

LIS S671: School Media

Department of Library and Information Science

Indiana University School of Informatics and Computing, Indianapolis

Fall 2016

NOTE: Good teachers are responsive to students' changing needs. All project assignment descriptions detailed here are in their **final** format. However, if "in-flight" corrections are needed to maximize your educational experience, I reserve the right to make those changes as needed including adjusting due dates to give ample time for work. Due dates will **not** be moved sooner, but will occasionally be extended based on my professional judgement and/or student feedback. Please recognize that projecting your learning trajectory for the next 16 weeks is difficult! It's not really "teaching" if I ignore your needs and requests throughout the semester!

Section No.: 24526 Credit Hours: 3
Time: Online Location: Online
Instructor: Kym Kramer, MLS, Director of School Library Education, Lecturer
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Session Structure: This course will be delivered through an asynchronous, on-line interface (Canvas). Each **Wednesday by 6:00 PM** I will post the session's lecture, activities, and study materials. See page 2 for more details!

OF IMMEDIATE IMPORTANCE AND UNDERSTANDING: School librarians are also known as teaching librarians. The use of this term should convey that first and foremost, this profession is one of strong pedagogy, ever-growing understanding of curriculum design and integration, and collaboration with people of all ages IN ADDITION to the library program management piece. When done properly, this profession has a high level of contact with other people, often through roles of instructor and school leader.

This course requires access to a **minimum** of one school library with a **certified school librarian**. **For this reason, physically going to a school (public, private, parochial) will be required.** You must have this type of access in order to successfully complete this course. **In order to access this school library, there is a strong chance you will have a criminal background check.**

Required Textbooks and e-Resources

- ALA Publications. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago, IL : American Association of School Librarians, a division of American Library Association, 2009. ISBN-13: 978-0-8389-8519-9
- ALA Publications: *Standards for the 21st Century Learners in Action*. Chicago, IL: American Association of School Librarians, a division of American Library Association, 2009. ISBN-13: 978-0838985076 (pbk. Edition)
- Student Membership to ALA/AASL (\$71/up to 5 years): <http://www.ala.org/aasl/join>

Group Book Study Book

- A book on a topic of your choosing related to topics introduced in class

Other Helpful School Library Management Resources

- *School Library Management*. Edited by Judi Repman and Gail K. Dickinson. Columbus, OH: Libraries Unlimited, 2015. Seventh Edition. ISBN: 978-1-61069-140-6
- Morris, Betty J. *Administering the School Library Media Center*. Westport, CT: Libraries Unlimited, 2010. 5th Edition. ISBN: 978-1-59158-689-0, pbk.

Other Helpful Curriculum Design Resources

- Wiggins, Grant and Jay McTighe. *Understanding by Design Guide Set* (2 books). ASCD, 2014. ISBN-13: 978-1416618812, pbk.

Where and When

This web-based course is delivered asynchronously via Canvas. There are no scheduled class meeting times but there are assignments and/or online posts due. **Additionally, we will be experimenting with Zoom Video conferencing at least once this semester.**

Each session: I will post an online presentation that will go over the concepts for the assigned content. **This session will be the opening component for each module and should be listened to first.** The sessions will be made up of three components:

- **Text screens:** layer ONE of the content / basic / key points / visual representations
- **Audio commentary:** layer TWO that does **not** read the screens / key to understanding what we are discussing / you will be LOST if you cannot hear audio
- **Video content:** I am learning to add video content to my presentations. I will include video when I feel it enhances what we are discussing.

Some assignments will require visiting a library near you in person. All course materials are grouped by session in the **Modules** tool (click on the icon in the Canvas tools at the left of your screen). Written assignments are uploaded to and graded within the **Assignments** tool. Grades and feedback are sent via the **Assignments** tool, but are also available in the **Gradebook** tool. An on-line class community is designed through conversations which are held in the **Discussions** tool.

Please contact me right away if you have questions or concerns about any aspect of the delivery of this class.

Communication: I will be on Canvas and IU e-mail each day, often early in the morning and late in the evening. I will make every attempt to respond to your e-mails within 24 hours. However, some of the rest of my duties entail fieldwork in the form of Student Teaching supervision. I am often tied up for hours without e-mail access, but will respond as quickly as possible. If you do not hear back from me within 48 hours, please DO contact me again. You won't hurt my feelings or upset me by contacting again, but I do expect you to advocate for your own education by helping make sure your needs stay on my radar. It is easy to "lose threads" when trying to keep so many students' needs in mind.

