**Course Materials: Syllabus**

**S671: School Media**

**Indiana University at Indianapolis**  
**School of Library and Information Science**

This course focuses on the role of the school library media specialist as an educational leader and school library center administrator. Emphasis is placed on the evolving role of the teacher librarian as a critical player in the learning community including manager, collaborator, collection and curriculum developer, facilities designer, fiscal agent, planner, advocate, promoter, and evaluator. In addition to building professional knowledge and skills in traditional areas, this course explores accountability, administration, and advocacy aspects of the media specialist's critical leadership role in the learning community.

This page was designed for a graduate course at IUPUI. If you've stumbled upon the course and want to learn more about it, email **Dr. Larry Johnson** for more information.

Read the syllabus below and review the [Course Requirements](#). Then, proceed to the [Course Guide](#). Have fun!

**Instructor Contact Information**

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**Course Website** - [http://eduscapes.com/sms/](http://eduscapes.com/sms/)

**Reminder:** When you enroll in the course, email **Dr. Johnson** notifying him of your participation and confirming the email address that you want used for course communications.

**Course Assumptions**

The following entry skills are required for this course:

- completion of S401; demonstrate basic computer skills related to keyboarding, operating system, and disk management
- identify, select, access, and evaluate information found on the Internet and in the library
- use technology as a personal and professional productivity tool for activities such as word processing and desktop presentations
- use a word processor, web development tool, or raw HTML for simple web page development
- download drivers and plugins such as Real Media, Windows Media Player, and/or QuickTime to play audio and video from the web - directions are provided in class
- use Canvas for forums and information sharing
This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to email or arrange a chat with your instructor any time!

**Course Description**

This three-credit hour course focuses on the leadership and administrative roles of the school library media specialist. Emphasis is placed on the evolving role of the teacher librarian as a critical player in the learning community including manager, collaborator, collection and curriculum developer, facilities designer, fiscal agent, planner, advocate, promoter, and evaluator.

This is not simply a course in library management and collection development, instead emphasis is placed the collaborative role of the teacher librarian as an educational leader in a school learning community.

This course will expand your thinking about the integral role of the school library media specialist in today's information-rich school. This course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and assignments. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

**Course Goals**

Each student will have the opportunity to:

- Identify the roles of innovative school library media specialists at all levels.
- Apply theoretical foundations related to school media programs, leadership, and administration to practical problems encountered by teacher librarians.
- Connect professional literature, key professional organizations, significant professionals and their works, and other resources to the development of traditional and digital collections, K-12 curriculum, administrative and leadership strategies, and collaborative activities.
- Build a practical, professional toolkit containing information, resources, and examples that can be used in library media program administration and leadership (i.e., collection, curriculum, and program policies and procedures; human resources and professional development; budget and fiscal planning; facilities design; advocacy and promotion).
- Address key issues in school media librarianship through decision point discussions that bridge theory and practice through real-world dilemmas using professional literature to support opinions, proposals, plans, strategies, and recommendations.
- Address the needs of today's standards-based, school library media programs through evidence-based decision-making practices.
- Participate in class discussion and online communication for the purpose of sharing resources, ideas, and drawing conclusions on projects and issues.
- Relate teaching, learning, and program standards from those adopted by the State of Indiana, the American Association of School Librarians (AASL) and other professional standards to their projects.
The instructor will:

- Participate in class discussions and communications.
- Convey examples of theory, techniques, and models relevant to course materials.
- Judge student performance fairly in accordance with the SLIS grading policy and the expectations for the assignments outlined in this syllabus.
- In the long term, increase the impact of future practicing school media specialists by placing emphasis on their role as educational leader in the learning community.

