

School Library and Information Technologies
LSC 5505 - Core Resources for the School Library
Spring 2010
Syllabus

Course Goals

Students will investigate the development of children's and young adult literature as genres. Special attention to increasing the breadth and depth of experience with fiction, nonfiction, and poetry award winning titles forms the central focus of the course as students evaluate, compare, and research many books and authors. Selection tools will be used to locate works for curriculum support, for multicultural collections, and for multiple characteristics of readers. Picture book studies, an author study, a genre study, and a study of alternate formats will be carried out in the context of current practices in reading instruction and resource provision. Book talks and principles of recommending books for teacher and student needs will be practiced. Students will also undertake a major curriculum support project emphasizing children's and young adult literature.

Course Objectives

Each objective is keyed to the Pennsylvania Department of Education's Library Science Standards by Roman numeral and letter.

1. Examine the role of books, reading and literature for children and young adults (I.C and E)
2. Become familiar with a variety of book and achievement award program winners through reading, evaluating and recommending fiction, nonfiction and poetry titles (I.C and E)
3. Understand trends and patterns throughout the history of children's and young adult literature, including illustration (I.C and E)
4. Focus on the role of the school librarian as a provider of resources and a support for the school's reading program as well as all curriculum (II.D)
5. Apply techniques and strategies for reading instruction to library work with K-12 learners (I.A)
6. Explore review and information sources for children's and young adult literature (II.D)
7. Develop familiarity with many titles through illustration, author, genre and multicultural studies across reading and developmental levels (II.D)
8. Locate literature support materials (fiction, nonfiction, and poetry) through research and selection tool use for children and young adults (II.D)
9. Evaluate alternate formats: audio, visual, technological forms of literature (I.A, C, E)
10. Plan library support of curriculum through lessons and book talks (I.A, II.A and C, III.C)

Course Topics

The course will emphasize:

- the importance of reading and literature for children
- picture books, children's classics, and juvenile fiction
- specific book and achievement award programs in the fields of children's and young adult literature
- current practices in reading instruction
- young adult fiction and verse novels
- book recommendation and book talks
- author, illustration, genre and multicultural studies
- use of selection tools
- uses of nonfiction at all school levels
- uses of poetry at all school levels
- audio, visual, and technological formats of literature in today's library
- curriculum support through quality children's and young adult literature, library lessons, and book talks

Required Books

The books required for this course are listed here. You can order directly from the Mansfield University Bookstore. Also, you need to have a microphone that can be used with your computer, as explained below.

- Horning, Kathleen T. *From Cover to Cover: Evaluating and Reviewing Children's Books*. New York: Harper Collins Publishers, 1997. Print. 978-0064461672 \$14.99

In addition to these books, our program requires all students to have these two titles:

- American Association of School Librarians. *Empowering Learners*. Chicago: American Library Association, 2009. Print.
- Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print.

E-Reserves: Some articles on reserve may be used as specified in various modules.

Course Requirements

A chart showing course content modules, assessments, and PDE Library Science Standards appears below. Specific rubrics, point values and due dates are provided in the complete presentation of each module and assignment. You need to read the background information for each module, then each assignment description with rubric listed below. All reading assignments and written work are detailed there. Each module begins on a Monday. Written assessments are always due on a Sunday. The final project may be an exception to that and would be noted in the last module. Because there is so much reading of examples from children's and young adult

literature, total time spent on a module can vary widely with individual reading speed and any advance work a course participant might have done. So please take those factors into account as you plan your time for each module's work.

In general, you do not need to be online at any particular time, so you can make your own work schedule within each module throughout the course. However, some modules do require Forum participation which must be done only within that module's timeframe. Also, in some modules you will give book talks or respond to assessment questions orally using conferencing software and your computer. You will need to have a microphone for that. A very inexpensive one is fine - my own cost about \$12 at Staples. Procedures and schedules for those assignments will be explained fully prior to the time of each oral activity, allowing you to select one of several specific times to be online for that experience.

Policy Regarding Student Absence from Courses

This policy has been adopted by our department and applies to all students in all courses. It is often especially important to establish these understandings for the summer term:

"All instructors recognize that genuine health emergencies or loss of a family member can happen suddenly to anyone. Instructors in our program will always work with any student to deal with such emergencies. Students registered for any semester may face this and can always expect consideration and support.

However, vacations and other planned events such as conferences constitute non-emergency situations that an instructor may not be able to work around. Just as face-to-face university courses have requirements regarding attendance, so must our online program. Travel during the term requires that you be certain you have sufficient internet access to enable you to monitor emails, participate in forum discussion, and turn in assignments. Please do not expect special arrangements for assigned work on the instructor's part to accommodate such an absence."