Email: Please use Canvas e-mail for ALL questions related to this course. **REMEMBER: If you are not familiar with Canvas yet, e-mail is accessed in the "Inbox" tool. Your messages show up in the "Inbox" tool which is now found in the menu on the left side of your screen. The BEST part is that it can also show up in your IU e-mail and you can respond directly from IU e-mail without the message getting lost in cyberspace (usually)!!**

Those of you who have previously used OnCourse know this is reason to celebrate! You have to choose for it to show up in IUPUI mail, but I highly recommend it!

Please remember as well: Indiana University uses your IUPUI email account as an official means of communication, and students should check it **daily** for pertinent information. Although you may have your IUPUI email forwarded to an outside email account, please email faculty or staff from your IUPUI email account.

S671 Course Vision:

School library programs have been evolving for over the past half century. An idea that once emphasized **a place** in the school has changed gradually to envision a **vibrant, inclusive, dynamic, evaluative** portion of the school curriculum led by a highly-effective **certified teacher**. Looking at this evolution and a school librarian's role in this vision is the thrust of this course. This course provides an in-depth examination of the collaborative school librarian and his/her role in the leadership (not just support) of the education community; development of inquiry learning opportunities imbedded within standards-based curriculum; collaborative lesson and unit planning and teaching; advocacy of the right to learn through open access and responsible use of information in all formats; and the evaluation of programs, staff, teacher and student performance relevant to information, technology, and media literacy standards.

Albeit the lion's share, the teaching role is only **one aspect** of the modern school library professional's job. Additionally, collection management and marketing of the school library program are other roles. Further, a survey of the basic elements for the facets of management of a school library program include the process for planning, public relations, staff development, developing a leadership role, budgeting, purchasing and collection development, technology integration and exploration, state and national program evaluation, and facility design. Ours is a dynamic, energizing, intellectually stimulating profession, and this course explores these concepts.

S671 Course Description:

School librarians must see themselves as teachers—crucial educators in the overall structure of the school. The information, media, and technology literacy skills that are the basis of our “curriculum” are taught most effectively when they are imbedded within classroom standards-based curriculum rather than taught as isolated lessons. The activities for this course are meant to both help you become familiar with the content, but also to give you various opportunities to participate in brain-compatible instruction techniques. The course is taught from a predominantly constructivist perspective meaning you are expected to “construct” learning with your instructor and classmates rather than be an idle participant.

In addition to the instructor role, school librarians must be fiscal agents, publicists, free speech and ethical use advocates, professional development coaches, student and teacher empowerment agents, and visionaries. Group discussions will be designed to stimulate your thinking, not provide all the answers.

Most importantly, this course emphasizes the teacher librarian as a professional responsible for curricular leadership with the school community. It is no longer acceptable for a school librarian to “fly under the radar.” Rather, this role requires cutting-edge thinking, vision for what is possible but unknown or untried, and the tenacity to take educated risks. It is imperative that students in this session challenge their own thinking to explore what a top-notch school library program CAN and SHOULD look like!

S671 Enduring Understandings:

Enduring Understandings are statements of the key conceptual underpinnings of a study. They are the concepts that will be wrestled with through readings, exercises, discussions, projects, and self-reflection. Ultimately, they are the things a teacher wants “all students to know always.”

1. **An effective 21st Century school library program is a radical shift from the past.**
2. **The role of a school librarian is multi-faceted and dynamic.**
3. **To be an effective school librarian you must be a master teacher.**
4. **Standards guide school library program development and evaluation.**

S671 Course Goals and Learning Outcomes

By the end of the semester, S671 students will:

1. **Generate a profile of their school library program including all crucial components learned during the semester. (Partially manifested through Mastery Project 2)**
 - a. Analyze and internalize the philosophy and content of the 2009 AASL National Guidelines for School Libraries, 2009 AASL Standards for 21st Century Learners.
 - b. Apply a process for establishing priorities and gaining resources to meet goals, objectives, and actions to improve school library programming.
 - c. Identify the typical public school budget accounts and describe a budgeting process for school library programs.
 - d. Plan and evaluate program decisions based on analysis of data gathered locally and compared to data provided from state and national sources.
 - e. Address key issues in school librarianship and the needs for evidence-based decision making.
2. **Articulate their role as school librarians within the school library program they design. (Partially manifested through Mastery Project 2)**
 - a. Identify the various roles of those associated with an innovative school library program.
 - b. Lead collaborative planning conversations with colleagues in order to design instruction that integrates standards encompassing content area concepts, information literacy, technology literacy, and/or media literacy standards.
 - c. Use state grade-level curriculum standards and/or Common Core standards to plan, teach and evaluate instruction that imbeds information, media, and/or technology literacy within the classroom content.
 - d. Implement teaching methods, collaborative planning techniques, learning styles, and evaluation processes which are associated with the effective instruction.
 - e. Experiment with state and national professional education associations relevant to school library services.
 - f. Identify of the major names, state and national, current and historic, in the development of school library programs, as well as within education literature in general.

