INSTRUCTOR
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Twitter: MelJ_atUK
Skype: melj_godawgs
Office: All online for Summer 2012
Virtual Office Hours: Virtual Office Hours: Wednesday 8:00am – Noon, or by appointment
Office hours are a way for us to chat about the course, your concerns, questions you have, jobs you’re interested in, or anything else that’s on your mind. If the above times don’t work for you, please let me know so we can find an alternative virtual meeting time.

COURSE DESCRIPTION
An intensive study of trends in school media centers with emphasis on research, technology, and the role of the school library media specialist in the school curriculum. Technology integration, leadership, and collaboration with school faculty and assessment of student learning are also stressed. This course meets online through Blackboard; there are no face-to-face meetings.

PURPOSE
To provide learning experiences necessary in today’s school library media environment which affect research and reflection for leading and learning.

OVERVIEW
School media programs are unique in that they are integrated with curricular, technological, and societal interests as manifested in school/educational environments. These programs serve all members of an educational community. This course will focus on the ever-changing issues in the world of 21st century education and school libraries.

REQUIRED TEXTS
  o I have requested this through the book store or you can get it on Amazon - http://www.amazon.com/School-Leaders-Digital-Technologies-Social/dp/1118022246/ref=sr_1_1?ie=UTF8&qid=1332959257&sr=1-1
  o Also if you would prefer to get the ebook or kindle version that is fine with me.
LEARNING OBJECTIVES
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Upon successful completion of this course, students will be able to:

1. Demonstrate a relationship between the media specialist and the educational setting. [CF 1, 2, 3, 4] 2.
2. Define the instructional and information partner roles of the media specialist. [CF 1, 2, 3, 4]
3. Demonstrate techniques for integrating information literacy throughout the school curriculum. [CF 1, 2, 3, 4]
4. Define media literacy and demonstrate the media specialist’s role in promoting media literacy within the school community. [CF 1, 2, 3, 4] 6.
5. Define the school librarian’s role in integrating information literacy standards, technology standards, and core content for assessment into the curriculum. [CF 1, 2, 3, 4] 7.
6. Discuss a topic in technology and demonstrate how that technology is used in a media center to enhance the curriculum. [CF 1, 2, 3, 4] 8.
7. Discuss the current trends in research related to the school library media center. [CF 1, 2, 3, 4]
8. Plan and design research to investigate critical issues of the profession. [CF 1, 2, 3, 4]

COURSE OUTLINE
AASL Standards for School Media Librarians are examined throughout the course in the following areas:

- Educational Trends in Innovative Schools
- Action Research
- Roles of the School Library Media Specialist
- Information Literacy (including media literacy)
- Integrating Information Literacy into the Curriculum
- Collaboration and Instruction
- Professional Development
- Technology in the School Library Media Center
- The Visible School Library Media Specialist/Advocacy

INSTRUCTIONAL ACTIVITIES
Instructional activities will consist of readings, discussions via Blackboard, cooperative learning experiences, multimedia demonstrations, guest speakers, papers, and some lecture. The class will be conducted via Blackboard. This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations, the Kentucky Program of Studies, and the Commonwealth Accountability Testing System, which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

ASSIGNMENTS

The student is expected to participate fully in all assignments and discussions. Assignments were developed based on the Conceptual Framework Theme: Research and Reflection for Learning and Leading listed in the following assignments as CF and appropriate numbers.

This is a brief overview of assignments - details will be found in Weekly Folders and Assignment Folder in class Blackboard site.

- **Action Research Proposal** [CF 1, 2, 4]: Students will be able to define action research and determine appropriate use of action research to resolve problems within the school media program. Student will select an issue and design an action research plan proposal to address a problem within the school media program. Write a two or three page overview of the action research project for submission to the instructor; include a bibliography of supporting documents.

- **Advocacy Proposal** [CF 1, 2, 4]: The student will be able to define critical issues that school library media specialist are currently dealing with such as: flexible scheduling, budget cuts, staffing cuts, technology integration, online safety, filtering, and policies related to the topics. Students will select a topic of interest from readings and prepare an advocacy plan addressing how they will address the issue with various stakeholder groups, including administrators, a school advisory committee, school board/SBDM Council, teachers, students, and parents. The assignment will be evaluated via a rubric which addresses creativity, persuasive characteristics, clarity, spelling, and grammar. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

- **Current Trend Presentation** [CF 1, 2, 3, 4]: Student (groups if enough students) will select from the readings a current trend to explore and present to the class. Topics for Summer 2012 may include: BYOD – Bring Your Own Device; PLNs – Personal Learning Networks; Dewey-Free Classification; Social media; Transliteracy...Check the Course Resource Library Folder and Assignments Folder for further other possible topics. Student will develop a multimedia presentation on a current trend from the field of school library media to share with the class. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

- **Technology Integration Presentation** [CF 1, 2, 3, 4]: Providing professional development for the staff of a learning community is a key competency for media specialists. School
library media specialists are also required to stay current on emerging technologies. This assignment will combine these two necessary skills. In this project, and the resulting menu of learning modules, will familiarize class members with a range of trends and issues within the school library field. Choose a digital technology that you would like to learn more about and demonstrate how the technology can be used in instruction to enhance the curriculum. Activity: In this assignment, your learners will be your classmates. You will design a professional development module demonstrating the use of the technology. The PD should be for an audience of teachers or school library media specialists and include an assessment piece. AASL/NCATE Standards and Kentucky Teacher Standards will be identified by students prior to submission of the assignment.

- **Assigned Readings and Discussion** [CF 1, 2]: The student will be able to articulate an understanding of current trends within the school media center. Students will read assigned readings in Bb Course Document folders and the textbook. See Assignments Folder for discussion expectations and rubric.

