Murray State University
Dept. of Early Childhood and Elementary Education
Course Syllabus

Course Number: LIB 601  Credit hours: 3

January 2008

I. **TITLE:** Learning and Libraries

II. **CATALOG 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. **PURPOSE:**
Provide an overview of the functions and roles of librarians and libraries and media centers in encouraging and enhancing learning and information literacy through the provision of access to various media, both print and digital, reference services, and through instructional and collaborative activities.

IV. **COURSE OBJECTIVES:**
Class activities will focus on the attainment of the course objectives listed. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. The Kentucky Education Professional Standards Board (EPSB) themes of diversity, assessment, literacy, and gap achievement are addressed in the course as potential topics for discussion as they relate to the course themes of the role of the library in student learning and the mission of the school and information literacy. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course. The Code of Ethics is discussed in connection with the issues of collaboration and information literacy skills.

*Each of these objectives has been linked with the* Kentucky Experienced Teacher Standards (ETS), ALA/AASL Program Standards (ALA) and the COE Dispositions (COE)*

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

1. Discuss different learning theories and provide a reflection over the application of each type to instruction in libraries and learning centers. (ETS 2, 4; ALA 1, 2; COE 2)

2. Demonstrate the value of information literacy skills for lifelong learning. (ETS 2-6; ALA 1-2; COE 1, 2).

3. Compare and contrast the differences between and among past, present and future libraries in learning contexts. (ETS 2, 3, 7; ALA 2-4, COE 2, 3, 6)
4. Make a case for the impact of collaboration between teaching colleagues, librarians or media specialists and institutional administration on student learning. (ETS 2, 4, 8; ALA 2, 3; COE 2, 6).
5. Relate the impact that technology has had and will have on libraries and learning centers. (ETS 2, 10; ALA 4; COE 2, 3).
6. Express the significance of continued personal professional development for the development of libraries in learning contexts. (ETS 9; ALA 1-4; COE 4).
7. Reflect on the role of libraries and learning centers in the development of learning communities. (ETS 2, 8; ALA 3, 4; COE 6).

V. CONTENT OUTLINE:

Introduction: Historical perspective: libraries and literacy
How do we learn?
Mission and goals of libraries in a learning context
Concept of information literacy and the relationship to learning
Learning and technology; technology and libraries
Collaboration in teaching and learning
Libraries and collaboration
Developing a community of learning

VI. INSTRUCTIONAL ACTIVITIES:
Instructional activities will include online discussion, group and individual assignment with a reflective component.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:
May include visits to school library media centers or other libraries for observations or to consult resources as required by course assignments.

VIII. RESOURCES:
The course includes a Blackboard website as part of Murray State’s E-Study Center.

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:

\[ 93-100\% = A \quad 86-92\% = B \quad 79-85\% = C \quad 72-78\% = D \quad 0-71\% = F \] 

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.
X. ATTENDANCE POLICY:
This course adheres to the policy published in the current Murray State University Graduate Bulletin.

All students are expected to attend each assigned class meeting. Missing scheduled class meetings may result in loss of grade points.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the policy published in the current Murray State University Graduate Bulletin.

XII. TEXTS AND REFERENCES

Required texts:

Additional reading:


XIII. PREREQUISITES:
None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request,
reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.