a foundation for your discussion comments, but don’t feel limited to addressing these questions only. Our readings, observations, and assignments will offer important context for each week’s dialog.

Your discussion contributions will be evaluated by me four times, chosen at random, during this course. Points will posted to the gradebook for those weeks, and you will receive feedback early in the course to be sure you’re on the right track. One time during the course you will receive a notice that asks you to assess your own discussion for the previous week. Both student and instructor will assess the discussion participation using the Discussion Forum Rubric on the next page.

There is a “Coffee Shop” discussion for miscellaneous postings—use it for any off-topic news or comments. I will inform you of any additions or changes to the syllabus or other things I need to share in the Announcements. Please be sure to look at that page each time you sign in.
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, but please know that my intention is not to catch you on an off week. If you score below 3 (80%) on a week that I grade you I will grade a different discussion at the end of the semester and take the higher of the two grades. In addition, I will ask you to self-assess one week. 20 points of the total points in the course are earned in class discussion.

### Rubric for Assessment of Discussion Posts

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
</table>
| **Ideas and Critical Thinking** | 1 pts Advanced  
Insightful posts that stimulate discussion: well-developed ideas, new ideas, supported arguments, and evidence of analysis, synthesis, or evaluation.  
0.75 pts Proficient  
Accurate posts that address facts, but could be improved with more evidence and analysis. Posts sometimes stimulate discussion.  
0.5 pts Needs improvement  
Posts need to contribute more to the discussion. Ideas need to be more well-developed, use test evidence, and show evidence of critical thinking.  
0 pts  
Not participating  
No ideas posted | 1 pts |
| **Clarity** | 1 pts Advanced  
All posts this week are well-articulated, clearly understood, and free of errors.  
0.75 pts Proficient  
Most posts this week are well-articulated, clearly understood, and free of errors.  
0.5 pts Needs improvement  
Posts aren’t clear and need to be well-articulated and free from errors.  
0 pts  
Not participating  
No ideas posted | 1 pts |
| **Responsiveness** | 1 pts Advanced  
Responds thoughtfully at least two times during the week  
0.75 pts Proficient  
Responds twice during the week, but responses aren’t always related to original post  
0.5 pts Needs improvement  
Responds only once  
0 pts  
Not participating  
Does not respond to others | 1 pts |
| **Timeliness** | 1 pts Advanced  
Initial post and responses are distributed throughout the week  
0.75 pts Proficient  
Responses to classmates are made only on the final day of discussion (usually a Sunday)  
0.5 pts Needs improvement  
First post and responses are all on the same day  
0 pts  
Not participating  
Initial post is made after the deadline (usually a Thursday at midnight) | 1 pts |

If you have a conflict with participating in discussion in any given week, please let me know as soon as you can so we can work out an accommodation.

**Undergraduates**: If you are taking this course for undergraduate credit, please note the page posted in Canvas on the paired down expectations for assignments.
POLICIES

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:
Please review this document carefully to be aware of issues related to academic misconduct, religious observance, students with special needs and circumstances, etc.

For additional SOIS academic policies please go to:
http://www4.uwm.edu/sois/programs/graduate/mlis/policies/

Workload Statement:
Statement of time investment by the average student: On average, students should spend 48 hours per credit per semester on class activities (i.e., approx. 144 hours for a 3-credit course). Total Hours: 3 credits x 48 hours = 144. The workload is an estimate; students are assessed on performance, not on the time put into the course.

Student expectations, conduct, and responsibilities:
https://uwm.edu/studenthandbook/student-handbook/student-expectations/

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.

Canvas and Student Privacy:
This course utilizes the learning management system Canvas to facilitate online learning. Canvas provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) but may be used for student evaluation.
# Rough Course Outline and Calendar

**THIS IS A ROUGH OUTLINE OF READINGS AND ASSIGNMENTS**

**PLEASE USE CANVAS FOR UP TO DATE INFORMATION**

**PLEASE DO NOT RELY ON THIS OUTLINE-WAIT FOR THE FINAL WORD ON CANVAS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Reading/Viewing: Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions</td>
<td>Donham: Preface and Chapter 1&lt;br&gt;View videos on today’s learners&lt;br&gt;Get to know the class: Google Form/Survey&lt;br&gt;Introduce yourself&lt;br&gt;Become Familiar with Canvas</td>
</tr>
<tr>
<td>Week 5</td>
<td>Collaboration</td>
<td>Donham, Chapter 6&lt;br&gt;Church, Chapter 2 – Librarian as instructional partner&lt;br&gt;“Professional Collaboration for Information Literacy” (chapter 4 of Info Powered School) <em>(Learning Outcomes 2e, 4b)</em></td>
</tr>
</tbody>
</table>
  
