Course Syllabus for LIS 7400

Site: Welcome to LSU Moodle
Course: 2021 Fall LIS 7400 for Diane Gill
Book: Course Syllabus for LIS 7400
Printed by: Diane Gill
Date: Monday, September 13, 2021, 5:52 PM
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1. Your Responsibilities/Communication

You are responsible for knowing and understanding the information contained on this course website and for information distributed through class e-mails and the News Forum.

SLIS and LSU will communicate with you exclusively through your LSU/PAWS e-mail. If you prefer to continue to use your personal e-mail, you should forward all LSU e-mail to that account. You must also forward all Moodle mail.
11. How to Succeed in an Online Course

For many of you, this is your first course in many ways -- your first online course, your first graduate course, your first LIS course - and you’re struggling to juggle school, work, and family. I can’t help with the work and family, but I can provide some suggestions about managing school.

Graduate school is different from undergraduate. All graduate courses require more critical thinking and analysis, and much less memorization and recall. They require you to synthesize what you learn and then apply it in some way, either to a paper or a project or a discussion forum, only occasionally to an exam.

Because undergraduate LIS degrees are few and far between, this is the first time that most of you are being exposed to these principles, concepts, theories, and just basic facts. This makes it interesting and even exciting, but you may also feel overwhelmed with all of the new information.

Online courses are more difficult and more time-consuming than most people expect, for a variety of reasons, the primary one being that three hours a week are not spent sitting in a class, listening to a lecture and taking notes. Not only is your education more self-directed, you have to actually spend nine hours a week on the class. If you were like me as an undergrad, you knew that you could do pretty well by just going to class and taking notes, and reviewing before the exam, maybe skimming the textbook. Now, you have to set aside nine hours for reading, discussing, researching, and writing.

One mistake that students make is thinking that they can just put in nine hours on the weekend -- for the week that has just ended. Even if you have to do all of your work on the weekend, do it for the coming week, so that you will have time to wait for answers to questions, interlibrary loan materials, consultations with tutors, and proof-reading. Always be working ahead.

So, how to manage your time?

1. Go through the syllabus for every class and add any assignment due dates to whatever calendar you keep (if you don’t keep a calendar -- start keeping one!). Also include any holidays. Keep only one calendar, whether it’s electronic or paper, so that you can see your work, school, and personal life all in one.

2. Work out a daily and weekly schedule that blocks out nine hours per class -- specific hours and what you will do during that time. Prioritize according to how much each activity is worth. If discussion forums are each worth 3% of your final grade, spend 3% of your time and effort on them. If an assignment is worth 20% of your grade, give it 20% of your time and effort.

For example, set aside three hours on Saturday and three on Sunday for class reading and research/assignments for the coming week. Then, schedule three more hours during the week. Or schedule three hours a day three days a week. Or one hour a day Monday-Friday, and four hours on Saturday. Whatever works with your schedule. Do that for each class.

3. Plan ahead for working on assignments, even if it’s only one hour a week at first. Break them down into steps, and take advantage of any time you have to work on each step, regardless of when the assignment is due. The reality is that you’re never “finished” for the week, so if you finish the course readings in two hours, then spend the next hour on discussion forums. If you finish the readings and forums in five hours, you have four hours to work on assignments.

4. In terms of the readings, unless you are going to be tested on them, don’t outline and summarize as if you were. Read them through carefully, making sure that you understand the central points and main ideas. You might jot down those central points, but, generally, if you need to refresh your memory, re-read the abstract and the summary/conclusion. You’re going to be asked to apply what you read in some way, so focus on understanding, not memorizing.
2. Course Description

Philosophy and objectives of school library service; roles and responsibilities of the school librarian; trends influencing the development of the school library and increased responsibilities for new services; the school library as a multimedia learning center
3. Course Objectives

- Understand the mission of a school library program
- Understand the roles/responsibilities of the school librarian as teacher, information specialist, instructional partner, program administrator, and leader
- Identify trends in contemporary education and understand ways in which the school librarian addresses instructional needs of a diverse population of students
- Collaborate with classroom teachers to integrate information literacy skills into curriculum content areas
- Develop skills that promote the information literacy program at a school
- Identify appropriate information formats to meet individual students’ needs
- Identify research, resources, and services to meet the needs of a diverse population of students and faculty
- Prepare instructional development activities to acquaint student and faculty users with new resources, technologies, equipment, and services
4. Course Requirements

To achieve these objectives, students are expected to

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus.
2. Turn in all assignments by the deadlines listed in the syllabus.
3. Read selected items from texts and professional literature.
4. Complete other assignments as outlined in the syllabus.
5. Required Textbooks


6. Grading

**Grading policies:** All assignments are due on the dates indicated in the Course Schedule. Forum posts must be submitted on time and will not be graded after the due date. For all other assignments, let me know in advance (before the due date) if you run into issues and are unable to submit work on time.