The **instructor** will:

- Carefully choose readings and plan activities that will build students’ enduring understandings of the course material.
- Strive to increase the impact of future practicing school librarians by encouraging visionary understandings of their role as educational leaders in the school community.
- Be responsive to students’ needs and questions.
- Judge student performance fairly in accordance with the LIS grading policy and the expectations for the assignments outlined in this syllabus and rubrics.

- Treat students as individuals and allow them to create a set of learning opportunities that are best for their situation and goals.

LIS Program Goals

Approach Professional Issues with Understanding

- Anticipate emerging trends and respond proactively

Assist and Educate Users

- Analyze and identify the information needs of diverse communities of users
- Educate users and potential users to locate, use, and evaluate information resources and tools

Manage and Lead Libraries and Other Information Organizations

- Perform basic managerial functions, including planning, budgeting, and performance evaluation
- Communicate effectively to a variety of audiences
- Apply theories of organizational behavior and structure

Deploy Information Technologies in Effective and Innovative Ways

- Implement and evaluate information and communication technologies for efficiency, usability, and value to user

Class Assignments and General Evaluation Criteria

USE THESE FOR EVERYTHING:

- Listen to the **class presentation** each week. Assignments will be introduced and described during a **session presentation**. These are found in the **Modules**.
- Read the full assignment description in the **Assignment Tool**.
- Turn in Assignments using the **Assignment Tool** or collaborative tools as directed.
- Often lengths will be specified. When they are **not** specified in an assignment, you be the judge of how much you need to write to get your points across. Remember I am reading **MANY** documents. 😊 I do read and comment on each assignment.
- **Formatting:**
 - Use Times New Roman, Arial (something easily readable)
 - Submit the assignment in the prescribed format (.doc, .docx, .pdf, etc.). **The assignment will list the formats accepted.**
 - **Choose a style (MLA or APA) and follow it within an assignment**
 - Always use a standard citation style for materials referenced whether specifically requested or not. (MLA or APA is acceptable)
 - **1.5 or 2.0 spacing in between lines REGARDLESS of the style you choose (ease of reading)**
 - Following your style format, include the Assignment title for assignments
 - Include logical subject lines for your Discussion posts
- Projects and papers will have rubrics that accompany the work. I will have these out in adequate time for you to be able to prepare the work while referring to the criteria on which you will be graded. They will be posted in Canvas as they are introduced.
- Students are expected to do their own individual, original work. Work that is plagiarized (using other people's writings without attribution) or re-purposed (handing in work done for another class unless pre-approved) will result in the failure of that assignment. During any work for group summary assignments, you will not be penalized for sharing your classmates' thoughts, but if you are using their exact words you should place these in quotations.

S671 Resubmissions Policy

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in S671, you will have the opportunity to resubmit the work in an effort to better understand the concepts as well as raise your grade. However, the following guidelines apply to resubmissions:

- **Discussion Assignments** do **not** have resubmission options. However, if you miss a Discussions Assignment, it is still worth your time **to respond to the original post** in order to get partial credit.
- **NO resubmissions will be accepted if you skip a portion of the original assignment.**
- **Pulse reflections** have firm "windows of submission." When it's done it's done.
- All assignments have deadlines. However, if you need an extension and communicate with me clearly, life circumstances can be taken into account to negotiate more time.

REQUIRED COURSE ASSIGNMENTS

The following **required** assignments have specific due dates listed.

Please email me if you have questions on any of these.

Right to revise: A responsive instructor reserves the right to make changes to this initial timeline and syllabus information as necessary and, in such an event, will notify students of the changes immediately. Due dates will NEVER be moved earlier (sooner), but will occasionally be extended to insure student success.

Please note, the **Assignment Tool** in Canvas is directly linked to the **Syllabus Tool**. As I build the assignments for this class, the dates will automatically populate into the **Syllabus Tool**, thus creating a handy at-a-glance current listing of all due dates! This is a great feature of Canvas.