Student Expectations

- Reading all announcements, instructions and course-related emails, and asking me to explain anything that is not clear
- Checking your Mansfield email account daily
- Letting me know of any major circumstances that may cause you problems with your schedule
- Scheduling your work on assignments as each module begins so you will be prepared to complete all work on time
- Completing all assignments as described OR asking me for help when specific materials become an issue in any assignment
- Questioning me at any time so that I can help you understand the material and your assignments
- Completing all work using the highest standards of intellectual honesty
- Using the MLA format for all citations





Faculty Expectations

- Responding to your questions and comments very quickly

- Reading and evaluating your assignments in a timely way
- Giving you substantive feedback so you will know the strengths and weaknesses of all of your work
- Assisting you in any way possible to locate the materials needed for assignments
- Helping you with any major circumstances that may require a schedule change for you

Course Outline

Mod	Topic	Assignment & Points	
1	Introductory Topics (I.C and E)	Threaded Discussion (10) Genres & Citations (30) Plagiarism (10)	
Mod 1 Total			50
2	Analysis of Children's Picture Books (I.C and E)	Award Winning Picture Books (85) Easy Readers (20)	
Mod 2 Total			105
3	Reading and Children's Fiction (I. A, C and E; II.A)	Promoting Reading (35) Review Sources (30) Newbery Awards -- Long-Term Assignment	
Mod 3 Total			65
4	Selection Tools (I.C, E; II.D)	Selection Tools (80) King Author Award - LTA	
Mod 4 Total			80
5	Young Adult Fiction (I.C and E)	YA Fiction (45) Printz Awards -- Long-Term Assignment	
Mod 5 Total			45
6	Author Study (I.C and E)	Author Study (55) Verse Novel - Long-Term Assignment Book Talk (25)	

Mod 6 Total			80
	Nonfiction Study (I.C and E;II.D)	Nonfiction Study (55)	
Mod 7 Total			55
	Poetry Study (I.C and E)	Collections, Anthologies, and Awards (60)	
Mod 8 Total			60
	Multi-Level Book Selection Project (I.A, C and E; II.A,D)	Multi-Level Book Selection Project (245)	
Mod 9 Total			245
	Alternative Formats (I.A, C and E; II.A,D)	Alternative formats (85) Oral Assessment of Long-Term Assignment (130)	
Mod 10 Total			215
Total Points			1000

Grading Scale

Assignments will be graded according to the rubric presented with each module assignment.

Grade	Percent		Quality Points
A	100-95	Excellent	4.0
A-	94-90		3.7
B+	89-87		3.3
B	86-83	Above Average	3.0
B-	82-80		2.7
C+	79-77		2.3

C	76-73		2.0
C-	72-70	Acceptably Passing	1.7
D+	69-67	Does Not Count for Graduation	1.3
D	66-63	Does Not Count for Graduation	1.0
D-	62-60	Does Not Count for Graduation	0.7
F	59-	Does Not Count for Graduation	0.0

Grading Practice

Students must maintain a 3.0 QPA to graduate with a Master’s Degree; therefore, students must earn at least 70% of the possible points AND complete all major assignments as specified by the course facilitator in order to receive credit towards the degree for this course.

Student work is graded according to the scoring rubrics provided with every assignment. Students are expected to turn in all work on or before the due date. Penalties will be assessed for any late work unless prior arrangements are made due to extenuating circumstances. Please contact the instructor immediately if such a situation develops.

The Academic Dismissal Policy on page 10 of the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0...Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

Students must maintain a 3.0 QPA to graduate with a Master’s Degree; therefore, students must earn at least 70% of the possible points AND complete all major assignments in order to receive credit towards the degree for this course. The Academic Dismissal Policy on page 10 of the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0...Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

Academic Integrity

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/>

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 these portfolios. Please use the required file name format to assist you in keeping all your work in your own files for future use in your portfolio: Jones_3_2 review sources_5505 (where Jones is your last name, 3_2 is the module and assignment number, Review sources is a brief assignment name for your own convenience, and 5505 is the course number).

Students with Exceptionalities

Any students with documented psychological or learning disabilities or other significant medical conditions that may affect their learning should work through Mr. William Chabala in the Mansfield Counseling Center (South Hall 216, Telephone 570-662-4798, email wchabala@mansfield.edu) to provide me with the appropriate letter so I may serve their particular needs more effectively. If you have an exceptionality that requires class accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.