  
  
  **DUE March 3 - 1st Scenario response (Access)** |
|---|---|---|---|
  
  
  
  **DUE March 17 – 2nd Scenario response (Policies)** |
| Week 9  | Spring Break | No class March 17-24 | --- |
  
  
  View Video: Fontichiaro,Kristin. “Nudging Toward Inquiry”  
  
  [https://vimeo.com/7715376](https://vimeo.com/7715376) |
| Week 11 | March 31- April 7 | Inquiry | Due March 31 – Professional Reading/Journal presentations will guide our class discussion for this week.  
  
  NOTE: Final paper “mock interview” questions will be posted to Canvas on March 31st. This will be our culminating activity that will be due on Sunday, May 12th Donham, Chapter 12 |
Assignments
THESE ARE ROUGH OUTLINES OF ASSIGNMENTS
PLEASE USE CANVAS FOR MOST RECENT DUE DATES, REQUIREMENTS, AND RUBRICS

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 schools, you may use this citation style in your written work. (Quick MLA style help is available at http://www.easybib.com/guides/citation-guides/mla-format/; 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 Information Science work. Whichever you choose, be consistent and accurate. As candidate for school library certification, you are expected to understand and use correct citation.

Remember the 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 (4 points each, 5 graded) 20
- School Library visit/interview 10
- Scenarios (5 points each, 3 assigned) 15
- Professional Reading/Journal Presentation 20
- Lesson Plan 15
- Final: Mock Interview questions 20

TOTAL 100 points
UWM Grading Scale:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
<td>74-76.99</td>
<td>C</td>
</tr>
<tr>
<td>91-95.99</td>
<td>A-</td>
<td>70-73.99</td>
<td>C-</td>
</tr>
<tr>
<td>87-90.99</td>
<td>B+</td>
<td>67-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>84-86.99</td>
<td>B</td>
<td>64-66.99</td>
<td>D</td>
</tr>
<tr>
<td>80-83.99</td>
<td>B-</td>
<td>60-63.99</td>
<td>D-</td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Please note:

All assignments are due by midnight (Central—you can adjust your settings in Canvas for your own time zone to accommodate the cut off time I have set) on the day noted on the course calendar. If you know you cannot meet a deadline, please 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 week.

School Library Visit and Interview (due February 10 or 17) – 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.

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 3, March 17, and April 14) – 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 31) – 15 Points**

*Learning Outcomes – various*

I expect all students to become familiar with 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)

You will find many full-text articles via the databases at UWM Libraries.
Below is a list of suggested topics. If you are interested in a topic not found on the list, please let me know. 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 top two choices.

You will be making a video/audio presentation, ~5 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). Stay tuned for information on how to post your project to Canvas.

Some Suggested Topics:

- Self-censorship in school library materials selection
- MakerSpaces in School Libraries
- Reaching English Language Learners
- 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/genrefy-ing the collection
- eBooks and readers
- The school librarian and CCSS
- Accelerated Reader or similar programs (pro/con)
- Wisconsin’s new licensure rules for school librarians
- Librarians as instructional coaches
- Scheduling options (Fixed, Flexible, Combo)
Collaborative Lesson Plan (Due April 28) – 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—use the model lesson plans as a guide. You may add elements if you wish.

Final Paper: “Mock Interview” responses (Due May 12) – 20 points

Learning Outcomes 1a, 1c, 3b, 3c, 3d.

