

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: LIB COURSE NUMBER: 604

CREDIT HOURS: 3

I. TITLE: Library in the School Curriculum

II. COURSE DESCRIPTION AND PREREQUISITE(S): An approach to understanding the role of the library media specialist and the media center in the school curriculum, with the aim of developing the school as a learning community, stressing collaboration between administrators, teachers and media specialists in planning curriculum and professional development.

Prerequisite(s): None

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.

At the end of the course students will be able to:

- A.** articulate a personal vision of the role of the school library and the school media librarian in developing and implementing the curriculum of the school (KTS 7; ALA 1-5; inTASC 3, 7, 10);
- B.** demonstrate an understanding of the leadership role of the school media librarian by developing a reflection blog (KTS 10; ALA 4; inTASC 10);
- C.** articulate the value of establishing a collaborative learning community in a school (KTS 8; ALA 4; inTASC 10);
- D.** apply collaborative techniques toward the solution of learning and curriculum-related problems in the school; (KTS 8; ALA 4; inTASC 10) and
- E.** apply collaborative techniques toward the development of curriculum maps as tools that integrate the roles of both teachers and school librarians as leaders in the development of curriculum and authentic learning in the school. (KTS 1, 2, 4, 8, 9; ALA 1, 4; inTASC 1-10)

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 librarian in the school's curriculum. 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 college theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to keep a reflective journal related to the role of the school media librarian.

IV. CONTENT OUTLINE:

Topics

Introductions and Orientation

The Essential Question: What is the role of the school library and the school librarian in the curriculum?

A tool for the job: Curriculum Mapping

Unit question 1: Does the school librarian have a leadership role?

Unit question 2: How can we prepare for Leadership?

Unit question 3: What is a learning community?

Unit question 4: How do we develop collaboration in a learning community?

V. INSTRUCTIONAL ACTIVITIES:

Instructional activities will include online discussion, group and individual assignment with a reflective component. May include visits to school libraries or other libraries for observations or to consult resources as required by course assignments.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

None.

VII. TEXT(S) AND RESOURCES:

- A. Bishop, K. (2011). *Connecting libraries with classrooms: The curricular roles of the media specialist*. 2nd ed. Santa Barbara, Calif: Linworth. ISBN: 978-1-59884-599-0.
- B. Glass, K. T. (2007). *Curriculum mapping: A step-by-step guide for curriculum year overviews*. Thousand Oaks, Calif.: Corwin.
- C. American Association of School Librarians (2009). *Empowering learners: Guidelines for school library programs*. Chicago: AASL.
- D. American Association of School Librarians (2009). *Standards for the 21st-Century Learner in Action*. Chicago: AASL.

The course takes place on Canvas at <https://murraystate.instructure.com/>

Desktop, laptop or other computer, at home or at school

Your own school library and other school and district resources

Your local public library

Murray State University Libraries, including website <http://lib.murraystate.edu/>

(See <http://lib.murraystate.edu/faq.htm#1> to find out how to log on from home or school)

Kentucky Virtual Library at <http://www.kyvl.org/> (many of the same databases available from KYVL are also available through MSU libraries)

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 83-92%=B 73-82%=C 63-72%=D 0-62%=F

All papers will conform to styles recommended in the *APA Publication Manual (2010)*, 6th ed. Websites summarizing the style will be provided on the website at Canvas

Key signature assessment:

Personal Vision Statement

Student provides a personal statement of his or her vision of the role of the school librarian in the curriculum.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU 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:

Policy Statement

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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).