LIS 647 Section 201
Current Trends in School Media Centers

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Office hours: by appointment
Preferred method of contact: Email
I usually respond to questions within 48 hours. I will respond to emails sent on weekends/holidays on the following business day.

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.

Student Learning Outcomes
Upon successful completion of this course, candidates* will be able to:
1. Demonstrate techniques for integrating information literacy standards, technology standards, and core content standards throughout the curriculum. [ALA/AASL 1.1, 1.2, 1.3, 1.4, 2.4, 3.3, 4.3; CF 3, 4]
2. Design instruction and assessments to support and measure student growth of twenty-first century skills and dispositions. [ALA/AASL 1.1, 1.2, 3.1, 3.2, 3.4, 4.3; CF 1, 3, 4]
3. Explore the reciprocal relationship between current trends in education and the school library program. [ALA/AASL 1.1, 1.2, 1.4, 4.3, CF 1, 2, 3, 4]
4. Develop techniques to position the school librarian as an instructional partner with other educators. [ALA/AASL 1.2, 1.3, 4.3; CF 3, 4]
5. Advocate for school library and information programs, resources, and services. [ALA/AASL 1.2, 1.3, 4.3, 4.4; CF 1, 2, 4]

Required Materials
- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs.* Chicago, IL: American Association of School Librarians.

- American Association of School Libraries (2009). *Standards for the 21st-century learner in action*. Chicago, IL: American Library Association.

- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.

Summary Description of Course Assignments

- Discussion: Candidates will participate in online discussions throughout the course. For each graded discussion students are expected to contribute thoughtful, quality exchanges (Outcomes 1-5). 30 points total
- Inquiry Learning Process Documentation—Candidates will collaboratively engage in and document the inquiry process to explore a critical issue currently affecting P-12 education (Outcomes1, 2, 3, 4). 20 points
- Current Trend Presentation—Candidates will work collaboratively to create a presentation to define a critical issue currently affecting education and explain the role of school librarians and/or the school library program in relation to the current trend (Outcomes 1, 3, 4, 5). 20 points
- Collaboration Interview—Each candidate will conduct an interview with one classroom teacher to discuss ways the teacher has worked in collaboration with and/or could collaborate further with the school librarian. The candidate will analyze the level of collaboration and identify strategies for further collaboration between the teacher and the school librarian. This interview will serve as the basis for the Collaborative Unit Plan assignment (Outcomes 1, 2, 4, 5). 20 points
- Collaborative Unit Lesson Plan—Using information from the Collaboration Interview assignment, the candidate will develop a unit plan outline for an inquiry-based unit of study that involves teacher librarian collaboration. The candidate may develop the unit plan individually or co-plan the unit with the teacher; the candidate would serve in the school librarian role (Outcomes 1, 2, 4, 5). 40 points
- 21st Century Standards Assessment—Candidates will work collaboratively to design an instrument to assess an indicator of a 21st Century Standard (AASL, 2007) (Outcomes 2, 4). 15 points
- Collaborative Partner Agreements and Assessments—Candidates will identify and assess skills and dispositions that facilitate and impede collaborative partnerships (Outcome 4). 15 points
- Persuasive Presentation—The candidate will develop and present a speech to persuade an individual teacher or group of teachers, to partner with you (the school librarian) to co-plan, co-teach, and co-assess an instructional unit; or you will develop and present a speech to persuade an administrator or administrative team to support you (the school librarian) in the role of instructional partner for teachers across the curriculum (Outcomes 1, 4, 5). 20 points
- Peer Review--The candidate will review classmates' work products and communicate critical feedback (Outcomes 1-4). 20 points

Course Grading

180-200 points =   **A (Exceptional Achievement)**

160-179 points =   **B (High Achievement)**

140-159 points =   **C (Average Achievement)**

Below 140 points =   **E (Failing)**

Tentative Course Schedule*
Unit 1: Instructional Role of the School Librarian (January 11 – January 24)
      Introduction—January 14
      Discussion #1—January 21
      Partnership Plan—January 24
Unit 2: Guided Inquiry (January 25 – February 14)
      Discussion #2—January 28
      Collaboration Interview—January 31
      Discussion #3—February 8
      Current Trend Presentation—February 21
      Discussion #4—February 25
Unit 3: Teaching for Learning (February 15 – March 21)
      21st Century Standards Assessment for Peer Review—March 7
      Peer Review of 21st Century Standards Assessment—March 12
      21st Century Standards Assessment Final—March 21
Unit 4: School Librarians as Instructional Partners (March 22 – April 26)
      Collaborative Unit Lesson Plan for Peer Review—March 28
      Collaborative Partner Assessment—March 28
      Peer Review of Collaborative Unit Lesson Plans—April 4
      Collaborative Unit Lesson Plans Final—April 11
      Discussion #5—April 15
      Persuasive Presentation—April 25

*note that all dates, especially due dates, are tentative

Submission of Assignments
All written assignments are expected to conform to basic standards for scholarly writing. This course will use APA formatting and style for every assignment.

You will be submitting all assignments through Canvas. Please do NOT email assignments.

Assignments, activities, discussions and/or quizzes should be submitted before midnight of the due date.

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious

holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for 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 for making up the missed work. The professor must 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.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that 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.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.
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: http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS
 • Carla Cantagallo, DL Librarian
 • Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (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

For more resources about online classes and student resources, visit
http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.