

School Library and Information Technologies

Course: LSC5501 - Instructional Collaboration

3 Graduate Credits

Online at <http://library.mansfield.edu>

Semester: Spring 2010

This course is offered online via Blackboard and is asynchronous. The course is designed to have a steady pace of work/assignments. Students will be actively involved during each week of the course. It is very difficult to participate in the course without daily computer access.

Required Texts:

1. American Association of School Librarians. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Library Association, 2009. Print. ISBN-13: 978-0-8389-8519-9 \$39.00 [order directly from the ALA Store: <http://www.alastore.ala.org/detail.aspx?ID=2682>]
2. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print. ISBN: 9781603290241 (paperback) \$22.00.
3. Harada, Violet H. and Joan M. Yoshina. *Inquiry Learning Through Librarian Teacher Partnerships*. Worthington: Linworth, 2004. Print ISBN-13: 978-1586831349. \$39.95.
4. Riedling, Ann Marlow. *Information Literacy: What does it Look Like in the School Library Media Center*. Westport: Libraries Unlimited, 2004. Print. ISBN13: 9781591582014. \$40.00.

E-Books: (no need to purchase)

1. Doiron, Ray and Judy Davies. *Partners in Learning*. Englewood: Libraries Unlimited, 1998.
2. Haycock, Ken. *Foundations for Effective School Library Media Programs*. Englewood: Libraries Unlimited, 1999.
3. Stripling, Barbara. *Learning and Libraries in an Information Age*. Englewood: Libraries Unlimited 1999.

E-Reserves:

1. Buzzeo, Toni. *Collaboration to Meet Standards: Teacher Librarian Partnerships for 7-12*. Worthington: Linworth Publishing, 2002.
2. Eisenberg, Michael B. and Robert E. Berkowitz. *Information Problem-Solving: the Big Six Skills Approach to Library & Information Skills Instruction*. Norwood: Ablex Publishing, 1990.
3. Kearney, Carol A. *Curriculum Partner: Redefining the Role of the Library Media Specialist*. Westport: Greenwood Press, 2000.

Web sites

- AASL - *Position Statement on Appropriate Staffing for School Library Media Centers*. http://www.ala.org/aasl/positions/ps_schoolmedia.html
- Graphic Organizer. <http://www.graphic.org/home.html>
- Information Network for Ohio Schools <http://www.infohio.org/librystaff/odeosic/>
- MacKenzie, Jamie. *From Now On* <http://www.fno.org/dec99/rcycle.html>
- Mankato Area Public Schools *Information Literacy Curriculum Guidelines*. <http://www.isd77.k12.mn.us/resources/infocurr/infolit.html>
- National Staff Development Council. <http://www.nsd.org/index.cfm>
- North Central Regional Educational Laboratory. *Critical Issue: Integrating Assessment and Instruction in Ways That Support Learning*. <http://www.ncrel.org/sdrs/areas/issues/methods/assment/as500.htm>
- Pennsylvania Department of Education. *Pennsylvania School Library Media toolkit for implementing Information Literacy in Schools*. <http://www.statelibrary.state.pa.us/libraries/lib/libraries/toolkit.pdf>
- Washington Library Media Association. <http://www.wlma.org/Instruction/infolit.htm>

Readings are listed within each module of the course. There is limited use of E-reserves and Netlibrary resources listed within the course. Students will also be required to read additional web sites, which are listed within the course material, as well as seek out supplemental materials via the web and traditional print sources.

Course Description

Students will develop skills necessary to implement a collaborative and integrated library information curriculum. Students will recognize the role of the librarian as a leader in curriculum planning and professional development. Students will examine information problem solving models and scheduling issues as key factors in collaborative programs. Students will examine subject area and information skills curricula to identify areas for integration. They will identify resources and instructional tools such as graphic organizers, webquests and planning documents used to support integrated lessons.

Course Topics

- Role of the librarian in today's world
- Information Problem Solving Models
- Collaborative lesson planning
- Graphic Organizers as instructional tools

- Resource Based Learning and Webquests
- Scheduling options for library instruction
- Professional activities to encourage collaboration
- Designing tools for lesson planning and curriculum mapping
- Professional journals
- Professional Development

Course Objectives:

Upon completion of this course, students will be able to do the following:

- Describe the benefits of the librarian's role in instructional collaboration. (*PDE Library Science Standard I.A.*)
- Select an information problem-solving model and write a proposal for the school board. (*PDE Library Science Standard I.A and I.B.*)
- Select a scope and sequence format and choose a problem-solving model that ties into the existing curriculum. (*PDE Library Science Standard I.A and I.B.*)
- Develop lesson plans to integrate a problem-solving model into a content area. (*PDE Library Standard Science I.A and II.A*)
- Identify the benefits of flexible scheduling. (*PDE Library Science Standard I.A. and II.C.*)
- Develop a chart that demonstrates integration opportunities within a curriculum. (*PDE Library Science Standard I.A. and II.C*)
- Identify the advantages and disadvantages of resource-based learning and delineate the differences between traditional learning and webquest. (*PDE Library Science Standard I.A.*)
- Use Inspiration software to develop a curriculum web. (*PDE Library Science Standard I.A. and I.B*)
- Identify where graphic organizers fit into lessons and where they work best in different assignments. (*PDE Library Science Standard I.A.*)
- Identify various types of assessments appropriate for information problem solving and research assignments. (*PDE Library Science Standard I.A.*)
- Develop assessment strategies for problem-solving lessons. (*PDE Library Science Standard II.E.*)
- Develop a planning document to be used during a collaborative session. (*PDE Library Science Standard II.C.*)
- Develop a data collection form to be used for curriculum mapping. (*PDE Library Science Standard II.C.*)
- Identify the benefits to be gained by a school library media specialist serving on various committees as a platform for collaborative planning. (*PDE Library Science Standard III.A. and III. C*)

- Compare and contrast the planning form and the data collection form to determine if they complement each other and identify areas that need revision. (*PDE Library Science Standard II.C.*)
- Identify appropriate opportunities that exist for professional development. (*PDE Library Science Standard III.A.*)
- Choose two professional journals and write a review of each. (*PDE Library Science Standard III.A.*)
- Complete a series of professional development workshops. (*PDE Library Science Standard III.A.*)
- Participate in field experiences. (*PDE Library Science Standard I.A, II.A, III.A, and III.C.*)

Course Requirements

This course is offered online via Blackboard and is asynchronous. The course is designed to have a steady pace of work/assignments. Students will be actively involved during each week of the course. It is very difficult to participate in the course without daily computer access. An outline of topics, assignments, point values, and dates due is given below. Specific rubrics, point values, and due dates will be listed in the assignment section of each module.

You will be required to read the information in the course, text book, articles listed in each module, and information provided on various web sites. Please make every effort to read all of the readings. In an online course, the responsibility to learn the material is on the student and learning will only take place if the readings are completed. Modules will begin on **Mondays**. Several of the modules in 5501 are more than one week in duration and include several assignments spaced throughout the module with all due dates falling on Mondays. Please check at the beginning of the week and view the material, assignments and due dates and then plan your learning activities. Understand that online courses move quickly, and it is important to work in the module during its timeframe.

While you do not need to be online at a particular time, it is best if we work through a module together, that way everyone will be reading, working on projects, and discussing the same topics during the specified week of each module.

The course includes several forum discussions, students are expected to participate in the forum throughout the week by posting an initial posting, reading and responding to classmates postings. These postings should be well thought out and contribute to the discussion.

While all modules will be open at the beginning of the course, it is sometimes necessary to make last minute changes in readings. I will notify the class when changes occur.

There are several group projects within the course. I have included assignments that require you to partner with a classmate and to develop a project in which you will work with a group of three or more classmates. You are expected to take an active role in the group work throughout the project. This means making contact with group members and sharing ideas and the workload throughout the entire project. A Library Media Specialist does not work alone; you are expected to be able to work with your entire faculty. Think of group work as practice for the collaborative setting in your school.

What I expect from you:

- Check assignments each within the Module.
- View the course calendar sent to you at the beginning of the course.
- Check your email account every day.
- Do the readings, assignments, and Forum discussions during the specified week
- Participate actively & substantively in the Forum throughout the week.
- Participate in your assigned partner/group project dividing the work equally.
- Use the Modern language Association (MLA) format for citations.
- Complete assignments with intellectual honesty. Any incident of plagiarism will be dealt with according to the Mansfield University policy.
- Work at a steady pace.
- ALL class work is time sensitive with a firm due date. Keep track of due dates.
- Notify the instructor when something causes an interruption in your schoolwork.

What you can expect from me

- Readings and assignments will be substantive, not busy work.
- I will participate in the Forums.
- I will read and evaluate assignments in a timely manner.
- I will be available via email and telephone to address your concerns in a timely fashion.

