

THE CATHOLIC UNIVERSITY OF AMERICA
School of Library and Information Science

LSC813: The School Library Media Center
Summer, 2009
Graduate Syllabus

3 credit hours

Classroom: CUA campus – Marist 213

Tuesdays and Thursdays, 5:00-8:20 p.m., June 30 – August 6

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Office hours: by appointment (and in the Blackboard classroom)

Course Description:

Philosophy, objectives, staff, organization and management, collection, facilities, budgets, and services of School Library Media Centers. Emphasis on the role of the media specialist and the function of School Library Media Centers within the total school program. Provides a foundation for practicum experiences in School Library Media Centers.

Instructional Methods:

Interactive learning experiences requiring consistent student participation in the “live” classroom and the online classroom in Blackboard. Assignments and Readings will be posted on Blackboard. Check Blackboard on Mondays of each week; any updates to the assignments or readings will be posted by Mondays at noon. Assignment(s) requiring Blackboard participation follow in the Course Schedule. Blackboard is available at: <http://bb8.cua.edu>

Required Text:

Donham, Jean. *Enhancing Teaching and Learning*. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008.

ISBN 978-1-55570-647-0

Additional readings will be required. See the Course Schedule below and check Blackboard for updates; updates will be posted Mondays by noon.

Required: LiveText

A portfolio of course assignments will be developed using LiveText.

Assignments:

Details regarding the assignments follow in the Course Schedule. Additional assignment details will be provided in class and posted to Blackboard. All written assignments are to be word-processed and double-spaced. All assignments are due in class on the designated dates.

Assignments are categorized as:

ASSIGNMENT CATEGORY	ASSIGNMENT SESSIONS
Develop a knowledge and understanding of the School Library Media Specialist as TEACHER.	<i>Assignment Sessions # 2, 3, 5, 8, 9, 10, 11, 12(2)</i>
Develop a knowledge and understanding of the School Library Media Specialist as INSTRUCTIONAL PARTNER	<i>Assignment Sessions # 3, 5, 8, 9</i>
Develop a knowledge and understanding of the School Library Media Specialist as INFORMATION SPECIALIST.	<i>Assignment Sessions # 3, 5, 8, 9, 10, 11</i>
Develop a knowledge and understanding of the School Library Media Specialist as PROGRAM ADMINISTRATOR.	<i>Assignment Sessions # 2, 3, 12(1&2)</i>

Grading Criteria:

Written assignments will be accompanied by a scoring rubric which will be discussed in class prior to the assignment. Student recommendations for the scoring rubric will be considered. Each rubric will provide a grading scale of: Exceptional, Above Average, Average, Below Average, Unmet. Points will vary for each project. Class participation is inherent. The Course Schedule identifies the points possible for each assignment.

Accumulated points translated to letter grade:

A: 94-100

A-: 90-93.99

B+: 86-89.99

B: 82-85.99

B-: 78-81.99

C: 70-77.99

F: Below 70

Academic honesty:

The University policy is available at

<http://policies.cua.edu/academicundergrad/integrity.cfm>. Please review this policy.

Attendance:

Attendance is required. Students may have one excused absence.

Goals and Objectives for Student Learning:

The goals and objectives for this course will relate to the goals of ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation, American Association of School Librarians (AASL) Standards for the 21st Century Learner, Catholic University of America's Mission, Catholic University of America School of Library and Information Science (SLIS) Program Goals and Professional Competencies for graduates of the SLIS program.

GOALS AND OBJECTIVES:

GOAL 1: Develop a knowledge and understanding of the School Library Media Specialist as TEACHER.

OBJECTIVES:

- 1a. Demonstrate an understanding of the AASL information literacy standards by creating lesson plans that teach and assess specific information literacy skills.
- 1b. Demonstrate the ability to teach information literacy skills, including the modeling of inquiry.
- 1c. Demonstrate the ability to assess the teaching and learning of information literacy skills utilizing reflective self-assessment, reflective student assessment, reflective classroom teacher assessment, and assessment of student learning.
- 1d. Identify classroom management techniques.
- 1e. Demonstrate a method for motivating children to read and for promoting and furthering access to collections utilizing a technique such as storytelling or a book talk.