Session Modules:

Each session (week) you will access the **Modules** where I will make a **session presentation**. **Sessions will post by Wednesdays at 6:00 PM**. These presentations are designed around our readings, experiences, and discussions on the concepts in the field of school library studies. Additionally, we will capitalize on events that happen throughout the semester, as well as the experience and expertise you each bring to the class. **Beyond the assigned professional literature, you are expected to seek out and supplement your educational growth this semester through reading additional self-selected professional literature, observations, and firsthand experiences in the world of school libraries**. Together this will provide the foundational knowledge of the scope of the field of school library services. **There will be group knowledge-building activities that accompany these modules for the first half to 2/3 of the course**. Resources will be organized in the weekly modules. Those resources accompanying a particular session topic will be available the day the module is posted on **Wednesdays**

PLEASE GET IN THE HABIT OF LISTENING TO THE SESSION BEFORE YOU DO YOUR OTHER COURSE COMPONENTS AS I WILL OFTEN ADDRESS QUESTIONS THAT I HAVE RECEIVED.

Group Discussions:

This course benefits greatly from the incredible knowledge you each bring to the topics. The course **centers on** creating knowledge together as well as reflecting on what you are learning and how it is influencing your thinking and professional growth. Past experience with this course has shown that we all benefit exponentially beyond what you would get from a basic online course when we all contribute to its development.

As part of **MANY** sessions, there will be a **Discussion Topic assigned**. I also will use the Discussions to add to the following week's session presentation by using what you bring to the topic to deepen our work. **This is a dynamic, timely, and unpredictable part of our class, and it is much richer when all students participate fully**. Please take time to craft thoughtful posts as well as read and respond thoughtfully. I will strive to make sure this does not become a busy-work black hole by making judicious use of this component of sessions. **In turn, please recognize this as a key portion of our class.**

The Discussion cycle will work like this:

Wednesdays: If the session has an accompanying **Discussion**, it will appear in the session module

By Saturdays at 11:59 PM: Post **your initial response** to the Discussion prompt

By Mondays at 9:00 PM: Read and respond to at least **two** peers' posts

The student will earn high points if he/she:

- responds to the assigned reflection prompt in the **Discussion Tool**
- initiates discussions by posting new questions or raising alternative viewpoints on issues

- responds meaningfully to classmates’ comments, issues, and questions
- makes **personal connections** to topics through personal examples or idea generation
- clearly ties observations to those of fellow classmates and literature
- shares observations that are relevant and **documented** through the readings, especially professional literature beyond those listed as required
- **references/cites** specific examples from **professional literature** to support points being made
- recommends a resource which helps a fellow student gain more understanding on an issue or topic
- summarizes information as evidence that either validates (supports) or suggests a different perspective (counters) and the information is referenced; such information may or may not agree with the student’s personal opinion;
- helps others in class find meaning and relevance to the issues and information raised;

Assigned on Wednesdays

Post Your Initial Response by Saturdays 11:59 PM

Respond to TWO Peers’ Posts by Mondays at 9:00 PM EST

TOTAL POINTS: 5 points / Discussion and Response

Most Sessions

Philosophy Evolution: Pulse Reflections!

S671 is about thinking about being the best library professional you can be. Hopefully your philosophy of your role will change and grow as you are influenced by your classmates, your readings, your experiences, and your teacher. **Three times** during the semester you will craft in writing your philosophy during that snapshot in time. I will read them and comment specifically on the growth I have seen during the semester. You will NOT be graded on your opinions, but rather on your ability to reflect on what you are learning as well as your ability to support your ideas with relevant literature, whether assigned or personally located, experiences, and assignments. These reflections will be turned in through the **Assignment Tool**. These assignments have “**submission windows**” of approximately 10 days. After they close, no submission will be accepted.

Total: 10 points / Pulse

Sessions 1, 8, 14

Background Building Experiences

This semester we are going to sample several techniques for professional education. First and foremost, these will be short toe-dips into the varied ways school library professional keep up and move forward in this ever-changing field. Many of these experiences will be shared with our learning community through social means such as our **Discussion Threads, Zoom Video Conferences, and our Google Tools** within Canvas.