**GRADING PROCEDURES**

- **Projects** are designed to be as authentic as possible. They are often large and challenging, but they are also realistic.

- **Timeliness:** A great deal of thought goes into pacing assignments and arranging deadlines to be reasonable both for you to complete the assignments and for me to properly evaluate them. As professionals, we mutually expect deadlines to be met. Please contact me if you have a problem with meeting a particular deadline. If an assignment is late, its score will be reduced if not discussed with me ahead of time. Also, please check with me if you feel that a deadline needs to be rescheduled, either for you personally or for the class as a whole. All assignments are due by midnight on the date they are due unless otherwise noted.

- **Writing and Grammar:** Communication and writing skills are essential for media specialists and Master’s candidates. Therefore, all writing must comply with grammatical and spelling rules and should look professional in a visual sense. Please use a word processor and avail yourself of the spelling and grammar-checking tools provided by your software. Web sites and projected materials should receive the same level of proofreading and care that printed papers do. If errors or appearance detract from the quality of an assignment, the score will reflect this problem. I reserve the right to return severely flawed assignments to you without a grade so that you may repair them prior to my reading. Most assignments have a "mechanics" criterion. Items that are written for public consumption in real life -- such as web pages -- should be as close to perfect as possible, in keeping with the professionalism expected of you in the field. Items that are more reflective or just for me to evaluate will not be held to such a high standard.
• **Discussion**: Participation Active participation in the BlackBoard discussion area is expected. You are expected to respond to each discussion post and to one another’s postings as appropriate. Points will be deducted for late postings.

• **Citation Style**: As scholars, it is essential for you to give credit to any other sources consulted in the course of completing any assignment. Use in-text citations as appropriate. List these in a reference list near the end of the project, and please follow APA style (6th edition).

• **Resubmit option**: I believe in mastery learning, a learning model in which students have the opportunity to keep working at a skill until they have accomplished it. It is my philosophy that every student can achieve an A with sufficient effort; this class is not a competitive event, nor are student performances rated in relation to others. If you receive less than a 90% score on any assignment, you may correct the problem(s) and resubmit up until the final due date. If you choose to use this option, please include a summary of feedback points and actions taken.

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**ASSIGNMENTS AND POINTS**

Grading Points are awarded for performance on assignments and discussion. Work turned in late or in an inaccessible format will be penalized. All assignments are due by midnight on the dates indicated on the course calendar. Major assignments will be assessed via a rubric found in Bb.

Assignments and their respective percentages of the semester grade:
- Action Research Problem Proposal 25% (250 pts)
- Advocacy Proposal 15% (150 pts)
- Current Trend Presentation 25% (250 pts)
- Technology Integration Presentation 25% (250 pts)
- Assigned Readings and Discussion Participation 10% (100 pts)

1000 – 900 = A
899 – 800 = B
799 – 700 = C
699 – 0 = E

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**UK GRADING SCALE**

90% – 100% = A *(Exceptional)*
80% – 89% = B *(High)*
70% – 79% = C *(Average)*
0% – 69% = E *(Failing)*

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**COMMUNICATION**

You may communicate with me via Blackboard, e-mail or phone. E-mail will elicit the timeliest response. While I am generally available on the weekends and will always respond as quickly as I can, please do not wait until the day before an assignment is due (or the day it is due) to ask
questions. It is the student’s responsibility to make sure that all course communications are accessible. E-mails sent from within Blackboard will be delivered to the e-mail address stored in Blackboard. Your UK e-mail address is the default. To change your default e-mail address, follow the Course Tools link from the course navigation bar to edit your Personal Information.

**WRITING EXPECTATIONS**
The use of proper English is expected at all times. This includes discussion posts and journal entries, if applicable. Writing and citation guides will be provided in the course materials in Blackboard. APA (6th edition) formatting is required for citations. Writing Resources can be found on the Blackboard site in the Writing Tools folder.

**UNIVERSITY POLICIES**

**ACADEMIC INTEGRITY**
According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University's code and regulations on plagiarism and cheating, visit: [http://www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/part2.html) [http://www.uky.edu/Ombud/Plagiarism.pdf](http://www.uky.edu/Ombud/Plagiarism.pdf) : “Plagiarism: What is it?”

**EXCUSED ABSENCES**
Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student’s household (permanent or campus) or immediate family.
- The death of a member of the student's household (permanent or campus) or immediate family.
- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
- Major religious holidays. Prior notification is required.
- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences’ effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours
for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

**INCOMPLETES**
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 http://www.uky.edu/StudentAffairs/Code/part2.html.

**ACADEMIC ACCOMMODATIONS DUE TO DISABILITY**
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**INTEGRATION OF SYLLABUS WITH UK EDUCATOR PREPARATION UNIT THEMES**
This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY**
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

**TECHNOLOGY INFORMATION & RESOURCES**
Distance Learning Students (for the purpose of this online course, this means all students) are expected to have a minimum level of technological acumen and the availability of technological
resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. For both Windows and Mac users, Mozilla Firefox 3.6.17 is browser/version currently recommended by UK's Blackboard administrators.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: 
https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. Please e-mail me at melissa.johnston@uky.edu for the timeliest response. I will generally respond within a few hours, but longer wait times are possible. If you need more immediate assistance, please contact UKIT.

UKIT Service DESK:
http://webapps.uky.edu/ukit/help
859-218-4357

Information on Distance Learning Library Services http://www.uky.edu/Libraries/DLLS
• Carla Cantagallo, DL Librarian
• Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
• Email: dllservice@email.uky.edu
• DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16