

School Library and Information Technologies
LSC 5530 School Library Advocacy
Three Graduate Credits

Course Prerequisites: None (Offered online through BlackBoard courseware)

Required Books

Browning, Beverly A. Grant Writing for Educators. Bloomington, IN: Solution Tree, 2004.

Hartzell, Gary. Building Influence for the School Librarian: Tenets, Targets, and Tactics. 2nd ed. Worthington, OH: Linworth, 2003.

Optional Text

Howard, Jody K., and Su A. Eckhardt. Action Research: A Guide for Library Media Specialists. Worthington, OH: Linworth, 2005.

Required Readings

Mod 1 Advocacy-What's It All About?

Hartzell, Gary. Building Influence for the School Librarian: Tenets, Targets, and Tactics. 2nd ed. Worthington, OH: Linworth, 2003. Chapters 1 through 5 (skim Chapters 3 & 4)

Johns, Sara Kelly. "President's Column: Advocacy: AASL Puts the Puzzle Together." Knowledge Quest 36.1 (Sept./Oct. 2007):4-7. Available in EBSCO

Mod 2 Advocacy in the Learning Community

Callison, Daniel. "Key Words in Instruction: Parent." School Library Media Activities Monthly Nov. 2004:33-38. Available in e-Reserves

Cunningham, Chris. "Engaging the Community to Support Student Success." Teacher Librarian Apr. 2004: 33-36. Available in Library Literature

Hartzell, Gary N. "The Invisible School Librarian." School Library Journal Nov. 1997: 23-29. Available in EBSCO & e-Reserves

Lance, Keith Curry. "How School Librarians Leave No Child Behind: The Impact of School Library Media Programs on the Academic Achievement of U.s. Public School Students." School Libraries in Canada 22.2 (2002):3-6. Available in EBSCO

Matthews, Dona, and Rosanne Menna. "Solving Problems Together: The Importance of Parent/School/Community Collaboration at a Time of Educational and Social Change." Education Canada 43 (Winter 2003): 20-3.
<http://www.hunter.cuny.edu/gifted-ed/articles/familyschoolconnections.shtml> Also available in e-Reserves

School Libraries Work! Scholastic. 2008

<http://librarypublishing.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf>

Mod 3 Research & Surveys

Heil, Delilah. "The Internet and Student Research: Teaching Critical Evaluation Skills." Teacher Librarian 33.2 (Dec. 2005): 26-29. Available in Library Literature.

Howard, Jody K. and Su A. Eckhardt. "Collecting Data." In Action Research: A Guide for Library media Specialists. Worthington, OH: Linworth, 2005. Chapt. 5 pp. 35-44. Available in e-Reserves

Howard, Jody K. and Su A. Eckhardt. "Why Action Research? The Leadership Role of the Library Media Specialist." Library Media Connection Oct. 2005:32-34. Available in EBSCO

Joyce, Marilyn Z. "Fostering Reading through Intrinsic Motivation: An Action Research Study." Knowledge Quest 32.1 (Sept./Oct. 2003): 39-40. Available in EBSCO

Mod 4 Locating Potential Grant Sources

Web links only within the Course Content

Mod 5 Local Partnerships & Proposals

Browning, Beverly A. Grant Writing for Educators. Bloomington, IN: Solution Tree, 2004. Chapter 5.

Nutt, Pam. "Anatomy of a Grant Proposal." TechTrends 47.1 (Jan./Feb. 2003): 33-35. Available in e-Reserves

Nutt, Pam. "Free Cash Giveaway!" School Library Journal Feb. 2005: 42-44. Available in e-Reserves & EBSCO

Perry, Emma Bradford. "Winning Money." Computers in Libraries 20.5 (May 2000): 32-36. Available in e-Reserves

Mod 6 Elements of Grant Writing –Part 1

Browning, Beverly A. Grant Writing for Educators. Bloomington, IN: Solution Tree, 2004. Chapter 3.