1. Sampling Personal Learning Networks

- | | |
|--|---------------------------------------|
| a. LM_NET Subscription and Review | Participation: August 29—September 30 |
| b. Knowledge Quest eCollab: Webinars / PD Session* | Participation: Oct. 1 ---Oct. 31 |
| c. Social Media Self-Selections: Bloggers, FB | Participation: Nov. 1—Nov. 30 |

*Requires student membership in ALA/AASL: Please talk to me if this requirement is a challenge

2. Annual Report Critiques:

When constructed with meaningful information and understandable visuals, the annual report can help guide personal professional development and expand the resources for the school library program. This assignment contains two parts. First **examine annual report exemplars and non-exemplars in Canvas or obtain these personally** from other practicing school librarians. Take notes on what components you see and find valuable and what you don't like. Then, create an infographic or graphic organizer to describe the types of data you wish to include in **your own** annual report along with a description of each. A rubric will be supplied a least four sessions before the assignment due date so you can prepare your assignment with the criteria in mind.

**Part of Discussion Cycle
DUE: Sept. 14**

3. Professional Title Book Study: Small Group of 2-4*

Our profession touches many areas of professional education. There is never a shortage of pedagogy and theory that need to be examined and understood. Additionally, the fast-paced nature of our field makes it necessary to “keep up” on the cutting edge of change in order to be a curricular leader for your staff and students.

Early in the semester, we will examine broad areas of interest and some suggested titles. You will form a small group of readers either by comfort or topic preference. You will self-select a professional title and set a reading schedule with your group mates. You will NOT have to read the same book, but you will be reading on the same topic. You will read your book, meet* and discuss according to your planned schedule. * Explore what others have had to say about the publication, either through reviews or citation usage statistics. Analyze the enduring understandings you take from the book as a likely influence on your future practice as a school library school librarian.

***NOTE:** Your **meetings and discussion** will be conducted using the **Canvas Discussion Group interface**. During our first sessions of class we will explore ways to use electronic tools such as instant-conferencing tools, Canvas features, interactive conversation interfaces, or even meeting in person as ways to accomplish this assignment. **You are NOT required to physically meet unless you choose to.**

Cross-Campus Book Study Mixer: Using our technologies, we will have an electronic book mixer with students from the Longwood University School Library Program. The form of this mixer will surface as the semester progresses. Your responsibilities will be to have your book read by all group members and be ready to lead us through a fun and short exploration of your topic/books.

12 Points

Selection of book: W., Sept. 7

Posting to Canvas Group Discussions:

At least bi-weekly from Sept. 7—Nov. 2

Book Mixer Options: Week of Nov. 2

4. CHOICE Activities

Choose 2 of these Activities to do; Create your own Personal Learning Plan Timeline of when you will get them done **prior to Nov. 13**. Each choice is worth 10 points.

TOTAL: 20 POINTS

Your Personal Learning Plan Timeline DUE: W., Sept. 7

Choice Activities Finished by: Sunday, Nov. 13

NOTE: The choice activities can be turned in at any point during the semester!

Learning Plan Timeline:

Write a one-page or less, descriptive timeline of what you plan to choose for your individual learning plan, the timing for completing these items, and your rationale for choosing each activity. **NOTE:** You may still change your mind and the timing from this point forward. This simply serves as a way to get you thinking about your responsibility for designing the curriculum and activities of this class to help you grow professionally. It is also strongly suggested you think about your personal needs for these experiences and make this assignment work for you!

Think of this compilation as your own **Personal Learning Plan**. It is similar to compiling an annual report for your supervisor. Construct it so you show what you have learned through personal inquiry, what you want to apply, and how these experiences will benefit your future goals. Several of the most successful students have created a wiki or website to collect these activities. However, you may choose whatever format you feel will best represent your creativity. Use a standard APA OR MLA citation style for all materials referenced.

CHOICES: Suggestions but not limited to...

- **“Rock Star” Observation and Interview**
- **Conferences and Workshops in your area/state**
 - **Check to see if they have a student or volunteer rate; most do.** Some suggestions include:
 - ISRA Annual Fall Conference, Sat., September 17, 2016 Noblesville High School, IN
 - ICE: Annual Conference, October 12—14, 2016 Noblesville High School, IN
 - ILF: Annual Fall Conference, November 8-10, 2016 Indianapolis, IN—**LIS will full pay your attendance! Watch for the scholarship info in return for volunteering!**
 - School districts often host one-day workshops as well
- **Website, Wiki, OR Blog Review**
- **Facility Visit Write-Up**
- **Professional Presentation**
- **Shadowing / Program Visitations**
- **Volunteer as a school library clerk in a school library (especially great for those with no experience)**
- **Student Suggestion (must be approved by the instructor prior to submitting)**

Mastery Project 1:

Collaborative Lesson Plan Series of 3 with Accompanying Assessment Tool(s):

School librarians are first and foremost teachers. However, not everyone in our class has teaching experience. Additionally, I have discovered first hand many LIS students get all the way to student teaching having *never* taught in front of real live students. You will design a series of 3 lessons plans centered on classroom content standards integrated with information, media, or technology literacy standards.