- With advance notice, late assignments will be accepted up to three days past the deadline.
- Without advance notice, late assignments will be accepted up to cut-off deadline with a letter grade deduction.

**Submission of Assignments:** Assignments should be submitted via Moodle dropbox on the respective due date. There are no opportunities to earn extra credit in the course. Here is a helpful [Time Zone Converter](#) if needed.

A grade of B indicates that the student has achieved the objectives and met the requirements for the course. A grade of A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved. A grade of C indicates that the student has partially met the requirements, but demonstrates an incomplete understanding of the principles and concepts involved. A grade of D indicates that the work does not meet the requirements and demonstrates a lack of understanding. A grade of F indicates that the student did not meet any of the course requirements or objectives.

There are no formative assessments (quizzes, unit exams, midterm, and/or final) for this class. Rather, consider the assignments as listed below as such.

**Please note:** LIS 7400 is a required course for the Graduate Certificate in School Librarianship at SLIS. All required courses must be completed with a grade of B or higher (note that a B- is not a satisfactory grade for these courses). If you do not earn at least a B, you must retake the course. Failure to earn a B a second time will mean you are **ineligible to complete the degree program**.
6.1. Grading Scale

**Grading scale:**

- 99-100%: A+
- 93-98.99%: A
- 90-92.99%: A-
- 87-89.99%: B+
- 83-86.99%: B
- 80-82.99%: B-
- 77-79.99%: C+
- 73-76.99%: C
- 70-72.99%: C-
6.2. Policy on Incompletes

A grade of Incomplete (I) may be awarded at the discretion of the instructor when a student is not able to complete all of the course requirements before the end of the semester due to circumstances beyond the student’s control. Students must request an Incomplete and provide adequate documentation to support the request.

In order to be eligible for an Incomplete, the student must have completed at least half of the work in the course and have a passing grade on that work.

Students who are not eligible for an Incomplete and are not able to complete the work before the end of the semester are advised to consider dropping the course. The final date for dropping courses can be found in the Academic Calendar.
### 6.3. Assignments

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<td>Discussion Forums</td>
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<td>Policy Comparisons</td>
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<td>School Library Interviews</td>
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7. General Instruction

Instructions, deadlines, etc. that apply unless stated otherwise in the assignment or forum
7.1. Discussion Forums

**Discussion Forums** – 20% of course grade *(Due by 11:59 p.m. Sunday of each week)* After completing the readings assigned each week, respond to the discussion questions with a post of at least 150 words. *Modules may include recommended maximums based on the number of questions and sub-questions raised.* Be sure to address **all** questions! Please be thoughtful and thorough in posting your responses to discussion questions, and return throughout the week to the forum to read the posts of your classmates. Part of your assignment for each forum is to post responses to other students’ comments. Your responses should do at least one of the following: 1) **extend** the original post with further examples, 2) **challenge** the original post with another perspective, or 3) **question** the original post based on your own understanding. Again, please make these responses thoughtful and thorough. Posts that say nothing more than some variation of “yeah, I agree” will not satisfy the course requirements!

**Please note:** Do not use footnotes or include a bibliography. If you are referring to a course reading, simply refer to the author by name, “As so-and-so says...” The citations are known. If you are referring to a source that is not a course reading, you may give the citation in parenthesis (in-text citation) after your comment. Any page numbers to sources should be provided in parenthesis following the quotation or summary. Movies, television shows, video games, etc. can just be referred to by title. No further citation is necessary.
Policy Comparisons – 10% of course grade (Due September 19)

Read ALA’s Workbook for Selection Policy Writing and the samples available online. Next, read the Guidelines for Library Media Programs in Louisiana Schools. (If you are located in another state and can find library program guidelines for your state’s schools, you may use those instead. Provide bibliographic information and a link, if applicable, to those standards in your assignment submission.) Finally, locate a policy for the school district in which you live or work. If one is not available at the district level, locate the policy of an individual school in your area. Develop a chart and/or brief narrative report comparing the state guidelines and the district or individual school policy to the American Library Association’s suggestions.

