LIS 647 / Spring 2021
Current Trends in the School Media Center

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Office hours: By Appointment
Virtual Office hours: Same as above in Canvas
Preferred method of contact: Email/Canvas.
I usually respond to questions within 1 day – weekends and holidays included. Should I be unavailable for a longer period of time, candidates will be notified.

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 that engage learners' interests, encourage positive social interaction, and foster the development of all learners [AASL 1.1, 1.2, 1.3, 1.4, 2.2, 5.2, 5.4]
2. Collaborate with members of the learning community to integrate information literacy standards throughout the curriculum. [AASL 2.3, 3.2, 3.3, 5.2, 5.4]
3. Design instruction and assessments to support and measure student growth of twenty-first century skills and dispositions. [AASL 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 5.2, 5.4]
4. Develop strategies to position the school librarian as an instructional partner with other educators. [AASL 2.1, 5.2, 5.4]
5. Advocate for learner-centered environments and instructional strategies that respect inclusiveness and cultivate development of all learners; school cultures that support collaborative instruction between educators; and strong school library programs, resources, and services. [ALA/AASL 1.2, 1.3, 1.4, 5.2, 5.3, 5.4]

Required Materials

- American Association of School Librarians. (2017). *National school library standards for learners, school librarians, and school libraries*. Chicago, IL: ALA editions.
- 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

Task	Description	Total Points
Discussions	Candidates will have the opportunity to participate in a number of discussions to help build an inquiry community. For each discussion candidates will be expected to share evidence, connect to the material from a personal experience and engage in discussion with others [Outcomes 1-5]	25
Peer Review Discussions	Candidates will provide feedback for project development through different protocols using discussions. [Outcomes 1-5]	15
Inquiry Journal	Candidates will develop a digital inquiry journal that acts as a place to track thinking, engage in synthesis, and curation for summative assessments. [Outcomes 1-5]	50
Jamboard	Candidates will participate in rapid brainstorming and idea development at different times through the course using Google Jamboard. [Outcomes 1-5]	5
"Grab & Go" Resource	Candidates will develop a one-page "grab and go" resource that explains a current issue impacting student inclusiveness. Using a minimum of three sources, it will provide background on the issue, a strong visual to catch the attention of the audience and an explanation for the role librarians and teachers support students. [Outcomes 2, 5]	15
Advocacy Plan	Candidates will develop a plan to advocate for the library program, resources and services. Plan will include ways to connect to students, families, community, ideas for platforms to be used, and a plan for regular communication. [Outcome 1, 5]	25
Collaborative Strategy Document	Candidates will collaborate on a unit with one lesson plan on a topic of choice. The strategy document will keep track of goals, timelines, standards, progress, and feedback that demonstrates collaboration. [Outcomes 2, 3, 4]	30
Collaborative Unit/Lesson Plan	Candidates will work in collaboration to develop a unit plan outline with one lesson plan outline for an inquiry-based unit of study that involves teacher librarian collaboration. [Outcomes 2, 3, 4]	25

Course Grading

90-100%   A - Exceptional Work
80-89.99%   B - High Achievement
70-79.99%   C - Average Achievement
69.99 - Below E - Failing

Course Schedule

- Week 1   Course Introduction/ Include
- Week 2   Include: Think
- Week 3   Inquire: Think
- Week 4   Inquire: Think, Create
- Week 5   Inquire: Create, Share, Grow
- Week 6   Engage
- Week 7   Explore & Advocate
- Week 8   Explore & Design Thinking
- Week 9   Explore & Make
- Week 10   Collaboration: Establishing Norms
- Week 11   Collaboration & Inquiry
- Week 12   Collaboration & Assessment
- Week 13   Collaboration: Curate & Design
- Week 14   Collaboration: Differentiation
- Week 15   Leading from the Library
- Week 16   Finals Week - Grow Reflection

*all dates, especially due dates are tentative

Submission of Assignments

All written assignments are expected to conform to basic standards for scholarly writing (including graded discussions on discussion boards). The course will use APA formatting and style for all assignments (including those posted on discussion boards)

You will be submitting all assignments through the course learning management system. Please do NOT email assignments.

Assignments, activities, and discussions should be submitted before midnight on the due date. No credit will be awarded for participation of discussion after the posted date.

Other assignments submitted within 24 hours after the posted due date will receive an automatic 20% point reduction. No assignment submissions will be accepted more than 24 hours after the posted due date.

Attendance Policy

Because this is an online course and because students will be required to use feedback from peers on assignments. It is critical that students participate in the discussion board and give thoughtful feedback. Instead of attendance, you will be required to post on discussion boards multiple times throughout each week by the dates identified in the course outline section above.

In the event of an excused absence 9see SR: 5.2.4.1 and 5.2.4.2), you must

- Notify the instruction (via email) of the absence prior to the absence or within one week after the absence;
- Submit any written documentation supporting their excused absence within one week after the absence;
- Submit any assignments missed during the absence within one week after the absence

Please note that absences for major religious holidays require a one week advance written notification.

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.

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/veteransfor more available resources.