Following Spring Break, you will see a set of 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 or a Works Cited page.
UWM Main Campus Resources

Accessibility Resource Center
414-229-6287 | uwm.edu/arc

Canvas Student Support
833-826-8713 | uwm.edu/canvas/students

UWM Help Desk (D2L and IT Student Support)
414-229-4040 | gettechhelp.uwm.edu

Career Planning & Resource Center
414-229-4486 | uwm.edu/careerplan

Center for International Education
414-229-4846 | uwm.edu/cie

Emergency Grant
414-229-4632 | uwm.edu/deanofstudents/assistance/uwm-emergency-grant/
dos@uwm.edu

Equity/Diversity Services
414-229-5923 | uwm.edu/equity-diversity-services

Human Resources
414-229-5353 | uwm.edu/hr

Inclusive Excellence Center
414-229-7234 | uwm.edu/inclusiveexcellence

Language Resource Center
414-229-4313 | uwm.edu/lrc

LGBT Resource Center
414-229-4116 | uwm.edu/lgbtrc

Military and Veteran’s Resource Center
414-229-7211 | uwm.edu/mavrc

Norris Health Center/University Counseling Services
414-229-4716 | uwm.edu/Norris

Panther Academic Support Services
414-229-3726 | uwm.edu/pass

Title IX Office
414-229-7012 | uwm.edu/titleix

UWM Food Center and Pantry
414-229-4366 | studentorgs.uwm.edu/org/sa/Projects_Food_Pantry

UWM Libraries
414-229-6202 | uwm.edu/libraries

UWM Police
414-229-4627 (non-emergency) or 9911 (emergency)
uwm.edu/police

University Safety & Assurances
414-229-6339 | uwm.edu/usa

Women’s Resource Center
414-229-2852 | uwm.edu/wrc

The Writing Center
414-229-4339 | uwm.edu/writingcenter
## IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Jan 2019</td>
<td>Last Day to Withdraw with Full Refund</td>
</tr>
<tr>
<td>22 Jan 2019</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td></td>
<td>First day of classes, Start of Late Enrollment Period $50.00 late enrollment fee assessed for students entering classes for the first time in the term.</td>
</tr>
<tr>
<td>25 Jan 2019</td>
<td>Graduation Application Deadline - Undergraduate Students</td>
</tr>
<tr>
<td></td>
<td>Deadline for graduation application for undergraduates. Submit application via PAWS.</td>
</tr>
<tr>
<td>4 Feb 2019</td>
<td>Add Deadline</td>
</tr>
<tr>
<td></td>
<td>Last day to add full-term classes, change sections, change the grading basis for classes (e.g., graded credit/no credit or audit, or vice versa) without app</td>
</tr>
<tr>
<td>5 Feb 2019</td>
<td>Graduation Application Deadline - Graduate Students</td>
</tr>
<tr>
<td></td>
<td>Deadline for graduation applications for graduate students. Submit applications via PAWS.</td>
</tr>
<tr>
<td>18 Feb 2019</td>
<td>Last Day to Drop without W</td>
</tr>
<tr>
<td></td>
<td>Last day to drop full-term courses without a “W” on record. Tuition and fees apply.</td>
</tr>
<tr>
<td>17 Mar 2019</td>
<td>Spring Break</td>
</tr>
<tr>
<td></td>
<td>March 17-24. No Classes (UWM offices are open)</td>
</tr>
<tr>
<td>7 Apr 2019</td>
<td>Drop Deadline</td>
</tr>
<tr>
<td></td>
<td>Last day to drop or withdraw from full-term courses. Tuition and fees apply.</td>
</tr>
<tr>
<td>0 May 2019</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td></td>
<td>Last day of classes</td>
</tr>
<tr>
<td>10 May 2019</td>
<td>Study Day</td>
</tr>
<tr>
<td></td>
<td>Study day</td>
</tr>
<tr>
<td>11 May 2019</td>
<td>Final Exams</td>
</tr>
<tr>
<td></td>
<td>May 11, 13-18. No final exams on May 12.</td>
</tr>
<tr>
<td>18 May 2019</td>
<td>Degree Conferral Date</td>
</tr>
<tr>
<td></td>
<td>Last day of the term. Date of degree conferral for graduating students.</td>
</tr>
<tr>
<td>19 May 2019</td>
<td>Graduation</td>
</tr>
<tr>
<td></td>
<td>Graduation ceremony</td>
</tr>
<tr>
<td>23 May 2019</td>
<td>Grade Deadline</td>
</tr>
<tr>
<td></td>
<td>Final entry deadline for instructor grading (final grade). All grades not entered into PAWS by 4:30 p.m. may result in a value of NR, or not reported. After this point, grade entries need to be submitted as a grade change.</td>
</tr>
</tbody>
</table>