Note for each whether the policy includes the following:

- Objectives
- Responsibility for selection
- Criteria for selection
- Procedures for selection
- Special areas, such as gifts, etc.
- Policies on controversial materials
- Reconsideration policy with sample letters, instructions, request forms, etc.
- Recommended list of selection tools (bibliographies and current review sources)
- Selection criteria for non-print materials
- Authorized use or Internet use policy

Conclude with your thoughts about and impressions of the policies—what they do well, where they need improvement.
7.3. School Library Interviews

**School Library Interviews** – 15% of course grade *(Due October 3)*

Interview three school librarians: one from an elementary school, one from a middle school, and one from a high school. One of the librarians may be from a school in which you work (provided that you are not the librarian!). Reflect on each librarian’s responses to your questions in a written report that includes the following:

- Date of interview
- Name and address of the school
- Name of the librarian interviewed
- Length of time the librarian has been in this position at this school
- Length of time the librarian has been a school librarian
- Grade levels served by this library (Does the school contain another library for other grade levels?)
- Number of faculty
- Number of students
- Special emphasis/programs (magnet, etc.), if any
- Demographics of student population
- Size of collection
- Brief description of the library facilities (furniture, space, technology)
- Involvement of the principal in library activities
- Extent of collaboration with faculty
- Extent of involvement with public library
- Leadership activities of librarian (committees, professional trainings, etc.)
- Does the school have a copy of the district or state library guidelines/policies?
- Does the library have a fixed schedule or a flexible one?

- Funding sources
- Has the librarian ever experienced the questioning, challenging, or removal of library materials? What was that process like?
- Is the librarian required to write lesson plans?
- Importance of technology in the library
- “Other duties as assigned” for the librarian at this school
- Is there anything the librarian would change about this job?
- What does the librarian like best about being a librarian?
What advice would the librarian give to someone preparing to enter the field?

Please feel free to ask any other questions that occur to you and explore ideas that interest you with your interviewees!

Conclude your report with a comparison/contrast of the three levels of school libraries. How are they alike? How are they different? In which level do you think you would prefer to work?
7.4. Louisiana Young Readers' Choice/Teen Readers' Choice Educator's Discussion Guide

**Louisiana Young Readers' Choice/Teen Readers' Choice Educator's Discussion Guide** - 15% of course grade
*(Book choice due September 12; Part 1 due October 10; Part 2 due October 24; Part 3 due November 7; final revised version due November 21)*

As a service-learning project, you will create a discussion guide to accompany one of the books nominated for the 2020-21 Louisiana Young Readers’ Choice or the Louisiana Teen Readers’ Choice Award. State Library of Louisiana Children and Teen Services Consultant Angela Germany provides instructions on creating LYRC/LTRC teachers’ guides in the YouTube video posted to Moodle. A detailed description of the project can be found in the LYRC/LTRC Instructions document on Moodle. The project will be submitted in 4 increments (Part 1, Part 2, Part 3, and then a final revised version of the entire study guide).
7.5. Collection Development

**Collection Development** – 15% of course grade *(Due October 17)*

Using valid selection tools such as the HW Wilson database, Children's Literature Comprehensive Database, Follett's Titlewave, “notable” or “best” books by ALA or its divisions, National Council of Teachers of English, National Science Teacher Association, National Council for Social Studies, or any other national education association, select **2 recent print and 1 non-print item** *(2010+)* for **five** different subject areas. (There are a sample of topics listed below. You may choose from these or come up with other areas of focus different from the Possible Topics below, but be sure to address five different ones.) For each item, identify the selection tool you used and the specific review sources that it cites. Note: *Books in Print* and Amazon.com are NOT selection tools (though you may use them to verify price, availability, ISBN, etc.). All material must be cited completely and correctly (APA or MLA format) with ISBN, price, recommended grade level, and number of pages. An example (in APA format) is below:


Possible topics:

- Anti-racism for either middle school or high school level
- Material for middle school students on mythology
- Nonfiction Louisiana (or your own state if you are located elsewhere) history resources for high school
- Weather resources for grades K-3
- Technology creativity (gaming, animating, music mixing, etc.) for upper elementary/middle school
- Character education for grades 4-6
- Job search and interview skills for high school
- Poetry resources for elementary school
- Resources on Central and South America for high school
- LGBTQ fiction and/or nonfiction for high school
- Fiction with African or African American characters for middle school
- Fiction with Asian characters for elementary school
- Fiction with Latino characters for high school
7.6. Collaborative Lesson Plan/Teaching Unit

**Collaborative Lesson Plan/Teaching Unit** - 15% of course grade (*Due November 14*) Working with a practicing classroom teacher, develop a lesson plan appropriate to an elementary, middle, or high school age group. After discussing the teacher’s subject/content objectives, investigate and plan to introduce information resources that students will use to research that area. Include a technology component in the lesson (online information resources, electronic presentation tools, etc.). You may find these resources helpful:

- [ERIC Teacher’s Lounge](#)
- [AASL Best Websites for Teaching and Learning](#)
- [AASL Best Apps for Teaching and Learning](#)

Include the following in your lesson plan:

- Title
- Grade level
- Curriculum/subject area
- Collaborating classroom teacher
- Prerequisites (skills/knowledge students need prior to the lesson)
- Library/media learning objectives
- Domains and Competencies addressed (from [AASL Standards Framework for Learners](#))
- Common Core standards addressed
- Information resources needed (include full bibliographic information for each)
- Student activities in the library
- Evaluation/assessment (What will the students know or be able to do as a result of the lesson? How will you evaluate what the students have gained from using the library resources?)
- Timeline
- Follow-up activities
- Bibliography of resources used to develop the lesson
7.7. Advocating Ethics

**Advocating Ethics** – 10% of course grade *(Due December 5)*

Academic integrity is a topic that must be addressed by educators at every level. Collaborate with a teacher or librarian on a project that focuses on academic integrity. You may want to work with one of the librarians whom you have interviewed to create a useful tool for him/her to use at that school library. If you currently work at a school, you may want to collaborate with the librarian at your school. Make this project practical and useful!