Direct instruction in our sessions will teach students how to conduct a co-planning session, how to design lesson plans, how to read and integrate state and national standards, and how to write an accompanying assessment tool. **Presentations and Discussions** will help you identify a good collaborative teaching partner and placement. Rubrics will be provided with clear guidelines for this assignment.

General Overview: The school librarian reaches out into the school environment to collaborate with classroom teachers. He/she is an equal partner in these situations and often takes on the same roles as the classroom teacher. You will be provided a sample collaborative session between a school librarian and a classroom teacher to help develop these concepts.

Collaboration Conference: For this project, you will need to select a classroom teacher with whom you will collaborate. Complete the following steps:

1. Prior to meeting with the classroom teacher, identify a **collaboration form** that you feel would help you identify the important elements of the project.
2. Conduct a co-planning session with your teacher and identify a project, series of lessons, or subject area in which you can collaborate. This may be a project the teacher already does; however, it could be enhanced through the collaboration effort.
3. Complete your lesson plan design in accordance to the lesson plan format that will be taught in class.
4. Include formal lesson plans for each part of the series as well as the accompanying assessment tool.
5. Lesson plans and assessment tools will be graded and returned PRIOR to the teaching portion of the activity. (See below)

20 points

Rubric Issued early-September

Lesson Plans DUE by: Sunday, October 23

Co-Teaching of Lesson Series: Arrange with the teacher you have created the collaborative series to come co-teach the three lessons. Arrange with Mrs. Kramer an observation* time slot when she can come observe your collaborative teaching (any one of the three lessons), or you will video tape yourself. You will teach your lessons.

We will discuss and agree upon ways to “capture” your teaching for those of you located outside driving distance for me to visit.

10 points

Rubric Issued by early October

Observation / Video DUE Between October 24—Nov. 30

Co-Teaching Reflection: After the lesson series, you will write a reflection of the experience. The rubric will detail the questions upon which to reflect.

10 points

Rubric Issued by early October

Reflection DUE by: S., Dec. 4

Mastery Project 2:

NSLMPY Application Portfolio

Each year applications are accepted for the award of the National School Library Program of the Year. Library programs that are in the running for the award are those that exemplify the vision of our National Guidelines and learning standards.

Throughout this semester, we will use the curriculum topics we are exploring to design a portfolio for this prestigious award. Not currently a practicing school librarian? No worries, you'll use your wisdom to envision the school library program of your dreams. What better tool could you design for your future job interviews?!

Parts of the portfolio design will be woven into weekly assignments to allow you to explore, write and design this project throughout the semester. By the end of the semester you will be putting on your finishing touches!

Approximately 30 Points

Rubric Issued August 31

Peer Review Window: W., Nov. 20—Nov. 28

Final Portfolio: Sunday, Dec. 11

General Topics/Readings/Timetable

Right to revise: A responsive instructor reserves the right to make changes to this initial timeline and syllabus information as necessary and, in such an event, will notify students of the changes immediately. Due dates will NEVER be moved earlier (sooner), but will occasionally be extended to insure student success. **Please always feel free to ask questions about any aspect of this course.**

This course requires access to a minimum of one school library with a certified school librarian. For this reason, physically going to a school (public, private, parochial) will be required. You must have this type of access in order to successfully complete this course. In order to access this school library, there is a strong chance you will have a criminal background check.

Exceptions to Semester Calendar:

- **Fall Break: No session / No Discussion / No assignments due week of October 10-Oct. 16**
- **Thanksgiving Break: No session / No Discussion week of Nov. 21-Nov. 27**
- **Final Deadline for ALL assignments including Resubmission: Thursday, December 15, 2016**

