LIS 647 Section 201
Current Trends in School Media Centers

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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. (2017). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA editions.

- Morris, R. J. (2015). *School libraries and student learning.* Cambridge, MA: Harvard Education Press.

- 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: full information about each assignment is available in the course area on Canvas.

- 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
- Learning Journals—Candidates will engage in intentional and structured reflection on their learning across the semester. (Outcomes 1-5). 42 points total
- 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
- Collaborative Unit Lesson Plan—Each candidate will develop a unit plan outline for an inquiry-based unit of study that involves teacher librarian collaboration. (Outcomes 1, 2, 4, 5). 30 points
- School Library Standards Assessment—Candidates will work collaboratively to design an instrument to assess one or more learner competencies (Outcomes 2, 4). 20 points
- Collaborative Partner Agreements and Assessments—Candidates will identify and assess skills and dispositions that facilitate and impede collaborative partnerships (Outcome 4). 18 points total
- Persuasive Presentation—Each candidate will develop and present a speech to persuade an individual teacher or group of teachers, to partner with the school librarian to co-plan, co-teach, and co-assess an instructional unit; or the candidate will develop and present a speech to persuade an administrator or administrative team to support 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 9 – January 22)
        Introduction—January 12
        Learning Journal #1—January 15
        Discussion #1—January 19
        Partnership Plan—January 22
        Learning Journal #2—January 22

Unit 2: Guided Inquiry (January 23 – February 12)
       Learning Journal #3—January 29
       Learning Journal #4—February 5
       Discussion #2—February 9
       Learning Journal #5—February 12
       Current Trend Presentation—February 19
Unit 3: Teaching for Learning (February 13 – March 19)
       Learning Journal #6—February 19
       Discussion #3—February 23
       Learning Journal #7—February 26
       National School Library Standards Assessment for Peer Review—March 5
       Learning Journal #8—March 5
       National School Library Standards Assessment: Peer Review—March 9
       National School Library Standards Assessment Final—March 26
       Collaborative Partner Assessment—March 26
Unit 4: School Librarians as Instructional Partners (March 20 – April 30)
       Learning Journal #9—March 26
       Collaborative Unit Lesson Plan for Peer Review—April 2
       Learning Journal #10—April 2
       Peer Review of Collaborative Unit Lesson Plans—April 9
       Learning Journal #11—April 9
       Collaborative Unit Lesson Plans Final—April 16
       Learning Journal #12—April 16
       Discussion #4—April 20
       Learning Journal #13—April 23
       Learning Journal #14—April 30
       Persuasive Presentation—April 30

*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, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) 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.

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

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/DisabilityResourceCenter.