GOAL 2: Develop a knowledge and understanding of the School Library Media Specialist as INSTRUCTIONAL PARTNER.

OBJECTIVES:

- 2a. Collaboratively plan information literacy instructional activities that relate to a specific curriculum unit.
- 2b. Identify collaborative opportunities, including liaison activities with the public library.

GOAL 3: Develop a knowledge and understanding of the School Library Media Specialist as INFORMATION SPECIALIST.

OBJECTIVES:

- 3a. Recognize intellectual freedom issues, including copyright and challenges to library materials.
- 3b. Model citation skills.
- 3c. Incorporate a pathfinder into the instructional design.

GOAL 4: Develop a knowledge and understanding of the School Library Media Specialist as PROGRAM ADMINISTRATOR.

OBJECTIVES:

- 4a. Identify elements of the budget and procedures for evaluating the effectiveness of budget expenditures to meet the community's needs.
- 4b. Identify processes for evaluating, selecting, ordering and processing of materials.
- 4c. Promote an aspect of the School Library Media program (e.g., a new resource, an exemplary activity) using an effective written communication technique such as a brochure or newsletter article.
- 4d. Identify ways that the School Library Media Program supports the mission, goals, objectives and continuous improvement plan of the school while also supporting the AASL standards of the profession.

ASSIGNMENTS:

Session #	Description	# points
2	Classroom management: Summarize a research article on this topic.	5
3	Collaborative teaching as a School Library Media Specialist: summarize a research article on this topic.	5
5	(LiveText) Lesson plan (created by individual) (and response by assigned partner).	10
8	(LiveText) Lesson plan (collaboratively created either for K-6 or for 7-12; must vary from session 9) [lesson plan will include the requirement for <u>citations</u>].	18
9	(LiveText) Lesson plan (collaboratively created either for K-6 or for 7-12; must vary from session 8) [lesson plan will include a <u>pathfinder</u>].	28
10	(LiveText) Lesson plan (teaching an online subscription service).	15
11	Reflection on teaching and assessing information literacy skills and on your personal teaching style.	5
12(1)	Promotion (written communication) of an aspect of the School Library Media Program.	7
12(2)	Presentation: Storytelling, book talk, or relevant promotion of reading.	7

LSC813: The School Library Media Center: Course Schedule

Session	Required Readings & Recommended Readings	Assignment	Due Date	Points possible for assignment
<p>Session 1: Tuesday, June 30: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR: AASL Standards, Mission of school, and Mission of School Library Media Center</p>	<p><u>REQUIRED:</u> American Association of School Librarians (AASL) Standards for the 21st Century Learner http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm (accessed June 2, 2009).</p> <p><u>RECOMMENDED:</u> American Association of School Librarians (AASL) and Association for Educational Communications Technology (AECT). <i>Information Power: Building Partnerships for Learning</i>. Chicago, IL: American Library Association, 1998.</p> <p>American Association of School Librarians (AASL) and Association for Educational Communications Technology (AECT). <i>Information Power: Guidelines for School Library Media Programs</i>. Chicago, IL: American Library Association and Washington, D.C.: Association for</p>	<p><u>GOALS 1-4: SESSION 1:</u> School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR.</p> <p>AASL Standards Mission of school Mission of School Library Media Center</p> <p>Understand how the School Library Media Program supports the mission, goals, objectives and continuous improvement plan of the school.</p> <p>Review responsibilities of School Library Media Specialist as: Teacher, Instructional Partner, Information Specialist, and Program Administrator.</p> <p>National disciplinary standards</p> <p><u>Due: No assignment due.</u></p>	<p>Session 1: No assignment due</p>	