**Course Purposes**

S671 is a three-credit graduate course that may be used to complete:

- the required course for establishing a license in Indiana as Teacher of Library Media
- an elective for the MLS, MIS or IST degree with program advisor approval
- credit to renew a teaching license in school library media or other discipline area if approved by the certification advisor
- an elective for undergraduate teaching credentials

S671 also meets a portion of the new standards for Teachers of Library Media in Indiana as approved by the Professional Standards Board:

- Standard #3: The teacher of library media collaborates with teachers and pre-service teachers to create, plan, implement, and evaluate instruction based upon knowledge of information skills, curriculum goals and educational needs of students, teachers, pre-service teachers, and the greater local community.
- Standard #8: The teacher of library media understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Standard #9: The teacher of library media is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities to grow professionally.
- Standard #10: The teacher of library media fosters relationships with schools, colleges, parents, and agencies in the larger community to support individual learning and well-being.
- Standard #11: The manager of library media understands the need for and provides leadership in the provision of efficient management of library media center facilities, supervision of staff, and extensive access to resources and technology. This standard includes management of:
  - Staff, including volunteers
  - Budgets, including special funds and grants
  - Facilities
  - Long-range plans
  - Collection development
  - Public relations
  - In-service training
  - Information literacy instruction
Online Course Materials

Course Materials (entry point to course website) - [http://eduscapes.com/sms/](http://eduscapes.com/sms/)
Syllabus - [http://eduscapes.com/sms/course/syllabus.htm](http://eduscapes.com/sms/course/syllabus.htm)
Requirements - [http://eduscapes.com/sms/course/require.htm](http://eduscapes.com/sms/course/require.htm)
Checklist - [http://eduscapes.com/sms/course/checklist.htm](http://eduscapes.com/sms/course/checklist.htm)
Course Guide - [http://eduscapes.com/sms/course/courseguide.htm](http://eduscapes.com/sms/course/courseguide.htm)
Archives - [http://eduscapes.com/sms/course/archives.htm](http://eduscapes.com/sms/course/archives.htm)
Canvas Sharing Area - [http://Canvas.iu.edu](http://Canvas.iu.edu)

Required Textbook

The following textbooks are required:

**Empowering Learners: Guidelines for School Library Media Programs** (June 2009).


Note: Unless you want a new copy for your professional collection, save by shopping for good, clean used copies (Available online) of the required textbooks.

Additional print resources (Not required for the course). Between the required text and online materials, you should be able to complete the required assignments and gain the needed understandings of content and concepts. However some people are more comfortable learning from additional print materials. Books also make great reference tools. Therefore, I provide a list of optional texts that you may want to seek from your local library or purchase your own copy. Each week we'll explore different topics. Read the matching chapter in the book(s) you select.

**Course Grades**

The points awarded for each activity are indicated on the Course Requirements webpage. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final grades are based on the following range within the total 100 points possible:

- **A** 98-100
- **A-** 95-97
- **B+** 92-94
- **B** 89-91
- **B-** 86-88
- **C** 80-85
- **D** 75-79
- **F** below 75

The meaning of the letter grades follows the SLIS Grading Policy:

**A**: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

**A-**: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

**B+**: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

**B**: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

**B-**: Marginal work. Student performance demonstrates incomplete understanding of course materials.

**C+, C, C-**: Unsatisfactory work and inadequate understanding of course materials.

**D+, D, D-**: Unacceptable work; course work completed at this level will not count toward the MLS degree.

**F**: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let your instructor know if you're having difficulty completing the requirements of this course or falling behind the course schedule.

**Accommodations**

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located at
Academic Misconduct

Students should be sure to read the Student Code of Conduct. This code is intended to identify the basic rights, responsibilities, and expectations of all students and student groups, to serve as a guide for the overall student experience at Indiana University at Indianapolis (IUPUI).

IUPUI strives to “foster the best possible environment for teaching and learning, one that is based upon mutual respect and upon clear expectations of one another within the community of teachers and learners.” Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free. (IUPUI Academic Handbook, p200).

For more information, go to:
Student Code of Conduct http://www.iupui.edu/code/
A Guide for IUPUI Faculty http://www.iupui.edu/~fcouncil/handbook/