Hall-Ellis, Sylvia D., and Ann Jerabek. "Project Design" in Grants for School Libraries. Westport, CT: Libraries Unlimited, 2003. 31- 35. Available in e-Reserves

Lance, Keith Curry, and Becky Russell. "Scientifically Based Research on School Libraries and Academic Achievement." Knowledge Quest 32.5 (May/June 2004): 13-17. Available in EBSCO

Mod 7 Influencing the Principal

Church, Audrey P. "Leverage Your Library Program. What an Administrator Needs to Know." Library Media Connection Mar. 2004: 31-33. Available in EBSCO

Hartzell, Gary. Building Influence for the School Librarian: Tenets, Targets, and Tactics. 2nd ed. Worthington, OH: Linworth, 2003. Chapters 6 through 10

Hartzell, Gary. "The Power of Audience: Effective Communication with Your Principal." Library Media Connection Oct. 2003: 20-22. Available in EBSCO

Wilson, Patricia Potter, and Angus MacNeil. "In the Dark: What's Keeping Principals from Understanding Libraries?" School Library Journal 44 (Sep. 1998): 114. Available in EBSCO & e-Reserves

Mod 8 Elements of Grant Writing –Part 2

Browning, Beverly A. Grant Writing for Educators. Bloomington, IN: Solution Tree, 2004. Chapter 7

Motylewski, Karen, and Claudia Horn. "Frequently Asked Questions." 8 Feb. 2002. Institute of Museum and Library Services. 5 Mar. 2006 <<http://www.silo.lib.ia.us/for-ia-libraries/LSTA/FY04/OBE-frequently-asked.pdf>>.

Mod 9 Evaluating Grant Proposals

Review the readings from Mods 6 & 8

Mod 10 Developing Leadership Skills

American Association of School Librarians and the Association for Educational Communications and Technology. Information Power: Building Partnerships for Learning. Chicago: ALA, 1998. pp. 52-53, 125-128.

Howe, Eleanor B. "Ten Tips for Leadership." Knowledge Quest Jan./Feb. 2001: 16-19. Available in EBSCO & e-Reserves

Hughes-Hassel, Sandra, and Anne Wheelock. "Chapter 2 Leadership and the Practitioner." The Information-Powered School. Chicago: ALA, 2001. Available in e-Reserves

Mod 11 Submitting Government Grants

Browning, Beverly A. Grant Writing for Educators. Bloomington, IN: Solution Tree, 2004. Chapter 8 and Appendix A.

Kerney, Carol A. "Inside the Mind of a Grant Reader." Technology & Learning June 2005:62-66. Available in e-Reserves

Mardis, Marcia A. "The Improving Literacy Through School Libraries Program of No Child Left Behind: Tips for Writing a Winning Grant Proposal." Teacher Librarian 32.4 (Apr. 2005):38-40. Available in Library Literature and in e-Reserves

Sheketoff, Emily. "The Advocate: Federal Legislative Action: Key to Your Library Media Center's Success." School Library Media Activities Monthly 23.4 (Dec. 2006): 50-51. Available in e-Reserves

U.S. Department of Education. Office of Elementary and Secondary Education. Guidebook for Preparing Applications for the Improving Literacy Through School Libraries Grant Program 84.364A 2006 Program Competition. <http://www.ed.gov/programs/lsl/resources.html>. Pages 22-56.

Mod 12 Developing an Advocacy Plan

Barron, Daniel D. "The Curse of the Invisible Library Media Specialist." School Library Media Activities Monthly 5.19 (Jan. 2003):48-51. Available in e-Reserves

Beyers, Catherine. "The Advocate" Column in School Library Media Activities Monthly. Available in e-Reserves

- "Chart Your Course." 22.1 (Sept. 2005): 45-6.
- "Enlist the Choir." 22.2 (Oct. 2005): 47-8.
- "Marketing Is Part of the Job." 22.4 (Dec. 2005): 48-9.
- "Principals as Partners." 22.5 (Jan. 2006): 48-50.
- "Parent Partnership Power." 22.6 (Feb. 2006): 47-8.
- "Lean on One Another." 22.7 (Mar. 2006): 47-8.
- "Readers@Your Library." 22.8 (Apr. 2006):48-49
- "Plugged in @Your Library." 22.9 (May 2006):49-50
- "Progress@Your Library. 22.10 (June 2006):48-49