	Educational Communications and Technology, 1988.			
<p>Session 2: Thursday, July 2: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – <u>Identifying information literacy skills</u> as they relate to the K-16 curriculum</p>	<p>REQUIRED: Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008: <u>Chapter 2: Curriculum and Instruction</u>, pp. 27-45; <u>Chapter 11</u>: pp. 237-263.</p> <p>American Association of School Librarians (AASL) and Association of College and Research Libraries (ACRL). “Blueprint for Collaboration.” (2000). http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/acrlaaslblueprint.cfm (accessed June 2, 2009).</p> <p>RECOMMENDED: Carr, Jo Ann, and Ilene F. Rockman. “Information-Literacy Collaboration: A Shared Responsibility.” <i>American Libraries</i> 34(8) (2003): 52-54.</p> <p>King-Blandford, Marcia. “The Quest to Understand K-16 Information Literacy Skills.” In <i>Integrating Information Literacy into the College Experience</i>, eds. Julia K. Nim, Randal Baier, Rita Bullard, and Eric Owen, 145-151. Ann</p>	<p>GOALS 1-3: SESSION 2: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.</p> <p>What is information literacy? Are we teaching computer skills or information seeking skills? How does information literacy connect to AASL standards? How does information literacy connect to National disciplinary standards? Note teaching K-16 information literacy skills – making connections.</p> <p>Due: Summarize a research article on classroom management in a 2-page summary. Reflect on the technique(s) discussed as you envision your future School Library Media Center environment. Discuss the article’s contents in class.</p> <p>For next session: Prof. Warner will assign a specific grade level and subject to be taught. Research and review the curriculum for the subject at this grade level in order to have an understanding of the subject. Consider information literacy skills needed to learn this subject at the grade level identified.</p>	<p>Session 2: Assignment due Thursday, July 2</p>	<p>5 points</p>

	<p>Arbor, MI: Pierian Press, 2003.</p> <p>Kleiman, Neil Scott. "Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America." Center for an Urban Future (2001). http://www.nycfuture.org/content/articles/article_view.cfm?article_id=1007 (accessed June 2, 2009).</p> <p>Kuhlthau, Carol Collier. <i>Seeking Meaning: A Process Approach to Library and Information Services</i>. Norwood, NJ: Ablex Publishing Corp., 1993.</p> <p>Savolainen, Reijo. "Everyday Life Information Seeking: Approaching Information Seeking in the Context of Way of Life." <i>LISR</i> 17 (1995):259-294.</p> <p>Shinew, Dawn M., and Scott Walter. <i>Information Literacy Instruction for Educators: Professional Knowledge for an Information Age</i>. New York: The Haworth Information Press, 2003 (<i>see especially the chapter by Corey M. Johnson and Lorena O'English, "Information Literacy in Pre-Service Teacher Preparation: An Annotated</i></p>			
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	<p><i>Bibliography,” pp. 129-139).</i></p> <p>Spitzer, Kathleen L., with Michael B. Eisenberg and Carrie A. Lowe. <i>Information Literacy: Essential Skills for the Information Age</i>. Syracuse, NY: ERIC Clearinghouse on Information & Technology, 1998.</p>			
<p>Session 3: Tuesday, July 7: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – <u>Teaching</u> information literacy skills</p>	<p><u>REQUIRED:</u> Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008: <i>Constructivism: Influence on curriculum:</i> pp. 28-29; <i>Reading nonfiction:</i> pp. 184-185; <i>Technology and:</i> pp. 206-207; From Chapter 11 (session 2), emphasis on: <i>Kuhlthau’s information process model:</i> pp. 240-247; <i>KWL strategy,</i> p. 243; <i>Assignments for teaching information literacy,</i> pp. 252-254; From Chapter 2 (session 2), emphasis on: <i>Coaching by library media specialists,</i> pp. 40-41; <u>Chapter 7: Scheduling Library Media Activities, pp. 127-146.</u></p> <p><u>RECOMMENDED:</u> The Big 6: Information and Technical Skills for Student Achievement http://www.big6.com</p>	<p><u>GOALS 1-3: SESSION 3:</u> School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.</p> <p>How do we teach information literacy? Discussion of active learning strategies and learning styles.</p> <p>Developing lesson plans: We will develop a lesson plan in class for the assigned grade level and subject assigned in session 2.</p> <p><u>Due:</u> Summarize a research article on collaborative teaching (as a School Library Media Specialist) in a 2-page summary. Reflect on the technique(s) discussed as you envision your future School Library Media Center environment. Discuss the article’s contents in class.</p>	<p>Session 3: Assignment due Tuesday, July 7</p>	<p>5 points</p>

