Course Syllabus

COURSE NUMBER: LIB 600   **CREDIT HOURS: 2**

I.   TITLE: Libraries and Education

II.   COURSE DESCRIPTION AND PREREQUISITES:
This course is an introduction to the concept of school librarianship. It provides an overview of the role of the school media librarian as a teacher and leader in a school community. Students will examine and reflect on their roles as educators and the functions of the school library. Students will research their own schools and communities and develop a plan for advocacy for the school library and personal professional development. The course must be taken during the first semester of the program. **Field experience required**.

III.   COURSE OBJECTIVES:
Class activities will focus on the attainment of the objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the **Kentucky Teacher Standards** (KTS), the **2010 ALA/AASL Program Standards** (*ALA*) and **inTASC Core Teaching Standards** (InTASC) addressed by that objective.

The student will be able to

A.   articulate a philosophy of education that for certified students reflects the student's experience of learners and learning as a teacher or for initial certification students reflects an understanding of the literature that can prepare for experience, (ALA 1; KTS 2-3; InTASC 1-8)

B.   develop knowledge and skills to facilitate the development, appreciation and understanding of human diversity and community within the school library, the school and community, (ALA 1; KTS 2-3; InTASC 2

C.   design a professional growth plan based on the school media librarian's values, professional needs and the library/school/community context, to determine goals for professional development in the degree program, (ALA 4; KTS 9; inTASC 9)

D.   propose and prepare the development of an advocacy plan for a school library based on an action research project to support the goals of the library, the school and the district, (ALA 4, 5; KTS 10, inTASC 10)

E.   use resources such as *Empowering Learners: Guidelines for School Library Media Programs*, *Standards for the 21st-Century Learner*, *Standards for the 21st-Century Learner in Action* and Kentucky's *Beyond Proficiency @ your library®* to develop projects and strategies that build relationships and support communication with parents, the community and advisory councils, (ALA 4; KTS 10; inTASC 10) and

F.   begin the school media librarian professional portfolio, to be completed during LIB 699 Exit Seminar in Library Media Education. (ALA 4, KTS 9, inTASC 9).

The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, and gap achievement and college/career readiness are addressed in the course as potential topics for discussion as they relate to the course themes of the role of the library and the school media librarian in the mission of the school. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course.

The **Professional Code of Ethics for Kentucky School Certified Personnel** and the **Code of Ethics of the American Library Association** are discussed as part of the consideration of the roles of the school media librarian.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to keep a reflective journal to integrate the school media librarian identity and create a professional growth plan.

IV.   **CONTENT OUTLINE:**

   Introductions: Get with the program!
   1. **ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS**
       Standard 1: Teaching for Learning
   2. **STANDARD 2:**
       Literacy and Reading
   3. **STANDARD 3:**
       Information & Knowledge
   4. **STANDARD 4:**
       Advocacy & Leadership
   5. **STANDARD 5:**
       Program Management & Administration

V.   **INSTRUCTIONAL ACTIVITIES:**

Instructional activities will include online discussion, group and individual assignments with a reflective component. Students will, in addition, complete 50 hours of field experience, which for initial certification students will count toward the 200 hours that are required for entry into teacher education.

School media librarian portfolio activities: Create the electronic school media librarian portfolio and begin development of the following portfolio artifacts: 1) philosophy of education, 2) school library in the school community project, 3) action research project planning.

VI.   **FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:**

Students will complete 50 clock hours of field experience in collaboration with a school media librarian. Observations will span elementary, middle and high schools and include opportunities for attendance at school board and school-based council meetings, as well as different forms of engagement with diverse populations of students, in accordance with Section 3 of 16 KAR 5:040. For initial certification students the 50 hours will count toward the 200 hours of field experience that are required prior to admission to student teaching (LIB 613).

VII.   **TEXTS AND RESOURCES:**
   1. Toor, R. and Weisburg, H. K. (2015). *New on the job: A school library media specialist's guide to success*. 2nd ed. Chicago: ALA Editions
   2. American Association of School Librarians (2009). *Empowering learners: Guidelines for school library programs*.
   3. Kentucky Department of Education (2010). *Beyond proficiency @ your library*. Free online resource.
   4. *LiveText* User License for Professional Portfolio.

   Recommended:
   AASL (2007). *Standards for the 21st-century learner*. Downloadable pdf file.

AASL (2007). *Standards for the 21st-century learner in action.*
Levitov, D. (2012). *Activism and the school librarian: Tools for advocacy and survival.*
    Santa Barbara, Calif.: Libraries Unlimited.

A. College of Education and other Computer Labs or home or school computers
B. College of Education Curriculum Materials Center
C. University libraries and local public and school libraries
D. The course takes place on **Canvas**.

VIII. EVALUATION AND GRADING PROCEDURES:

Students will be evaluated on class participation, contributions to the class and the quality of presentations, papers and collaborative projects. The grading scale will be:

93-100%=A   86-92%=B   79-85%=C   72-78%=D   0-71%=E

All papers will conform to styles described in the *Publication Manual of the American Psychological Association* (2010), 6th ed. Websites summarizing the style will be provided.

Assignment	Description	Standards	Points
Philosophy of Education*	A statement of the student's philosophy of education as a basis for later reflection on the role of the school library and the school librarian. The statement will be revisited and revised in LIB 699 the Exit Seminar and will form part of the student's summative portfolio.	ALA 1; KTS 2, 3, 7, 9	20
Collaborative Literacy Assignment	A group assignment in which students role play reactions to a book challenge. The group makes a presentation on the results of their research, using an alternative to PowerPoint.	ALA 2, 4, 5; KTS 1, 3, 6, 10	30
Action Research Project Proposal*	The student formally outlines the action research project that will be part of his or her MAED program, to be completed by and presented during the final semester in LIB 699 the Exit Seminar. The report will also form part of the student's summative portfolio.	ALA 4, 5; KTS 7, 8, 9, 10	20
Field Experience Blog	The students reflect weekly on what they are encountering during their 50 hours of field experience.	ALA 1-5; KTS 1, 3, 7	15
Field Experience Report	The field experience report is a final summative self-evaluation as a result of the field experience, with a reflection on expectations for the remaining 150 hours in the practicum classes.	ALA 1-5; KTS 1, 3, 7	20

IX.   ATTENDANCE POLICY:
Students are expected to adhere to the attendance policy outlined in the current *MSU Bulletin*.

X.   ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
>   **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
>   **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
>   **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
>   **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

>   1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
>   2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
>   3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the

Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. **NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu.