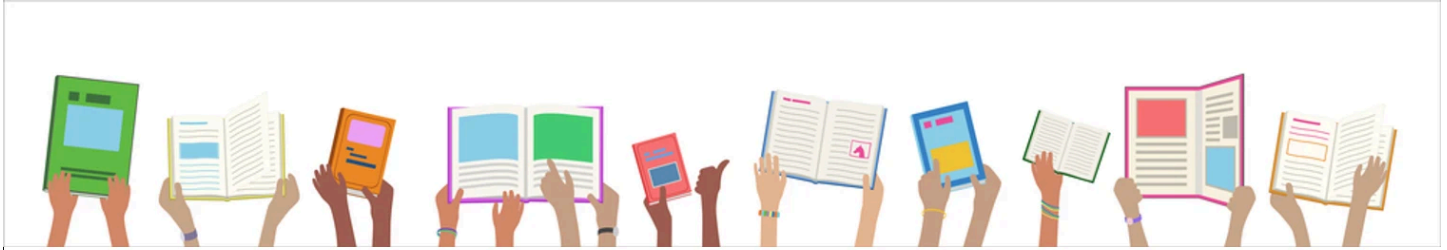


Fall 2025 ITLS-5000-IW1 XL Syllabus



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Course ITLS 5000

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Office Hours By appointment

Class web
broadcast day/time Tuesday 5pm-5:30/5:45pm

1. Course overview and objectives

This course provides an introduction to the field of School Library Media Administration (SLMA) and Learning. We will examine librarianship as a profession, the role of school librarians and their contributions to the curriculum, school library media standards (national, state, content), development and diversity of learners, learning environments and management, and library design.

The course is organized by week (Tuesday - Monday). Each week we tackle a new topic. The weekly start pages explain everything we are working on for that week and show homework and assignments due. There is a required weekly synchronous web broadcast component for this course on Tuesday night. **All assignments are typically due on Mondays by midnight. All assignments involving discussions have 2 due dates. Your original post is due on Fridays by midnight. Responses are due on Mondays by midnight.** Plan ahead! Since the broadcast component of our class time has been reduced, there is additional content online for you to work with.

After completing this course (readings, discussions, assignments, etc.) you will be able to:

- explain the roles and importance of a school librarian (school library media teacher/specialist)
- identify the tasks needed in the management of a school library media center

- utilize professional guidelines as stated in various standards
- understand the role of professional organizations and conferences in professional development
- locate and share information
- visit local school library media centers and interview school librarians to discover the questions and answers that are current in the field

2. Course materials

The following textbook is required for this class:

American Library Association. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: American Library Association. ISBN 978-0-8389-1579-0.

All other materials can be found on the Canvas online learning management system: <http://usu.instructure.com> (login with your A# and password). Information about the School Library Media Administration Program can be found on the ITLS department's website: <http://itls.usu.edu/programs/slma> (<http://itls.usu.edu/programs/slma>).

3. Assessment

This course is designed to introduce the field of School Library Media Administration. Learner development, diversity, and differences, as well as learning environments, will also be explored. We will cover many topics over the course of the semester. The assignments for this course are intended to facilitate learning in these different areas by allowing you to a) express key aspects of school librarianship; b) work with the approved standards in the field, including the American Association for School Librarian's (AASL) Standards for the 21st Century Learner, the Utah standards, and the competencies required for endorsement from the Utah State Board of Education (USBE); c) take charge and find relevant professional materials, resources, and opportunities; d) observe and question librarians in their school libraries; e) present and talk coherently about selected school library topics; f) examine and present ; and g) discuss what you have learned in class and from your readings with fellow students.

All assignments including discussions have 2 due dates. Your original post is due on Fridays at midnight. Responses are due on Mondays by midnight. Plan ahead!

When participating in an online discussion, please start early in the week to facilitate a lively exchange of information. Note that the requirement is for you to post your main/initial post by Friday, focusing on the prompts for that discussion. You will not be able to see other posts until you submit your initial posting. Then, when you can see other students' posts, respond to at least two other students - responding to more than 2 will help enliven and deepen the discussions. Students will also be discussion leaders during the web broadcast class time. These posts, responses, and being the discussion leader are part of your final grade. **Please realize that with your participation in this class you are contributing to your fellow students' learning as well as your own.**

See also section 4.6 on grading.