	<p>(accessed June 2, 2009).</p> <p>Blue Web'n http://www.Kn.pacbell.com/wired/bluewebn (accessed June 2, 2009).</p> <p>Collins, Allan, John Seely Brown, and Ann Holum. "Cognitive Apprenticeship: Making Thinking Visible." <i>American Educator</i> 15(3) (Winter 1991):6-11, 38-46.</p> <p>Columbia Education Center (CEC) Lesson Plans http://www.col-ed.org/cur (accessed June 2, 2009).</p> <p>Eisenberg, Michael B., and Robert E. Berkowitz. <i>Information Problem-solving: The Big 6 Skills Approach to Library and Information Skills</i>. Norwood, NJ: Ablex Publishing Corp., 1990.</p> <p>Kathy Schrock's Guide for Educators http://school.discoveryeducation.com/schrockguide (accessed June 2, 2009).</p> <p>Kuhlthau, Carol C., Leslie K.</p>			
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	<p>Maniotes, and Ann K. Caspari. <i>Guided Inquiry: Learning in the 21st Century</i>. Westport, CT: Libraries Unlimited, 2008.</p> <p>“Linking Libraries & Academic Achievement” http://www.pen.k12.va.us/VDOE/Technology/OET/library.shtml (accessed June 2, 2009). (See Instructional Materials; Information Literacy Scope and Sequence)</p> <p>McREL (Mid-continent Research for Education and Learning) Lesson plans: http://www.mcrel.org/lesson-plans/index.asp (accessed June 2, 2009).</p>			
<p>Session 4: Thursday, July 9: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY –</p>	<p><u>REQUIRED:</u> Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008: <u>Chapter 12: Assessment of Student Work</u>, pp. 265-292.</p> <p><u>RECOMMENDED:</u> Adams, Mignon. “Evaluation.” In <i>Sourcebook for Bibliographic Instruction</i>, ed. Katherine Branch, 45-</p>	<p><u>GOALS 1-3: SESSION 4:</u> School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.</p> <p>How do we assess information literacy? The importance of including an assessment within the lesson plan will be emphasized.</p> <p>Assign partners this session for collaborative assignments in sessions 5-9.</p>	<p>Session 4: No assignment due</p>	

<p>Assessing information literacy skills.</p>	<p>57. Chicago, IL: Association of College and Research Libraries/American Library Association, 1993.</p> <p>Berkowitz, Robert E. "Evaluating Student Performance: Information Skills Instruction and Assessment." <i>School Library Media Activities Monthly</i> 14 (October 1997):23-27.</p> <p>Bloom, Benjamin S., ed., Max D. Engelhart, Edward J. Furst, Walker H. Hill, and David R. Krathwohl. <i>Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I: Cognitive Domain</i>. New York: McKay, 1956.</p> <p>Chapman, Julie M. "The Portfolio: An Instruction Program Assessment Tool." <i>Reference Services Review</i> 29(4) (2001):294-300.</p> <p>Williams, Janet L. "Creativity in Assessment of Library Instruction." <i>Reference Services Review</i> 28(4) (2000):323-334.</p>	<p><u>Due: No assignment due.</u></p>		
<p>Session 5: Tuesday, July 14 *** NO CLASS MEETING***</p>	<p>***NO CLASS MEETING*** (D. Warner at ALA Conference) ***ASSIGNMENT DUE IN LIEU OF CLASS*** PROJECT DUE TO</p>	<p>GOALS 1-3: SESSION 5: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST.</p>	<p>Session 5: Assignment due Tuesday, July 14</p>	<p>10 points</p>