SESSION	THEME	READING/VIEWING	ASSIGNMENT DUE
Session 1: Aug. 24 Class Begins Aug. 24 Sessions post on Wednesdays by 6:00 p.m.	Vision National School Library Program of Year Award (NSLMPY)	<i>Empowering Learners;</i> additional resources in weekly Module National School Library Program of Year Award (NSLMPY) Snapshots: Hartzell; Zmuda	Discussion 1: Self-Introduction (Follow Discussion Cycle Schedule) Subscribe: LM_Net Network (by T., 8/29—9/30) DUE: Pulse 1 (Sun., Aug. 28)
Session 2: Aug. 31	Sustainability and Curriculum Development / Big Pictures	<i>Empowering Learners;</i> additional resources in weekly Module	Discussion 2: 8/31 Empowering Learners analysis activities (Follow Discussion Cycle Schedule)
Session 3: Sept. 7	National School Library Program of Year Award (NSLMPY)	Snapshots: Rebekkah Smith Aldrich; Heidi Hayes Jacobs	DUE: Personal Learning Timeline of Choice Activities (W., Sept. 7) DUE: Finalize Book Study Group / Topic Choice (W., Sept. 7)
Session 4: Sept. 14	Curriculum Development / Inquiry and Research	<i>Standards for 21st Century Learners;</i> Book Study title; additional resources in weekly Module	Discussion 3: Annual Reports Critique
Session 5: Sept. 21		Snapshots: Callison, Kuhlthau, Eisenberg, Stripling, Daniels & Harvey, Duke	Discussion: TBD

Session 6: Sept. 28	Backward Design/Collaboration / CoPlanning Spaces	Wiggins and McTighe readings / UbD; Book Study title; additional resources in weekly Module Snapshots: Buzzeo, Fontichiaro, Dickinson, Repman, Morellion; McTighe, Wiggins; Loertscher	Discussion: Experiences with LM_Net Subscribe: AASL/KQ e-Collab (by S., Oct. 1—Oct. 31)
Session 7: Oct. 5	Differentiation, Student Engagement, Brain Compatible Instruction and Instructional Design	Book Study title; additional resources in weekly Module Snapshots: Tomlinson, Jensen, Marzano, Judy Willis; Jim McMillan;	Discussion: TBD
FALL BREAK: October 10—Oct. 16			FALL BREAK No Session Posted No Discussion Topic No Assignments Due
Session 8: Oct. 19	Assessment Feedback	Book Study title; additional resources in weekly Module Snapshots: Harada; Fisher, Rick Wormeli, Hattie, Peter Johnson	Discussion: TBD DUE: Co-Planned Lesson Plans (Series of 3 Sunday, October 23) DUE: Pulse 2: (Sun., 10/23) (Open from Oct. 10—Oct. 23 / No Late or Resubmissions)
Session 9: Oct. 26	Copyright; Reading and Literacy	Book Study title; additional resources in weekly Module Snapshots: Simpson, Butler; Calkins, Kittle, Gallagher, Jeffrey Wilhelm	Discussion: Share out participation in AASL KQ e-collab experiences Co-Teach: Schedule observation or video tape 10/24—11/30 Subscribe: Social Media Networks (by T., 11/1—11/30)
Session 10: Nov. 2	Budgets	additional resources in weekly Module Snapshots: Marge Cox, Emily Shokotov (AASL)	DUE: Book Study Mixer Zoom Connections (These will be scheduled using Doodle Polls / Participation in a minimum of 1 connection required)
Session 11: Nov. 9	Activism Cultural Competence Equity	additional resources in weekly Module Snapshots: Levitov, Dorcas Hand; Ernest Morrell, Lisa Delpit, Diane Ravitch	Discussion: TBD DUE: Choice Activities Finished / Final Share Out (S., Nov. 13)

Session 12: Nov. 16	Policy and Procedures: CIPA, COPA, AUP, Privacy/Data Intellectual Freedom	additional resources in weekly Module Snapshots: Helen Adams	Discussion: TBD DUE: Peer Review of Master Project 2--NSLMPY Portfolio Draft (Upload S., Nov. 20; Partner Match 11/21; Feedback by M, Nov. 28)
THANKSGIVING BREAK Nov. 21—Nov. 27 No Session Posted No Discussion Topic			
Session 13: Nov. 30	Evaluation and Evaluator	additional resources in weekly Module Snapshots: Keith Curry Lance, Ross Todd, Sue Kimmel;	Discussion: Share out participation experiences in Social Media DUE: Final Date to turn in Co- Teaching Video or Observation (W., Nov. 30) DUE: Co-Teaching Reflection (S., Dec. 4)
Session 14: Dec. 7	Vision / Future AASL	additional resources in weekly Module Snapshots: Stripling; Audrey Church, Susan Ballard,	Discussion: Pulse highlight DUE: Pulse 3 (Sat., Dec. 10 Submission window open from 12/1—12/10) DUE: MP#2 NSMPLY Final Portfolio (S., Dec. 11) Course reflection/evaluation

Course Administration and Policies

Personal Responsibility for Learning

The majority of graduate students are paying for their own education and often work at least part time. Often they have families and other commitments. Therefore, they tend to be serious students who put in the time required to be successful in graduate school. There are, however, times when life seems to spiral out of one's control despite plans, efforts, or wishes. **When this happens, it is critical that you immediately communicate with me.** I make every effort to be a responsive educator vested in your success. I cannot understand or support you, though, if you fail to communicate concerns. I will, in turn, be transparent in my work.

