

School Library and Information Technologies  
**LSC 5535 - Information Literacy and Academic Standards**  
Spring 2010

## **Syllabus**

### **Introduction**

Welcome aboard the online trip to an understanding of information literacy and academic standards. As you look at the objectives of the lessons, you will see very quickly that the focus is on preparing you, the prospective library media specialist, to work with students and to ensure they will have the opportunity to become exemplary information literate society members.

Lessons have been designed to take you all over the web, the Mansfield Library, and hopefully into your local schools. If you care to read my biographical sketch, located at the end of this introduction, you will see that I have experience in elementary, secondary and supervisory situations.

Your assignments are authentic. Many will ensure you will be able to handle teaching students, discussing curriculum with administrators, and coordinating information literacy events. The assignments are based on performance tasks that are done by library media specialists in a K-12 setting. Because of the evolving nature of information literacy the course is updated each semester to ensure that you have the most up-to-date information and websites.

### **Course Description**

This course examines the role of the library media specialist as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. It will make students familiar with state and national academic standards, the national information literacy standards, the learning standards, school reform, learning theories, instructional practices and trends, and the role of assessment in relation to today's information literacy program.

Students will plan information literacy activities to foster reading and promote lifelong learning. Using collaborative techniques and incorporating all the elements of curriculum development, students will prepare an information literacy curriculum. Students will prepare information skills lessons for school students and design staff development programs for school faculty members. Students will conduct literature searches for exemplary programs and research recent library improvement models.

### **Course Objectives**

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

- Compared the information literacy standards to the Standards for the 21st Century Learner and traced their development.
- Identified skills necessary for student's to master the information literacy and learning standards and understand the current best practices in education.

- Design lesson plans and curriculum units that fully integrates information literacy skills into the educational program
- Apply learning theories to information literacy skills instruction, including critical thinking and problem solving skills
- Assess learner progress, evaluate instruction and understand statewide assessment programs
- Utilize motivation and assessment in developing lessons for learning.
- Design instructional units for students to develop abilities to apply principles of the research process
- Design continuing education related to information literacy services as opportunities for school staff
- Identify learning strategies for a diverse population of students, including sex, race, religion, social economic status, and national origin (including strategies geared to an urban and/or rural school setting)
- Identify and work with special needs students to meet their information literacy needs in the least restrictive environment

## Course Topics

The course will emphasize:

- The scope of the concept of information literacy and multiple literacies.
- AASL Learning Standards, as presented in *Empowering Learners; Guidelines for School Library Media Programs*.
- School reform and learning theory as it shapes information literacy and library media programs
- Current instructional methodologies influencing information literacy standards implementation
- National and state academic standards
- Elements of Information Literacy curriculum and lesson design, including the assessment of student progress

## Required Books

1. American Association of School Librarians. *Empowering Learners; Guidelines for School Library Media Programs*. Chicago: American Library Association, 2009. ISBN: 978-0-8389-8519-9 \$39.00
2. American Association of School Librarians. *Standards for the 21<sup>st</sup>-Century Learner in Action*. Chicago: American Library Association, 2009. . ISBN: 978-0-8389-8519-9 \$39.00 . ISBN: 978-0-8389-8507-6 \$39.00

3. Eisenberg, Michael B., Carrie A. Lowe, and Kathleen L. Spitzer. *Information Literacy: Essential Skills for the Information Age*. 2nd ed. Westport, Connecticut: Libraries Unlimited, 2004. ISBN: 1-59158-143-5 \$52.00
4. *MLA Handbook for Writers of Research Papers*. 7th Edition. New York: Modern Language Association, 2009. \$22.00
5. Thompson, Helen M. and Susan A. Henley. *Fostering Information Literacy; Connecting National Standards, Goals 2000, and the SCANS Report*. Englewood, CO: Libraries Unlimited, Inc., 2000. ISBN: 1-56308-767-7 \$45.00 (Available in Mansfield University, North Hall Library's NetLibrary)
6. Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: ASCD, 2005. Print. (Available in Mansfield University, North Hall Library's NetLibrary)

## **Online Required Materials: From the WWW and the Mansfield SL&IT databases:**

- Bogel, Gayle. "Facets of Practice." *Knowledge Quest*.
- Crow, Sherry R. "Information Literacy: What's Motivation Got to do with it?" *Knowledge Quest*.
- DeWitt-Wallace-Reader's Digest Fund. *Findings from the Evaluation of the National Library Power Program*.
- Educational Broadcasting Corp. *Concept to Classroom*. "Tapping into Multiple Intelligences."
- Johnson, Doug. "Exposing Shameful Little Secrets." *Library Media Connection*.
- Texas Education Agency. SSCED Tool Kit, Curriculum, Instruction, and Assessment. <http://ritter.tea.state.tx.us/ssc/ubd.html>
- Todd, Ross. "The Evidence-Based Manifesto." *School Library Journal*
- Wiggins, Grant. Overview of the UbD & the Design Template. <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>
- Whelan, Debra Lau. "A Golden Opportunity." *School Library Journal*.
- Zmuda, Allison. Any of the articles listed in the Works Cited and Consulted

## **Course Requirements**

Students are expected to turn in all their seminar work on or before the due date. Students must use the Modern language Association (MLA) format for citations and bibliographies. Strict attention must be paid to developing and collecting appropriate portfolio documents. Students must maintain a

QPA of 3.0 to be recommended for certification. Upon completion of all work, students will be responsible for making all the necessary arrangements to take the Praxis test and to apply for certification from the Pennsylvania Department of Education.