<p>School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Lesson plans</p>	<p>LIVE TEXT AND EMAILED TO PARTNER BY 6:00 P.M. EDT. Response to partner due to partner by 10 a.m. on Thursday, July 16.</p> <p>REQUIRED: Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008: <u>Chapter 6: Collaborative Planning</u>, pp. 105-125.</p>	<p>Due: (Email to partner and LiveText) Submit a lesson plan developed to teach an information literacy skill within the K-12 curriculum (created by individual). Respond to your partner (assigned the session ahead) with a 1-page response.</p>		
<p>Session 6: Thursday, July 16: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: INFORMATION LITERACY – Integrating information literacy skills into the curriculum.</p>	<p>REQUIRED: Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008. <i>Information Literacy Curriculum</i>, p. 132.</p> <p>RECOMMENDED: Eisenberg, Michael B. and Berkowitz, Robert E. <i>Curriculum Initiative: An Agenda and Strategy for Library Media Programs</i>. Norwood, NJ: Ablex Publishing, 1988.</p>	<p>GOALS 1-3: SESSION 6: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST. Integrating information literacy into the curriculum: curriculum planning, curriculum mapping, unit plans. In-class work with partners on collaboratively developing lesson plans.</p> <p>DUE: Discussion of lesson plans submitted in session 5 and personal reflection based upon the response from your partner (retain notes).</p>	<p>Session 6: Discussion of assignment submitted in session 5.</p>	
<p>Session 7: Tuesday, July 21: School Library Media Specialist as TEACHER, INSTRUCTIONAL</p>	<p>REQUIRED: Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008: From Chapter 11 (session 2), emphasis on: pp. 245-246.</p>	<p>GOALS 1-3: SESSION 7: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST. (CONTINUE from session 6) Developing Pathfinders.</p>	<p>Session 7: No assignment due.</p>	

<p>PARTNER, AND INFORMATION SPECIALIST. (CONTINUE from session 6)</p>	<p>Google: “pathfinders school library media centers” Example: John Newbery Elementary School Library Media Center: Pathfinders: Guides to Information Resources http://nb.wsd.wednet.edu/lmc/pathfinders/pathfinder.htm (accessed June 2, 2009).</p>	<p>In-class work with partners on collaboratively developing lesson plans. <u>Due:</u> No assignment due.</p>		
<p>Session 8: Thursday, July 23: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: Teaching information literacy skills</p>	<p>No readings required.</p>	<p><u>GOALS 1-3: SESSIONS 8 & 9:</u> School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST. Teaching [videotaped] <u>DUE:</u> (LiveText) Collaboratively plan 4 different lesson plans with another student: 2 lesson plans will be co-planned for grades K-6 and 2 lesson plans will be co-planned for grades 7-12. Each student will prepare and teach one lesson plan as the School Library Media Specialist for grades K-6 and one lesson plan as the School Library Media Specialist for grades 7-12. Each student will collaborate on one lesson plan as the classroom teacher for grades K-6 and one lesson plan as the classroom teacher for grades 7-12. Each student will be responsible for</p>	<p>Session 8: Assignment due Thursday, July 23</p>	<p>18 points</p>

		<p>submitting the 2 lesson plans developed as the School Library Media Specialist. Each student will include a requirement for <u>citations</u> in the lesson plan due on this date. Teach one lesson plan to the class (to be videotaped). Class critique will accompany the teaching of each lesson. Each student will be able to review the videotaped teaching of the lesson. Submit the written lesson plan to LiveText. Reflect on class critique and self-assessment (retain notes).</p>		
<p>Session 9: Tuesday, July 28: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST: Teaching information literacy skills</p>	<p>No readings required.</p>	<p><u>GOALS 1-3: SESSIONS 8 & 9 (continued):</u> School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, AND INFORMATION SPECIALIST. Teaching [videotaped]</p> <p><u>DUE:</u> (LiveText) Collaboratively plan 4 different lessons with another student: 2 lesson plans will be co-planned for grades K-6 and 2 lesson plans will be co-planned for grades 7-12. Each student will prepare and teach one lesson plan as the School Library Media Specialist for grades K-6 and one lesson plan as the School Library Media Specialist for grades 7-12. Each student will collaborate on one lesson plan as the classroom teacher for grades K-6 and one lesson plan as the classroom teacher for</p>	<p>Session 9: Assignment due Tuesday, July 28</p>	<p>28 points</p>