If you experience any of the following, please alert me immediately:

- Your technology is causing you to be unable to access both visual and audio portions of the class---even a screen or two!
- Your technology makes it impossible to access the needed electronic resources for this course
- Something impedes your ability to complete assigned work

Grading

Your achievement of the course objectives will be measured on your online participation and written work. I provide general feedback to the class through my analysis of your **Discussion** both in the form of formal grades as well as synthesis that I use to design subsequent class presentations. Individual feedback and grades will be made for each **Exercise and Assignment**. These are submitted, responded to, and returned through the **Assignment Tool** which populates the **Gradebook**.

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from (short citations are acceptable for assigned materials) as well as for those you offer as resources in answer to questions. The style for presenting citations is up to you (MLA or APA), but please use one style consistently throughout your assignments.

Rubrics will be used to grade most work in this class (**except Discussions**). Rubrics will be shared several sessions prior to assignment due dates. Additionally, the **Discussion** work format and grading will be discussed in Sessions 1 and 2.

LIS S501 Grading Scale: Core Course

A = 97—100%

A- = 92—96%

B+ = 88—91%

B = 84—87%

B- = 80—83%

NOTE: To satisfy this core (required) course, your final grade must be B- or above AND your overall GPA at or above 3.0.

IU Grading Scale

An 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.

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 as defined in the course syllabus.

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

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

C+ Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C or below Unacceptable work.

Incomplete: The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.

Administrative Withdrawal: A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. **If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor.** If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund.

Academic misconduct

Students are expected to do their own individual, original work. **Work that is plagiarized (using other people's writings without attribution) or re-purposed (handing in work done for another class) will result in a minimum in the failure of that assignment.** You will learn from what other people do and post (in Discussions), but the only "group" work will be the Peer Review within the Final Project.

WHENEVER you quote from someone else you need to use quote marks. When you do not use quote marks, you are representing that wording as your own creation; this is plagiarism, even if you use a footnote/citation.

In some assignments you will provide descriptions of materials (books, articles). It is fine to use summaries or abstracts you find elsewhere, as long as you use quote marks to clearly mark what you yourself did not write.

If it appears that you have not marked work that is not your own, I will let you know. You may dispute this in a meeting (phone, email, or in person, at your choosing). You would need to re-do the assignment, and the existence of the incident will be reported, according to campus policy.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>.

Accommodations:

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. **Without proper documentation communicated directly to me,**

accommodations cannot be granted. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241. Visit <http://aes.iupui.edu/> for more information.

Most resources should be accessible to visually-impaired students. All assignment directions are in Word documents and described in the PowerPoints. If assigned pdfs or websites are inaccessible, please contact me.

Students with hearing impairments who are not able to access the auditory components of the course should alert me immediately.

Students who create projects for the publicly posted assignments should incorporate 'alt' tags for images or enough text so that the meaning is accessible to students using screen readers.

Technology Requirements:

The Sessions will be created using Adobe Presenter and accessible through a link provided to an Adobe Connect server.

Internet service provider (ISP): The most important component is a high quality Internet. A high speed, broadband service is strongly recommended.

Computer Requirements: Students need to have access to a properly Windows or Apple computer throughout the semester. Because this is a web-based class, it is assumed that every student has daily, reliable, high-speed Internet access. Lack of access WILL NOT be accepted as an excuse for timely participation or late assignments. You should have access to:

Browser: Be sure to check to see which browsers work best for Canvas. I have personally found that I cannot run it in Internet Explorer without it leaving components of the presentations off the screen. Google Chrome is my browser of choice.

Note: the use of a tablet or mobile device (phone) likely will NOT give you all the functionality needed for the course. Remember, the audio is a separate and KEY PIECE of the session presentations. You will miss 50% of the content without reliable sound.

Technical Assistance: For help with Canvas technical issues or if you are having difficulty with any of the technology used for the course, contact Helpmeet 317-274-3087. URL: <http://helpnet.iu.edu/apps/hnet/main/>

Campus Course Policies

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by clicking the [Campus Course Policies](#) link in the toolbar at the left of Canvas.