Bush, Gail and Marilee Andersen Kwielord. "Marketing Reflections: Advocacy in Action." Teacher Librarian 28.5 (June 2001): 8-12. . Available in Library Literature

Schultz, Cynthia D. "Developing an Advocacy Plan for the School Library Media Center." Book Report Nov./Dec. 1999:19-22. Available in e-Reserves

Related Websites

"Advocacy." AASL: American Assn. of School Librarians. <http://www.ala.org/aaslTemplate.cfm?Section=aaadvocacy>

"Advocacy Campaign." School Libraries Making a Difference. <http://www.schoolibrariesadvocacy.org.uk/welcome.asp>.

CFDA Catalog of Federal Domestic Assistance. <http://12.46.245.173/cfda/cfda.html>

Federal Information Exchange Database. <http://www.sciencewish.com/fedix>

Federal Register, Superintendent of Documents <http://www.fr.cos.com/>

The Foundation Center. <http://www.fdncenter.org>

Grant.gov U.S. Dept. of Health and Human Services. www.grants.gov

GrantsAlerts.com. <http://www.grantsalert.com/>

GrantSelect CFDE <http://www.grantselect.com>

GrantsWeb SRA (Society of Research Administrators). <http://www.srainternational.org/newweb/grantsweb/index.cfm>

Library Research Service. http://www.lrs.org/html/about/school_studeis.html

Pennsylvania Bulletin. <http://pabulletin.com>

Philanthropy New Digest. <http://www.fdncenter.org>

School Libraries on the Web. <http://www.sldirectory.com/libs/reslibs.html>

School Library Media Research. http://www.ala.org.aasl.SLMR/index_main.html

School Library Systems-Advocacy Toolkit. School Library Systems Assn. of New York State. <http://www.crbsls.org/slsa/index.html>

Society of Research Administrators. <http://www.srainternational.org/>

TGCI The Grantsmanship Center Inc. <http://www.tgci.com/funding/states.asp>

Toolkit for School Library Media Programs. Chicago: AASL, 2003.
http://www.ala.org/ala/pio/campaign/schoollibrary/FINAL_toolkit.pdf

Course Description

Students will identify ways that advocates can bring about change in the educational system. Students will develop the skills necessary to promote the services of the library program within the school complex, the community, and beyond. Skills and knowledge necessary to identify alternative sources of funding for special purposes, as well as the skills necessary to write an actual grant proposal will be emphasized. Students will also develop a multi-year school library advocacy plan designed to strengthen leadership and managerial abilities.

Course Topics

- Defining and comparing the types of library supporters
- Recognize the similarities and differences among advocacy, marketing, and public relations
- Identify and cultivate library advocates and partnerships among school and community stakeholders
- Locate and utilize research to influence others to support the school library
- Identify strategies to improve relations with the building principal and other school administrators
- Locate alternative sources of funding appropriate to school library programs
- Write grant applications and evaluate grant proposals

- Reflect on personal leadership skills
- Develop a multi-year advocacy plan for the school library program

Learning Objectives

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

1. To position and promote school library media programs and services within the school community. (PDE Library Science III.D.)
2. To position and promote school library media programs and services within the community. (PDE Library Science III.D.)
3. To identify strategies and develop procedures for implementing cooperative partnerships designed to support school library media services and programs. (PDE Library Science III.C.)
4. To develop leadership characteristics that facilitates change management by conducting scholarly research to address specific problems. (PDE Library Science III.A.)
5. To locate alternative sources of funding for school library media programs and services. (PDE Library Science I.D.)
6. To identify and develop the first five elements of grant proposals: title, abstract, table of contents, needs or problem statement, and goals and objectives. (PDE Library Science I.D.)
7. To create the following sections of a grant proposal: program description, procedures/activities, personnel, facilities and timelines. (PDE Library Science I.D.)
8. To create the following sections of a grant proposal: evaluation, dissemination, budget and attachments. (PDE Library Science I.D.)
9. To evaluate a grant proposal and apply criteria to rate the likelihood that the grant will be funded. (PDE Library Science I.D.)
10. To plan, develop and write a complete grant proposal seeking funding to support school library media programs or services. (PDE Library Science I.D.)
11. To develop a three-year library advocacy plan. (PDE Library Science III.A.)