Decide on an audience for your presentation—an elementary, middle, or high school class, an entire student body, a school’s faculty, administration, and/or staff, parents, or a community group, for example—and present in class as though you were presenting to that audience. Possible topics include (but are not limited to) copyright (print and/or non-print), plagiarism, correct citation of information, evaluation of websites, safe use of the Internet and/or social networking sites, ethical and responsible uses of technology. Other topic ideas may be submitted to the instructor for approval.

This project may take many different formats, depending on your audience and your goals. You might plan and create a slide show to present at an Open House night, for example, or to use for teaching purposes with a group of students, or at a faculty meeting. You might create a brochure, bookmarks, a bulletin board or display case mock-up, or an article for a school newsletter or student or community newspaper.

You will post your finished product, whatever its format, to a Moodle forum. Your presentation should include your name, the name, location, and grade levels of the school, your target audience, a rationale for the format you’ve chosen, intended benefits to the audience, cost, and a timeline for implementation.
8. Service Learning

This course is a service-learning course in which you will be preparing teacher study guides for one or more of this year’s Louisiana Young Readers’ Choice or Louisiana Teen Readers’ Choice nominated books. These study guides will provide information that will assist elementary and high school teachers throughout Louisiana to integrate these works into their courses. This meets the objectives of understanding the role of the school librarian as instructional partner, addressing instructional needs of a diverse population of students, and identifying resources to meet the needs of a diverse population of students and teachers.

The list of titles and instructions for creating the guides have been provided by the State Library. You can find them under “LYRC Study Guide Resources” on the course website. Please familiarize yourselves with the Study Guide Description and Formatting over the next two weeks and also take a look at the lists of titles. You will be selecting the title(s) you want to create a study guide for in week 3, after the add/drop period has closed.

You will be reflecting on your experience in creating these study guides in the last week of class in the discussion forum “Reflections.” In particular, reflecting on what you have learned about the role of the school librarian as an instructional partner, in addressing the instructional needs of a diverse population of students, and in identifying resource to meet the needs of a diverse population of students and teachers. Include any challenges you encountered and how you overcame them and any unexpected surprises.
9. Attendance Policy

The LSU General Catalog states: “Students are expected to attend all classes regularly and punctually, and to observe any special attendance regulations stated by their college, school, division or the instructor.” The SLIS attendance policy (SLIS PS-18) states that students missing three or more consecutive classes may be placed on attendance probation. **If you know that you will be absent or late, contact me via email as soon as possible.** Individual situations, with appropriate documentation, will be taken into account according to LSU PS-22 for excused absences, and you will be allowed to make up any assignments you missed.
10. Students with Disabilities

LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course.
11. Center for Academic Success

**Academic Success:** The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success [https://www.lsu.edu/cas/index.php](https://www.lsu.edu/cas/index.php). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management.

Communication Across the Curriculum [http://cxc.lsu.edu](http://cxc.lsu.edu) assists students in developing the communication skills necessary for academic and professional success. CXC also offers online writing support to LSU students at [https://www.lsu.edu/academicaffairs/cxc/writing.php](https://www.lsu.edu/academicaffairs/cxc/writing.php)

Finally, with respect to professional success, the LSU Olinde Career Center [https://www.lsu.edu/careercenter/students/findajob/index.php](https://www.lsu.edu/careercenter/students/findajob/index.php) can assist you with all aspects of the job search, from building a resume, writing a cover letter, and interviewing well to writing an effective thank you note, to ensure success in securing employment when you graduate from LSU.
12. Recommended Resources

13. Code of Student Conduct

All students are bound by LSU’s Code of Student Conduct. Please familiarize yourself with these provisions and PS-22.

A word about cheating and plagiarism: DON’T DO IT! If you have not yet done so, please familiarize yourself with LSU’s student handbook.
14. Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication. You can also read The Core Rules of Netiquette by Virginia Shea (1994) to understand the human aspect of online communication.
15. Diversity Statement

Diversity is fundamental to LSU’s mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.
16. Syllabus Status

While the syllabus provides the framework for this course and lists assigned readings, it's possible that items will be added or deleted throughout the term.