

**LIS 653: The School Library
Spring 2006
Syllabus**

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Prerequisites/Corequisites:
LIS 615, LIS 620 and LIS 650

Required Texts:

Information Power: Building Partnerships for Learning. (1998). AASL AECT

IMPACT: Guidelines for North Carolina Media and Technology Programs (2005). DPI
Instructional Technology Division

Administering the School Library Media Center by Betty J. Morris. (2004). Libraries
Unlimited.

Course Description:

Considers planning and evaluation of school library media program functions. Emphasis on strategies for effecting change.

Student Learning Outcomes:

To relate the historical development of school library media programs so that students have a frame of reference for the current status of library media center programs.

To articulate the mission of school library media programs in the school and provide students with an opportunity to read the professional literature and react to current topics of concern to the school library media program.

To help students to relate the principles of management to the development and maintenance of the school library media program: including planning, staffing, collection development and maintenance, facilities planning and organization, evaluation, and public relations.

To develop an awareness of the leadership potential of the school library media specialist as information manager, instructional consultant, and teacher.

To inform the student of the state and national efforts, including professional associations and national standards and guidelines that have contributed to the development and improvement of a national system of school library media programs.

To identify cooperative ventures that contribute to increased access to materials by students and teachers.

Teachers Academy Conceptual Framework Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

LIS Grading Scale:

A – Superior; exceeds course requirements; demonstrates the ability to: integrate concepts covered in class sessions and readings; think abstractly, logically, critically, and ethically about issues; analyze problems objectively, identify needs, set goals, and formulate original and creative solutions; and communicate clearly and concisely.

B – Good; meets course requirements; demonstrates the ability to: understand concepts covered in class sessions and readings; apply concepts to practical problems; and communicated clearly and concisely.

C- Weak; but acceptable on a limited basis for graduate credit.

F- Failure; does not meet course requirements.

I – Incomplete; indicated the inability, for reasons beyond his/her control, to complete course requirement by the end of the term in which the course is offered. (A grade of Incomplete is not encouraged, and is available **only** in consultation with the instructor).

W – Withdrawal; withdraws from the course within the time period specified by the University.

NC – **No Credit (for those who audit the course).**

Assignments

There are six major Assignments in this class. Rubrics will be available for each assignment. Students should review the grading rubric carefully as they work on the assignment. All assignments will also be graded on grammar and style. The expectation is that each assignment will be written or presented in a professional manner that is clear and concise.

In addition to the six major assignments there will be in-class activities that will typically be worked on with a small group. These activities will be graded as part of your participation and attendance. The activities are important in giving you the opportunity to develop practical applications for the theories and ideas that will be addressed in the class.

Weekly Reflective Writing and Class Participation (including in-class activities) – 10 percent

Periodically, the class will write a reflective piece based on a prompt from the week's reading. Writing will be evaluated on the following rubric:

1 – Reading reflects a growing personal philosophy that takes into account new information and demonstrates evidence of fulfilling the weeks reading. Examples are used from the reading to illustrate points.

½ - Reading reflects a growing personal philosophy and there is evidence of fulfilling the weeks reading.

0- There is no evidence of fulfilling the reading assignment.

Students will be expected to actively participate in class discussions and activities.

Assignment #1 – Advocacy Plan –10 percent

Prepare a detailed advocacy plan giving an overview of the advocacy strategies to use with parents, administration, teachers, students, and the larger taxpaying community. Advocacy plan must include the relationship of the plan to the mission of the school library media program in the school and be related to school goals. Plan includes realistic detail of planned activities, at least one example or rough draft of an activity for one of the groups above, and some form of assessment or evaluation for the plan as a whole.

Assignment #2 – Facility Plan –20 percent

You may work in a group or individually for this assignment. You will evaluate an existing school library media center and make a plan for an improved arrangement. You will have a budget of \$3000 to make improvements.

There are two products for this assignment; the first one is a 3-minute videotape that shows the existing media center and describes the major areas and types of use. The second product is an evaluation of the existing media center and a plan for improving the current arrangement, including a line item budget.

The evaluation of the current facility should include:

- Size – compared to IMPACT guidelines
- Areas for large group, small group, and individual work
- Areas for storytelling/book talking, reference, reading/browsing
- Workroom/production space
- Access to other formats
- Professional/Parent spaces

The revised facilities plan should include:

- All required elements (major areas and major types of use)
- Address the issues outlined in the evaluation of existing facility
- Attached budget is reasonable and will directly contribute to evaluative issues

The plan should be well written, clear and professional in nature.

Assignment #3 – Review of Conference OR Review of Journal – 15 percent

You may choose one of the following options for this assignment:

One –Attend the North Carolina Association for Educational Communications and Technology (NCAect) Conference on March 22-24 at the Westin Hotel, Charlotte, NC – www.ncaect.org.

If you choose this assignment, you must attend the conference and upon your return, write a conference report composed of the following:

- A. Write of review of one concurrent session that you found meaningful. Include an overview of the session, and be sure to apply the information your learned a library media center setting. What would you do differently because you went to this session?
- B. Visit the vendors, and find at least one product that you would purchase for a library media center? Review and describe.
- C. Introduce yourself to at least one library media specialist whom you did not previously know. Find out about their library situation. Compare that to a library media center with which you are familiar.

OR

Two – Professional Literature Review

Choose a school library media professional journal and:

- A. Write a review of the magazine or journal, including the history, readership, and audience. Compare the magazine now with issues from at least 5 years back to show how the magazine has evolved over time. Give an opinion as to the usefulness of the magazine in the school library media setting.
- B. Discuss two articles from the magazine, giving your opinion of each of the articles and/or apply what you have read to a functioning library media center.

Assignment #4 – Collection Development –20 percent

This assignment reflects a detailed collection analysis of the school library media center. This assignment will be reviewed in detail in class. Following the plan outlined, analyze the collection. Include all formats, and discuss the holding and collection development goals. Show your data in charts and graphs.

Assignment #5 – Budget Analysis — 15 percent

Using the data from the collection development, facility and advocacy assignments, develop a budget plan. Include budget goals that are based on the mission of the school library media program in the school. Fully justify budget goals and categories.

Assignment #6 – Reflective Paper – 10 percent

Using the format for reflective writing and using the reflective writing done in previous classes, students will reflect on an aspect of their vision of school library media programming. Paper should be no more than three pages long, and should give evidence of their philosophy of the school library media program in the schools.