4. Course policies

4.1 Our classroom

To make learning worthwhile for you and others in our ITLS 5000 learning community it is important that you actively engage with your fellow students, your teacher, and the materials presented both inside and outside of class.

A prerequisite to student learning is a classroom in which students feel comfortable. This comfort has to be achieved at multiple levels: students need to be comfortable with their peers and their instructor and the material needs to be presented in a non-intimidating manner with an understanding of the students' existing expertise. Students are welcome to come to me with problems and questions and are always treated with respect. You can reach me through various channels of communication including email and in person. Texting is probably the quickest and most direct, but I prefer email. I can be reached at my work email seen above during the hours of 7 am to 3 pm. I encourage students to ask questions in class, email, or on Canvas and to take charge of their own learning.

In our classroom we do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; nor for any other reason.

4.2. The Honor System

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

(See Article VI of the student code (University Regulations Regarding Academic Integrity) -

<http://www.usu.edu/studentservices/studentcode/article6.cfm>

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4.3. Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. (See Article VI of the student code:

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Please note that Canvas has an automated feature to detect plagiarism called Turnitin (<http://turnitin.com/>). Please also note that professors in the Instructional Technology and Learning Sciences Department are required to officially report ANY case of plagiarism, no exceptions.

4.4. Sexual harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

4.5. Students with disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

4.6. Grading

Your grade will be based on the university grading scale:

A	100-93%,	A-	92-90%	B+	89-87%	B	86-83%,
B-	82-80%	C+	79-77%	C	76-73%	C-	72-70%
D	69-60%	F	59-0%				

Please note that to earn an A- or A grade, the assignment must go beyond the minimum expected in terms of quality (e.g. insight, creativity, analysis, thoroughness, synthesis).

Without exception, plagiarized work results in an F and automatically revokes the opportunity to redo that assignment.

Assignments that are handed in past the due date cannot be redone. Late assignments will also be marked down.

All assignments need to be submitted through Canvas Assignments or they will not be accepted.

Assignments that clearly do not follow directions are returned without review.

Final assignments cannot be redone due to time constraints. Final assignment drafts are accepted for review until one week before the final assignment deadline. Plan ahead!

If you wish to discuss a grade, hand in a written explanation of your argument and arrange for a private meeting. Except for unusual circumstances, no appeal for an individual assignment or project will be considered more than two weeks after the grade has been posted.

4.7. Absence from class

Students are responsible for attending the web broadcast every week. If students cannot attend the broadcast, they are required to notify the instructor ahead of time of their expected absence. Students who miss the broadcast must submit a one-page summary (around 500 words) of the missed broadcast based on the class recording or notes from fellow classmates. This summary needs to be submitted before the start of the next class. Not submitting the summary or submitting the summary late without a legitimate excuse will lead to a reduction in your class participation grade.

4.8. Withdrawals and incompletes

USU students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

4.9. Grievance process

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in Article VII in the Student Code:

<http://www.usu.edu/student-services/studentcode/article7.cfm>

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5. Course schedule

Note: the course schedule is subject to change, that is, it is a plan rather than a contract. We are in a unique situation this year with the SLMA program. With the recent updates in the national, state, and local standards and requirements, we are completely revamping our whole program. You will be an integral and critical contributor to the success of this endeavor. You will be notified in Canvas about any changes to the schedule or existing content. We will also review each week during the web broadcast to make sure everyone is aware of current expectations and developments.

The course schedule is incorporated into the Modules page (<https://usu.instructure.com/courses/791540/modules>) where you can find our weekly topics and what assignments are due.

The learning criteria for this course can be found below with corresponding modules.

1a. Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards. **Found within: Week 3.**

1b. Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives. **Found within: Week 10.**

1c. Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities. **Found within: Week 10.**

1d. Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge. **Found within: Week 3.**

1e. Learning Management. Candidates demonstrate a wide variety of skills, procedures, and techniques to keep students focused, on-task, orderly, and productive. **Found within: Week 8.**