## Expectations

### What I Expect From You

- Check assignments each Monday
- Check your email account every day
- Do the readings, assignments, and Forum discussions during the specified week
- Read the assigned readings, websites, etc. carefully
- Check the Forum discussion at least every other day.
- Participate actively & substantively in the Forum questions posted weekly.
- Participate in chats if your schedule and personal technology/ISP configuration permit.
- 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.
- Do not postpone homework. Online courses move quickly.
- Be familiar with the Student Handbook and Portal page (to include Help page).

### What You Can Expect From Me

- I will be an interested, responsive instructor/facilitator.
- Readings and assignments will be substantive, not busy work.
- I will participate in the Forums and chats.
- I will read and evaluate assignments in a timely manner.
- I will address your questions and concerns seriously

## Course Overview

Module	#	Assignments
1 – 2 weeks Information Literacy	1	Getting to Know You-Profile – 10 points
	2	Childhood Information Literacy -Discussion- 20 pts.
	3	Five Roles of the Library Media Specialist – 30 pts.
2 – 1 week Information	4	Information Literacy Standards vs. Learning Standards Discussion – 25 pts.

Literacy & Learning Standards	5	History of Information Literacy - Wiki 20 pts.
3 – 2 weeks Skills for Independent Learners	6	What Skills Will our Students Need, How Will We Teach The Skills – 30 pts.
	7	Strategies for Engaging Students – Discussion – 20 pts.
	8	Annotated Bibliography of Trends and Reform – 40 pts.
4 – 2 weeks Reading Promotion	9	Position Statements –Summary – 20 pts.
	10	Reading Programs – Discussion – 20 pts.
	11	Promotional Reading Program Group Activity – 60 pts.
5 – 2 weeks Standards Movement and legislation	12	History of Legislation – 25 pts.
	13	Your State Standards – 20 –pts.
	14	The SLMS as a Positive Force for Student Learning – 20 pts.
	15	Library Power – 25 pts.
6 – 1 week Motivation	16	Identifying Student Interest and Motivation – 30 pts.
7 – 1 week Assessment	17	Assessment – 30 pts.
	18	Evidence Based Practices – 30 pts.
8 – 2 weeks Lesson Planning	19	Goals and Objectives – Discussion – 20 pts.
	20	Lesson Planning – 60 pts.
9 – 2 weeks Curriculum Design	21	Curriculum Design – Discussion – 20 pts.
	22	Unit of Instruction – 60 pts.

## Grading Scale (630 Total Points)

Grade	Percent		Quality Points	Course Points
A	100-95	Excellent	4.0	598
A-	94-90		3.7	567
B+	89-87		3.3	548
B	86-83	Above Average	3.0	523
B-	82-80		2.7	504
C+	79-77		2.3	485

<b>C</b>	<b>76-73</b>		<b>2.0</b>	460
<b>C-</b>	<b>72-70</b>	<b>Acceptably Passing</b>	<b>1.7</b>	441
<b>D+</b>	<b>69-67</b>	<b>Does Not Count for Graduation</b>	<b>1.3</b>	422
<b>D</b>	<b>66-63</b>	<b>Does Not Count for Graduation</b>	<b>1.0</b>	397
<b>D-</b>	<b>62-60</b>	<b>Does Not Count for Graduation</b>	<b>0.7</b>	378
<b>F</b>	<b>59-</b>	<b>Does Not Count for Graduation</b>	<b>0.0</b>	371-

Note: there may be some extra credit assignments or credit may be given for taking a survey, so please read all announcements carefully.

## Grading Practice

The standards by which the assignments are graded are listed in the rubric with each assignment. A small number of points for "MECHANICS" are given for conventions, like spelling, grammar, capitalization, punctuation and English usage. The citations for bibliography and works referenced should be in MLA format, according to *MLA Handbook for Writers of Research Papers*. 7th Edition. New York: Modern Language Association, 2009. Remember, you will be your school expert in this area, so it is very important that citations be in proper format.

All assignments are due on a Sunday night, so I expect to find your assignments posted by early Monday morning. Rubrics are available in the assignment area and reflect the number of points given for thoroughly completing that part of the assignment. For example, if a Forum rubric states "Student responds to two other postings - 5 pts." the two other postings should be more than a passing comment. **It is important to know that these rubrics are guidelines for expectations; full credit will not be given if each item is met minimally. These are the maximum points for each area so please be comprehensive in your responses.**

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."

Please note: students must complete all assignments or discuss a missing grade with me. Missing assignments may result in a grade of Incomplete for the course. As your instructor, I will discuss this policy with any student who has missed important assignments. Please let me know if you are experiencing any problems with completing assignments on time.

## Chats

For the past few semesters, LSC5535 has had an optional "chat room" discussion. Topics included questions about this course, including MLA citations. Since it was so easy and successful, I will offer

two chats early in this course. Both will be optional and provide a forum for discussing items that you feel are most critical to your course success. The objective of the "chat" will be to familiarize new students with online course protocols, as well as answer any questions that arise regarding course participation. Watch our announcements for more details on the chat room.

## 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/>

## 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](mailto: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.