Student Expectations

- Read required materials; texts, e-reserves, and informational pages within the course content.
- Submit assignments on the due date.
- Be intellectually honest. Plagiarism will be dealt with according the Mansfield University's policy.
- Participate actively and equally in group assignments.
- Contribute scholarly discussions to the forum throughout the week of the assignment.
- Cite resources using Modern Language Association (MLA) format from the latest edition.
- Check the course calendar periodically and emails daily. Check the announcements for alerts the instructor may have listed.

Faculty Expectations

- Instructor to be available during office hours listed above.
- Instructor to be non-discriminatory. All students will be treated equally.
- Assignments to be graded in a timely manner usually by the end of the week submitted.
- Assignments to be professional and scholarly, not busy work.
- Instructor to participant in forum discussions

Grading Scale

Assignments will be graded according to the rubric presented with each module assignment. This chart describes the point scheme in relation to Mansfield's four-point grading system

Grade	Percent		Quality Points	Course Points
A	100-95	Excellent	4.0	1450 - 1371
A-	94-90		3.7	1370 - 1298
B+	89-87		3.3	1297 - 1255
B	86-83	Above Average	3.0	1254 - 1197
B-	82-80		2.7	1196- 1153
C+	79-77		2.3	1152 - 1110
C	76-73		2.0	1109 - 1052
C-	72-70	Acceptably Passing	1.7	1051 - 1008
D+	69-67	Does Not Count for Graduation	1.3	1007 - 965
D	66-63	Does Not Count for Graduation	1.0	964 - 906
D-	62-60	Does Not Count for Graduation	0.7	905 - 862
F	59-	Does Not Count for Graduation	0.0	861 or below

Grading Practice

Assignments are graded on how well the student demonstrates an understanding of the concepts being examined. All students are expected to participate openly in the Forum and to make meaningful contributions towards any group assignments. All students are expected to write at a graduate level and follow MLA citation format. Students needing further explanation on any assignment should contact the instructor immediately.

Since each assignment builds on previous ones, late assignments will be marked down one grade letter and will not be accepted after one full week from the original due date. In the event of extraordinary circumstances, students must notify the instructor as soon as possible concerning any late work. Only one assignment may be redone with instructor permission. The resulting grade is averaged with the first attempt.

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 using the Modern Language Association (Joseph Gibaldi and Phyllis Franklin. *MLA Handbook for Writers of Research Papers*, 6th ed. New York: Modern Language Association, 2003) format for citations.

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 [SL&IT Student Online Handbook](#)*, as well as the *[Graduate Bulletin](#)* which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.

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 Participation in Courses

Although online courses may indicate self-paced study, the School Library & Information Technologies courses include group work and field experiences that require students to progress through course modules according to a posted schedule. To read the policy on student absences from courses, please refer to the SL&IT Online Student Handbook at <http://library.mansfield.edu/handbook.pdf>.

Student Portfolios

Attention must be made to developing and collecting appropriate portfolio documents. Students in this course prepare a grant proposal that would make an excellent piece to add to a portfolio, as well as a three-year advocacy plan.

Students with Disabilities

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 you to identify and implement appropriate interventions.

Blackboard Assistance and Technical Support

A tutorial for the online courseware BlackBoard used by the School Library & Information Technologies courses can be found at:

<http://libweb.mansfield.edu/graduate/tutorial/start.asp>.

Mansfield University also provides an Online Support Center at <http://d2.parature.com/ics/support/default.asp?deptID=8126>. In addition, BlackBoard maintains a toll-free, 24/7 support service at 866-766-5969.