

**UNIVERSITY OF NORTH CAROLINA  
AT GREENSBORO**

**School of Education  
Library and Information Studies**

**COURSE SYLLABUS**

***LIS 654***

***THE SCHOOL LIBRARY MEDIA SPECIALIST AND THE CURRICULUM***

Credits: 3

**For Whom Planned:** LIS 654 is required for licensure as school library media coordinator (076). LIS students working towards licensure must complete this course before registering for practicum (LIS 601).

**Instructor:** Dr. Sandra Andrews, Assistant Professor, Library and Information Studies

**Office Phone:** 336-334-5738

**Home Phone:** 704-785-8206

**Office Hours:** Greensboro, Monday, 2:00 – 5:00 pm

Charlotte, Thursday, 3:00 – 5:00 pm

**Email:** [sdandre2@uncg.edu](mailto:sdandre2@uncg.edu)

**Course Purpose/Catalog Description:**

Relationship of the library media program to the school curriculum with emphasis on Information/Computer Skills in the preK-12 instructional program. Involves observation and practice in school settings. (3 s.h.)

**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.*

**Course Objectives:**

To develop and demonstrate strategies to work collaboratively with the school community to integrate information skills into the K-12 school curriculum.

To develop and implement the design and delivery of instruction in collaborative information skills instruction.

To understand the role of the school library media specialist as an education professional, and to identify issues and strategies to link the school library media program to the larger learning community, including the design of professional growth activities for faculty and staff.

To understand and implement assessment strategies for school library media instruction, curriculum development and integration, and school library media program instructional services.

To demonstrate implementation of the resource provision role of the school library media specialist as related to classroom instruction.

Adapted from Information Power, Learning and Teaching Principles, (AASL/AECT, 1998, 58)

**Evaluation Methods and Guidelines for Assignments.**

There are five 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 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 five 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.

**Grading:**

Semester Grade Ranges

A = 93-100%	A- = 90 -92.9%	
B+ = 88-89.9%	B = 83-86.9%	B- = 80-82.9%
C+ = 78-79.9%	C = 73-77.9%	C- = 70-72.9
F = 0-69.9%		

All licensure students must participate in Taskstream. [www.taskstream.com](http://www.taskstream.com)

**ACTIVITIES – All activities and participation are worth a total of 15 % of your grade.**

Personal Learning Story	Describe an event, incident, or story from your own P-12 learning experience.
Teacher observation	Observe a classroom teacher for at least 20 minutes. Note teacher behaviors and strategies as described in the readings. Share your observations in class and receive feedback from your peers.
Can this lesson be saved (group activity)	Review a lesson plan in class in groups. Discuss the strengths and weaknesses of the lesson. Rework to correct the areas for improvement, and share with the class.
Instructional Methodology (group activity)	As a group, research and discuss the suggested Instructional Methodologies for possible applications and group preferences.
Draft lesson plan	Assume a class is coming to the library for a short (20-minute) skills lesson. Create a lesson plan based on the NC Standard Course of Study.
Reflective Writing	Reflective Writing Assignments will be given throughout the course.

**ASSIGNMENTS**

Percent of Grade		
5	Education Professional	Interview an educator who is a member of a specialized professional association (not NCAE, NEA, AFT) Explore the alignment of that association to the school library media profession, including conferences, journals, and professional standards. Write a brief account of your interaction along with a reflection on the significance of the association to your practice.
15	Final lesson plan	After sharing your draft lesson plan for the short (20-minute) skills lesson, and receiving critique from peers, revise and submit your final lesson plan.
10	Curriculum Mapping	Using the NC Information Skills Curriculum, create a year-long curriculum map for one grade level
10	Integrated Curriculum Map	Choose either one science or one social studies curriculum strand for one grade level and create a curriculum map that integrates the Information Skills topics from Activity 7 with the core area you choose.
15	Pathfinder	Prepare a selected resource list on a subject SCOS topic. Include the widest variety of formats, including government documents, media, community resources, as well as books and print sources.
30	Collaboration	With a classroom teacher, co-plan, co-teach, and co-assess an information skills unit integrated with subject content. Videotape your teaching (check with the school for parental permission requirements). Prepare a reflective paper that analyzes the instructional and research methodologies, the degree to which this project met the requirements for true collaboration, the planning process, and the reactions of students and the classroom teacher to the collaboration. Prepare a poster exhibit of your experience to be displayed at the Collaboration Fair.

**REQUIRED TEXTS**

Stripling, Barbara K. and Sandra Hughes-Hassell, editors. *Curriculum Connections Through the Library*. Libraries Unlimited, 2003.

AASL/ALA. *Information Power*. Chicago, Ill, 1998

North Carolina Department of Public Instruction. Standard Course of Study. (<http://www.dpi.state.nc.us/curriculum>)

### **Other Required Readings**

American Association of School Librarians. AASL Resource Guide to Information Literacy. <http://www.ala.org/aasl/resources/infolit.html>. Accessed 1/2/2005

American Association of School Librarians. AASL Resource Guide to Curriculum and Instruction. <http://www.ala.org/aasl/resources/curriculum.html>. Accessed 1/2/2005

Childress, Herb. *17 Reasons Why Football is Better than High School*. Phi Delta Kappan, April, 1986.

Haycock, Ken. *Foundations for Effective School Library Media Programs*. Libraries Unlimited, 1999. Selected chapters.

Stripling, Barbara, ed.. *Learning and Libraries in an Information Age; Principles and Practice*. Englewood,CA: Libraries Unlimited, c1999. Selected chapters.

### **POLICIES and OTHER INFORMATION**

All university policies will be followed. Please refer to the university Academic Integrity policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>, and the Student Code of Conduct policy at [http://saf.dept.uncg.edu/studiscp/Discp\\_Code.html](http://saf.dept.uncg.edu/studiscp/Discp_Code.html) for further information on university policy.

### **Recommended Reading**

Brown, John Seely and Paul Duguid. *The Social Life of Information*. Boston, Mass. Harvard Business School Press, c2000

Coker, Donald and Jane White. "Selecting and Applying Learning Theory to Classroom Teaching". *Education*, Fall 1993. p. 77-81.

Dewey, John. *How we think, a restatement of the relation of reflective thinking to the educative process*. Boston: Heath, c1933.

Eisenberg, Michael. "This Man Wants to Change Your Job." *School Library Journal*. Sept., 2002, p 46-50.

Goodlad, John. *A Place Called School: Prospects for the Future*. New York: McGraw-Hill, c1983.

Hanley, Susan S. *Communities of Practice – A Culture Built on Sharing*. Information Week. April 26, 1999. p. E16.

Interstate New Teacher Assessment and Support Consortium. (<http://www.ccsso.org/intascst.html>). INTASC has important standards for the preparation of beginning teachers.

Johnson, Susan Moore. Teachers at Work; Achieving success in our schools. Harper, 1989.

Kohn, Alfie. *No Contest; The case against competition*. Boston: Houghton Mifflin, 1986.

Kozol, Jonathan. Savage Inequalities; Children in America's Schools. New York: Crown, 1991.

Little, Judith Warren and Mildred McLaughlin. Teachers' Work; Individuals, Colleagues, and Contexts. Teachers College Press, c1993.

Meyer, John W. and Brian Rowan. "Institutionalized Organizations: Formal Structure as Myth and Ceremony". P. 41-62 in Paul J. Dimaggio and Walter W. Powell's *The New Institutionalism in Organizational Analysis*. University of Chicago Press. Chicago: Univ. of Chicago Press, c1991.

National Board for Professional Teaching Standards. ([www.nbpts.org](http://www.nbpts.org)) . Especially helpful are the five NBPTS principles for what teachers should know and be able to do.

National Commission on Excellence in Education. A Nation at Risk, The imperative for educational reform. U.S. Dept. of Education, c1983.

National Commission on Teaching and America's Future ([www.nctaf.org](http://www.nctaf.org)). Scan quickly through What Matters Most, the commission's report and recommendations to improve education.

Needham, Joyce. "From Fixed to Flexible; Making the Journey". Teacher Librarian, June, 2003. p. 8-13.

Szuberia, Curt A. L. "Learning Theory and the Preservice Educator". Education, Spring, 1997. p. 381-386

Verstegen, Deborah A. The New Wave of School Finance Litigation. Phi Delta Kappan, Nov, 1994. p. 243-250

Wenger, Etienne C. William M. Snyder. *Communities of Practice: The Organizational Frontier*. Harvard Business Review. January 2000. p. 139.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: ASCD, 1998.

Zweizig, Douglas L. and Dianne McAfee Hopkins. *Lessons from Library Power; Enriching Teaching and Learning*. Englewood, CA: Libraries Unlimited, c1999.

**University of North Carolina at Greensboro**  
**Library and Information Studies**  
**Course Schedule - LIS 654 - Fall, 2006, Thursday, 5:30 –8:20, Charlotte, NC**  
**The School Library Media Specialist and the Curriculum**

Date	Topic	Description	Reading	Assignments and Due Dates
Aug. 17, 2006	Welcome to LIS 654	Introduction and overview of the course.		
Aug. 24, 2006	School Context	What is a school? What are the myths and rituals of schooling? How has learning changed in a generation, or will our children be schooled in the same way that we were?	Read “Seventeen Reasons Why Football is Better Than High School,” Herb Childress. Phi Delta Kappan. Bloomington: April 1998. Vol. 79, Issue 8; pg. 616. Information Power – Chapter 1 – The Vision Curriculum Connections – Introduction and Chapter 10	Reflective Writing - Describe an event, incident, or story from your own P-12 experience.
Aug. 31, 2006	Teacher's Work/ Library Media as a Classroom , Education as a Profession	How do teachers teach? What skill and behaviors do effective teachers have? How is the library media center different from the classroom? School library media specialists stand at the intersection of two very different professions: library science and education. The school library media specialist must be more than just culturally aware of the diversities within education. The SLMS must have an awareness of where they fit into the culture of the school and how they can serve as a linchpin in the learning community. The revised version of IMPACT will be discussed.	Curriculum Connections, Chapter 1 and 2 “What New Teachers Need to Learn”. Educational Leadership; Vol. 60. No. 8. May, 2003, pg. 25-29. Curriculum Connections, Chapter 3 and 4 Stronge, James and Jennifer L. Hindman. “Hiring the Best Teachers”: Educational Leadership. May 2003, 60. no. 8. p. 48-52. Information Power, Chapter 2 IMPACT, 2005 (If you have a copy of this document – bring it to class).	Teacher Observation - Observe a classroom teacher for at least 20 minutes. Note teacher behaviors and strategies as described in the readings. Write a short, reflective article on what you noticed and how it applies to your practice.

Sept. 7, 2006	Learning to Teach	The basic structure of a lesson. Critiquing and improving previously constructed lessons.	<u>Information Power</u> , Chapter 4, Learning and Teaching IMPACT, Teaching and Learning (available online <a href="http://www.wiseowl.org">www.wiseowl.org</a> ; <a href="http://www.ncwiseowl.org/zones/professional/index.htm">http://www.ncwiseowl.org/zones/professional/index.htm</a> )	Education Professional Paper
Sept. 14, 2006	Instructional Methodologies	Students learn in many different ways. Good teachers know how their students learn best and design instruction accordingly.	Curriculum Connections, Chapter 7 and 8; Standard Course of Study: Information Skills ( <a href="http://www.ncpublicschools.org">http://www.ncpublicschools.org</a> ) Look at the Integration Strategies as well as the goals and objectives <u>Information Power: Building Partnerships for Learning</u> , ALA. Appendix E: Student Performance Assessment, pages 173-182.	Discuss and evaluate various instructional methodologies (in-class).
Sept. 21, 2006	Information Skills Process	There are various information skills processes and/or research methodologies that can be used to organize information gathering and reporting. We'll explore and use several of these.	Explore various Research Models/ Information Skills processes. Be prepared to talk about these models in class. A list of some models are below; you may find additional models that merit exploration.	Draft Lesson Plan
Sept. 28, 2006	Collaborative Teaching-Building Relationships	Information skills are best learned when taught by a collaborative integrated approach. Collaborating in a school setting requires building relationships among faculty, staff and administrators. Resources for helping in collaboration will be explored.	<u>Curriculum Connections</u> , Chapter 9 "Collaboration Toolkit" Information Power, Chapter 3 <u>IMPACT</u> , pg. 5-18, Implementing the IMPACT Model <u>IMPACT</u> , Review Collaboration in Teaching and Learning	Final Lesson Plan
Oct. 5, 2006	NCSLMA	NO CLASS		
Oct. 12, 2006	Collaboration Plans - Implementation	Students will work with curriculum mapping to gain an understanding of how to plan a project that satisfies objectives for two curricular areas.	Curriculum Connections, Chapter 5 and 6 <i>School Library Journal</i> , Sept 2002 v48 i9 p60(2) Charting a clear course: curriculum mapping takes the guesswork out of what students are learning--and what they're not. By <i>Walter Minkel</i> .	Curriculum Mapping

LIS 654- ANDREWS

Oct. 19, 2006	Collaboration Plans - Implementation	Students will begin to plan their collaboration project and explore the use of pathfinders.	Brown, Carol; America's most wanted: Teachers who collaborate. <i>Teacher Librarian</i> , October, 2004 (32:1) , p. 13. Curriculum Connections - Chapter 11	Integrated Curriculum Map
Oct. 26, 2006	Other Curricular Roles	Although this class stresses the teaching role of the school library media specialists, other roles are important as well. The place of the school library media specialist in curriculum development, on school-based management committees, and in resource provision will be reviewed. Students will interview member of prominent school committees to discuss the advantages and cost of serving on committees.	View the four video clips on collaboration. <a href="http://video.dpi.state.nc.us/eforums/impact_videos/">http://video.dpi.state.nc.us/eforums/impact_videos/</a>	Pathfinder
Nov. 2, 2006	Media Literacy	TV, DVDs, video games - our students are surrounded by a multi-media world. How do we teach them to be media literate in this high tech environment?	Megee, Mary, <i>Media Literacy: The New Basic Will the Real Curriculum Please Stand Up?</i> <i>Emergency Librarian</i> . 25. 23-6, Nov/Dec. 1997.  Find one article on a particular type of media and its role in education. (Video games, iPods, television, etc.) Be prepared to provide the citation and summarize for the class.	
Nov. 9, 2006	Flexible Access	Flexible access can work for the school library media specialist and the classroom teacher, although there are hurdles that must be overcome. We will also discuss the relationship between the SLMS and the Technology Facilitator.	Pappas, Marjorie L., "Changing to Flexible Scheduling". <i>School Library Media Activities Monthly</i> . March 2005. Vol. XXI, Number 7. p. 36. Needham, Joyce, "From Fixed to Flexible: Making the Journey". <i>Teacher Librarian</i> . June 2003. 30:5. p. 8. Search for an article that recommends fixed scheduling over flexible. Bring a copy of it with you to class.	Draft of Collaboration Paper

LIS 654- ANDREWS

Nov. 16, 2006	Program Evaluation	How does one evaluate collaboration? Is it by student achievement of information skills, or by the willingness of teachers to collaborate, or do other models exist. Students will discuss the evaluation of collaboration as part of the school library media program and report on their collaboration efforts.	IMPACT; Research and Evaluation, p. 167-205	
Nov. 23, 2006	Thanksgiving Holiday	NO CLASS		
Nov. 30, 2006	Collaboration Fair	Sharing the product of all your hard work!		Collaboration Project and Paper
December 7, 2006	Make -up day			

**Objective Matrix**

Course Objectives (from Information Power)	NCATE SASB School Library Media Standards (ALA) (initial)	NBPTS (the NBPTS standards are for accomplished teachers)	ALA Standards for Accreditation of Master's Programs (curriculum)
To develop and demonstrate strategies to work collaboratively with the school community to integrate information skills into the K-12 school curriculum.	STANDARD 2: Teaching and Learning: Information Literacy Curriculum	II. Knowledge of Teaching and Learning	Fosters development of library and information professionals who will assume an assertive role in providing services
To develop and implement the design and delivery of instruction in collaborative information skills instruction.	STANDARD 2: Teaching and Learning: Effective and Knowledgeable Teacher STANDARD 2: Teaching and Learning Knowledge of learners and learning.	IV. Integrating Instruction	Integrates the theory, application, and use of technology
To understand the role of the school library media specialist as an education professional, and to identify issues and strategies to link the school library media program to the larger learning community, including the design of professional growth activities for faculty and staff.	STANDARD 3: Collaboration and Leadership: Educational Leader	VIII. Professional Growth	Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
To understand and implement assessment strategies for school library media instruction, curriculum development and integration, and school library media program instructional services.	STANDARD 3: Collaboration and Leadership: Instructional Partner	VII. Reflective Practice	Promotes commitment to continuous professional growth
To demonstrate implementation of the resource provision role of the school library media specialist as related to classroom instruction.	STANDARD 4: Program Administration: Managing Information Resources: Selecting, Organizing, Using	VI. Administering the Library Media Program	Responds to the needs of a rapidly changing technological and global society