



MURRAY STATE UNIVERSITY

College of Education and Human Services

Department of Education Studies, Leadership & Counseling

COURSE NUMBER: LIB 601

CREDIT HOURS: 3

I. TITLE: Learning and Libraries

II. COURSE DESCRIPTION:

The role of libraries and librarians in encouraging learning, and the concept of information literacy as an essential competency for the enhancement of lifelong learning.

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. discuss different learning theories and provide a reflection over the application of each type to instruction in libraries and learning centers. (KTS 2,5,7; ALA 1; InTASC 1)
- B. demonstrate the value of information literacy skills for lifelong learning. (KTS 1,3,4,5; ALA 2,3; InTASC 1,5,8)
- C. compare and contrast the differences between and among past, present and future libraries in learning contexts. (KTS 3; ALA 4,5; InTASC 7)
- D. make a case for the impact of collaboration between teaching colleagues, librarians or media specialists and institutional administration on student learning. (KTS 8, 10; ALA 4; InTASC 10)
- E. relate the impact that technology has had and will have on libraries and learning centers. (KTS 6; ALA 3; InTASC 5)
- F. express the significance of continued personal professional development for the development of libraries in learning contexts. (KTS 9; ALA 4,5; InTASC 9), and
- G. reflect on the role of libraries and learning centers in the development of learning communities. (KTS 3; ALA 4,5; InTASC 3,9,10)

The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, gap achievement and college/career readiness are addressed in the course as they relate to the role of the school library and the school media librarian in the learning 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 EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to keep a reflective journal.

IV. CONTENT OUTLINE:

| TOPIC |
|--|
| Introductions and Orientation |
| <u>ALA/AASL Standards for Initial Preparation of School Librarians</u> |
| <i>Standard 1: Teaching for Learning</i> |
|  |
| ALA/AASL Standard 1.1: Knowledge of Learners and Learning What is learning? Who are the learners? |
| ALA/AASL Standard 1.2: Effective and knowledgeable teacher |
| ALA/AASL Standard 1.3: Instructional Partner |
| ALA/AASL Standard 1.4: Integration of 21st century skills and learning standards |
| <i>Reflections on Libraries and Learning</i> |

V. INSTRUCTIONAL ACTIVITIES:

Instructional activities will include online discussion, group and individual assignments with a reflective component.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

None

VII. TEXTS AND REFERENCES

Required texts:

- American Association of School Librarians (2009). [*Empowering learners: Guidelines for school library programs*](#). ISBN-13: 978-0-8389-8519-9
- AASL (2007). [*Standards for the 21st-century learner*](#). Free online resource.
- AASL (2007). [*Standards for the 21st-century learner in action*](#). ISBN-13: 978-0-8389-8507-6
- Harada, V. and Coatney, S. (eds). (2013). [*Inquiry and the Common Core: Librarians and teachers designing teaching for learning*](#). Santa Barbara, CA: Libraries Unlimited. ISBN-13: 978-1-61069-543-5

VIII. RESOURCES:

Please go to <http://murraystate.instructure.com> to access your course materials.

IX. 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 83-92%=B 73-82%=C 0-73%=F

All papers will conform to styles described in the *Publication Manual of the American Psychological Association* (2001), 5th ed. Websites summarizing the style will be provided.

| | Assignment | Points |
|-------|---|--------|
| 1. | Class Wiki Participation | 15 |
| 2. | Persuasive Essay (key signature assessment for LiveText) | 30 |
| 3 | Collaboration Self-Allocation Survey | 5 |
| 4 | Collaborative assignments (4x15 pts each) | 60 |
| Total | | 110 |

X. ATTENDANCE POLICY:

This course adheres to the policy published in the current Murray State University *Graduate Bulletin*.

XI. 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.

XII. 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.