		<p>grades 7-12.</p> <p>Each student will be responsible for submitting the 2 lesson plans developed as the School Library Media Specialist. Each student will include a <u>pathfinder</u> in the lesson plan due on this date.</p> <p>Teach the second lesson plan to the class (to be videotaped).</p> <p>Class critique will accompany the teaching of each lesson.</p> <p>Each student will be able to review the videotaped teaching of the lesson.</p> <p>Submit the written lesson plan to LiveText.</p> <p>Reflect on class critique and self-assessment (retain notes).</p>		
<p>Session 10: Thursday, July 30: School Library Media Specialist as TEACHER AND INFORMATION SPECIALIST: Teaching online subscription services</p>	<p>No readings required.</p>	<p><u>GOALS 1 & 3: SESSION 10:</u> School Library Media Specialist as TEACHER AND INFORMATION SPECIALIST. Teaching online subscription services [videotaped]</p> <p><u>DUE:</u> (LiveText) Select one audience: Teaching to K-6 Teaching to 7-12 Teaching staff (in a workshop)</p> <p>Develop a lesson plan for teaching an online subscription service. Teach the lesson plan to the class (to be videotaped). Class critique will accompany the teaching</p>	<p>Session 10: Assignment due Thursday, July 30</p>	<p>15 points</p>

		<p>of each lesson. Each student will be able to review the videotaped teaching of the lesson. Submit the lesson plan to LiveText. Reflect on class critique and self-assessment (retain notes).</p>		
<p>Session 11: Tuesday, August 4: School Library Media Specialist as INFORMATION SPECIALIST, INSTRUCTIONAL PARTNER AND PROGRAM ADMINISTRATOR: Leadership, Collaboration, Intellectual Freedom, Managing the School Library Media Center (budget, supervision, evaluating the program)</p>	<p><u>REQUIRED:</u> Donham, Jean. <i>Enhancing Teaching and Learning</i>. 2nd edition. NY: Neal-Schuman Publishers, Inc., 2008: <u>Chapter 13: Program Evaluation</u>: pp. 293-309.</p> <p>Challenges to Library Materials (ALA): http://www.ala.org/ala/issuesadvocacy/banned/challengeslibrarymaterials/index.cfm (accessed June 2, 2009). See “Essential Preparation,” “Challenge Support,” and “Reporting a Challenge” under left-hand menu (provided by the Intellectual Freedom Committee).</p>	<p><u>GOALS 2-4: SESSION 11:</u> School Library Media Specialist as INFORMATION SPECIALIST, INSTRUCTIONAL PARTNER AND PROGRAM ADMINISTRATOR. Leadership (including parents and community). Opportunities for collaboration, including liaison activities with the public library. Intellectual Freedom: understanding copyright issues and issues related to controversial materials. Managing and supervising (budget process; procedures for evaluating, selecting, ordering and processing; supervising: understanding the responsibilities of support staff; evaluating how the School Library Media Program supports the mission, goals, objectives and continuous improvement plan of the school).</p> <p><u>DUE:</u> Summarize reflections of 4 lesson plans and the 3 lessons taught. Consider the class critique and your self-assessment. What have you learned about preparing for and teaching information literacy skills and about your personal teaching style? What</p>	<p>Session 11: Assignment due Tuesday, August 4</p>	<p>5 points</p>

		have you learned about assessment of student learning? Submit a 2-page summary.		
Session 12: Thursday, August 6: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR: Promoting the School Library Media Program	<u>REQUIRED:</u> Donham, Jean. <i>Enhancing Teaching and Learning</i> . 2 nd edition. NY: Neal-Schuman Publishers, Inc., 2008: <i>Nurturing Readers (and Action Strategies)</i> : pp. 185-202.	GOALS 1-4: SESSION 12: School Library Media Specialist as TEACHER, INSTRUCTIONAL PARTNER, INFORMATION SPECIALIST, AND PROGRAM ADMINISTRATOR. Promoting the School Library Media Program utilizing activities including Book talks, Storytelling, relating to a monthly or topical theme (e.g., Banned Books Week). <u>DUE: 2 Assignments:</u> <u>Assignment # 1:</u> Promotion (using written communication) of an aspect of the SLM program: Using a selected written communication format (e.g., brochure, newsletter article), promote a resource or activity of the School Library Media Program. <u>Assignment # 2:</u> Presentation: Select and present an appropriate promotional technique to promote reading (either storytelling, a book talk, or other technique pre-approved by Prof. Warner).	Session 12: 2 Assignments due Thursday, August 6	Assignment # 1: 7 points Assignment # 2: 7 points

Syllabus changes:

I reserve the right to make changes to the syllabus if necessary. Students will be provided with any such changes.