Course Calendar

Module	Assignment & PDE Standard	Points
Intro	Introduction Forum. Complete the 5501 Profile	5
Mod 1	1 Library Media Specialists Role's Forum Discussion (<i>PDE Library Standard I.A.</i>)	10
Mod 1	2 Opinion Paper (<i>PDE Library Standard I.A.</i>)	10
Mod 2	3 Problem Solving - School Board Proposal (<i>PDE Library Standard I.A and I.B.</i>)	30
Mod 2	4 Problem Solving Forum Discussion (<i>PDE Library Standard I.A and I.B.</i>)	10
Mod 2	5 Scope and Sequence (<i>PDE Library Standard I.A and I.B.</i>)	10
Mod 2	6 Integration chart <i>PDE Library Standard I.A. and II.C)</i>	20
Mod 3	7 Resource Based Learning and Graphic Organizer Forum Discussion (<i>PDE Library Standard I.A.</i>)	15

Mod 3	8 Curriculum Web (<i>PDE Library Standard I.A. and I.B</i>)	20
Mod 3	9 Lesson Plan <i>PDE Library Standard I.A. and II.A</i>)9	25
Mod 3	10 Assessment Forum Discussion (<i>PDE Library Standard I.A. and II. E.</i>)	10
Mod 3	11 Assessment for lesson plan from Assign. 6 (<i>PDE Library Standard I.A and II. E.</i>)	10
Mod 4	12 Scheduling Paper (<i>PDE Library Standard I.A. and II.C.</i>)	10
Mod 4	13 Scheduling Forum Discussion (<i>PDE Library Standard I.A. and II.C.</i>)	10
Mod 5	14 Planning Document (group work) (<i>PDE Library Standard II.C.</i>)	20
Mod 5	15 Curriculum Mapping Document with narrative (group and individual work) (<i>PDE Library Standard II.C.</i>)	25
Mod 5	16 Committee Work Forum Discussion (<i>PDE Library Standard III.A. and III. C</i>)	10
Mod 6	17 Professional Development Forum Discussion (<i>PDE Library Standard III.A.</i>)	10
Mod 6	19 Journal Reviews (<i>PDE Library Standard III.A.</i>)	10
	Field Experiences	40
	Final – Professional Development Workshops (<i>PDE Library Standard III.A.</i>) Part One Part Two	100

Academic Integrity and Plagiarism

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source, following the citation format of the *MLA Handbook for Writers of Research Papers*.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an F for the course and/or the filing of academic dishonesty charges with the Provost's office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student's intent.

Additional information concerning academic dishonesty can be found in the [Graduate Bulletin](#), which outlines the procedures faculty will use to initiate disciplinary action in cases of academic

dishonesty and the SL&IT [Student Online Handbook](#), which outlines student options for defending against dishonesty charges.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

Class participation and field experiences

Students are expected to complete field experiences, which include classrooms observations. Student should begin the observations and activities early in the course. The written component of the assignment will be completed later in the course. Please make sure you have your clearances ready for this part of the course work. If you do not have your clearances on file with MU, you will only be able to complete one fourth of the assignment.

Students will need to be in contact with a subject/ classroom teacher in order to develop integrated lesson plans. This can be done via a phone conversation or face to face.

Students are expected to actively participate in Forum discussions in a manner that moves the discussion forward to add breadth and depth. Group assignments require participation by all members of the group. The group leader will ascertain whether or not each student has contributed to the work submitted by the group.

Grading Practice

Student work will be graded according to scoring rubric or assignment checklist included in each assignment. Students are expected to turn in all work on or before the due date. Assignments that are submitted late will be subject to the loss of 10% of the total grade points assigned unless the instructor has granted permission for a late submission. Students who receive an unsatisfactory grade for an assignment will have the opportunity to resubmit that assignment without a deduction of late points. However, there are two restrictions to this policy: (1) only one assignment per semester may be resubmitted and, (2) the final assignment may not be resubmitted. Consult the online syllabus for a detailed list of all assignments, due dates and point values.

Grading Scale

GRADE	PERCENT	QPA
A	100-95	4.0
A-	94-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3

Students with special needs/or disabilities:

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with Mr. William Chabala in our Counseling Center (100a Hemlock Manor, Phone: 662-4798; e-mail wchabala@mansfield.edu) to provide me with an appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.

Attendance:

This is an online course and as such there is no strict attendance policy. However, you are expected to participate in class weekly and in many cases three or four times during a week. If you find yourself in a situation where you cannot do this, you must contact the instructor as soon as possible so that arrangements can be made for continuing with class work and new deadlines can be set.

Student Portfolios

Attention must be paid to developing and collecting appropriate portfolio documents. Students in this course prepare work, which would be excellent to add to your portfolios. Often students wish they had retained their projects from other courses in a more organized manner. It is not just a matter of saving projects but doing so in a way that makes retrieval more efficient.

Tentative Class Schedule

LSC 5501 classes will begin on January 19, 2010 and will end on May 8, 2010. Students are required to complete each week's assignments within the specified week.