

**University of Kentucky**  
**School of Library & Information Science (SLIS)**

**LIS 647 Current Trends in School Media Centers**  
**Spring 2016**

**Instructor**

Maria Cahill, Ph.D.  
Assistant Professor  
355 LCLI  
[maria.cahill@uky.edu](mailto:maria.cahill@uky.edu) (preferred method  
of communication)  
859-218-2293

**Office Hours**

- By appointment
- Please contact via email to schedule an appointment

**Class Information**

- Online via Canvas

**COURSE INFORMATION**

**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.

**Course Objectives**

Upon successful completion of this course, candidates\* will be able to:

1. Demonstrate techniques for integrating information literacy standards, technology standards, and core content standards throughout the curriculum. [ALA/AASL 1.1, 1.2, 1.3, 1.4, 2.4, 3.3, 4.3; CF 3, 4]
2. Design instruction and assessments to support and measure student growth of twenty-first century skills and dispositions. [ALA/AASL 1.1, 1.2, 3.1, 3.2, 3.4, 4.3; CF 1, 3, 4]
3. Explore the reciprocal relationship between current trends in education and the school library program. [ALA/AASL 1.1, 1.2, 1.4, 4.3, CF 1, 2, 3, 4]
4. Develop techniques to position the school librarian as an instructional partner with other educators. [ALA/AASL 1.2, 1.3, 4.3; CF 3, 4]
5. Advocate for school library and information programs, resources, and services. [ALA/AASL 1.2, 1.3, 4.3, 4.4; CF 1, 2, 4]

**Course Outline**

- 21<sup>st</sup> Century Learners and Learning Environments
- Instructional Role of the School Librarian
- Curriculum
- Inquiry and Learning
- Instructional Design
- Assessment

ALA/AASL (2010) Standards for Initial Preparation of School Librarians

University of Kentucky College of Education Conceptual Framework: Research, Reflection, Learning, Leading

\*"candidate" refers to a UK student enrolled in an educator certification program; "student" refers to a P-12 student

- Collaborative Planning and Teaching
- Instructional Strategies for Information Literacy
- Serving the needs of ALL learners
- Strategies for Instructional Partnership
- Professional Development and the School Librarian

### **Required Texts**

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago, IL: American Association of School Librarians.
- American Association of School Libraries (2009). *Standards for the 21st-century learner in action*. Chicago, IL: American Library Association.
- 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.

## **CANDIDATE EVALUATION**

### **Candidate Assessments**

- Discussion: Candidates will participate in online discussions throughout the course. For each graded discussion students are expected to contribute thoughtful, quality exchanges. 25 points total
- Inquiry Learning Process Documentation—Candidates will collaboratively engage in and document the inquiry process to explore a critical issue currently affecting P-12 education. 20 points
- Current Trend Presentation—Candidates will work collaboratively to create a presentation to define a critical issue currently affecting education and explain the role of school librarians and/or the school library program in relation to the current trend. 20 points
- Collaboration Interview—Each candidate will conduct an interview with one classroom teacher to discuss ways the teacher has worked in collaboration with and/or could collaborate further with the school librarian. The candidate will analyze the level of collaboration and identify strategies for further collaboration between the teacher and the school librarian. This interview will serve as the basis for the Collaborative Unit Plan assignment. 20 points
- Collaborative Unit Lesson Plan—Using information from the Collaboration Interview assignment, the candidate will develop a unit plan outline for an inquiry-based unit of study that involves teacher librarian collaboration. The candidate may develop the unit plan individually or co-plan the unit with the teacher; the candidate would serve in the school librarian role. 40 points

- 21<sup>st</sup> Century Standards Assessment—Candidates will work collaboratively to design an instrument to assess an indicator of a 21<sup>st</sup> Century Standard (AASL, 2007). 20 points
- Collaborative Partner Agreements and Assessments—Candidates will identify and assess skills and dispositions that facilitate and impede collaborative partnerships. 15 points
- Persuasive Presentation—The candidate will develop and present a speech to persuade an individual teacher or group of teachers, to partner with you (the school librarian) to co-plan, co-teach, and co-assess an instructional unit; or you will develop and present a speech to persuade an administrator or administrative team to support you (the school librarian) in the role of instructional partner for teachers across the curriculum. 20 points
- Peer Review--The candidate will review classmates' work products and communicate critical feedback. 20 points

### **Grading Scale**

180-200 points =	<b>A (Exceptional Achievement)</b>
160-179 points =	<b>B (High Achievement)</b>
140-159 points =	<b>C (Average Achievement)</b>
Below 140 points =	<b>E (Failing)</b>

### **Submission of Course Assignments**

All written assignments are expected to conform to basic standards for scholarly writing. This course will use APA formatting and style for every assignment.

You will be submitting all assignments through Canvas. Please do NOT email assignments.

Assignments, activities, discussions and/or quizzes should be submitted before midnight of the due date.

## **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 to a computer with a reliable Internet connection and video and audio capabilities.

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: <https://iweb.uky.edu/MSDownload/>.

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 number: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

## **GENERAL COURSE POLICIES**

### **Academic Integrity**

According to Senate Regulation 6.3.1: "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." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>

<http://www.uky.edu/StudentAffairs/Code/part2.html>

<http://www.uky.edu/Ombud/Plagiarism.pdf> : "Plagiarism: What is it?"

### **Excused absences**

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
- The death of a member of the student's household (permanent or campus) or immediate family.
- Trips for members of student organizations sponsored by an educational unit, trips for
- University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
- Major religious holidays. Prior notification is required.
- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of 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 of making up the missed work. The Instructor of Record shall 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.

Excused absences' effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

### **Incompletes**

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 <http://www.uky.edu/StudentAffairs/Code/part2.html>.

### **Academic Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please contact 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 (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) ) for coordination of campus disability services available to students with disabilities.

### **Integration of Syllabus with UK Preparation Unit Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. Reflection will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for lifelong learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Integration of the Syllabus with the Themes of Diversity, Assessment and Technology**

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.