

Spring 2026 ITLS-5030-IW1 XL Syllabus

Course Syllabus

ITLS 5030

School Library Literacy and Programs Spring 2025

Instructor: Tricia Fenton

Email: Please contact me through the Canvas inbox.

Office Hours/Class Meetings: Thursdays 5:05-5:40 in Zoom or by appointment. If you would like to meet one-on-one please message me through the Canvas inbox.

Zoom Meetings: Click on the Zoom link through our course navigation menu to join the weekly office hours meeting.

Textbook: None is required. Online reading materials will be provided.

1. Course Description

This course provides an introduction to finding and sharing information and resources from traditional print and electronic sources. The three main topics in the class are information literacy, media literacy, and reading programs.

How can we help people find the information they need?

As pointed out by Riedling (2005), the desire to know is one of the most basic human needs. In the information age that we live in, knowing where and how to find information is priceless. As a school librarian, your role is to provide information as well as to teach students how to find, access, process, evaluate, organize, and use this information.

We live in exciting times, in an increasingly flattened world, where the ability for people to assimilate information they find into coherent personal strategies is perhaps the critical modern survival skill. (Johnson, 2009, p. 601)

As we learned in ITLS 5000, one of the roles of a school librarian is information specialist. As part of this role "The school librarian introduces and models emerging technologies, as well as strategies for finding, assessing, and using information" (AASL, 2009, p. 17). This semester we will work on turning you into a first-rate information specialist with new knowledge and skills in information searching, information management, instructional technology, and information literacy instruction.

2. Course Overview

This course is organized by week (Tuesday to Monday). **All assignments for the week including discussions are due on Mondays by midnight. (PLEASE NOTE: Your main discussion post should be posted by Friday).**

After completing this course you will be able to:

- know when and why information is needed, and how to evaluate, use, and communicate it ethically.
- locate information efficiently and effectively from multiple sources: books, online catalogs, library databases, and the web using search engines
- understand the role of information literacy and informed learning in creating 21st Century Learners

- demonstrate knowledge of the different types of media and use basic terms and concepts of media with their potential impact, advantages, and limitations
- model how to evaluate and select media for appropriate personal, educational, and professional use
- demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners
- foster learner motivation to read for learning, personal growth, and enjoyment

References cited above

- American Association of School Librarians (2009). Empowering learners: guidelines for school library programs. Chicago, Ill.: American Association of School Librarians.
- Johnson, D. J. (2009). An impressionistic mapping of information behavior with special attention to contexts, rationality, and ignorance. *Information Processing & Management*, 45(5), 593-604.
- Riedling, A. M. (2005). *Reference and the School Library: An Overview Reference Skills for the School Library Media Specialist: Tools and Tips*. Worthington, Ohio: Linworth Books.

3. Assessment

The course provides an introduction to finding information and resources using print and electronic sources. It emphasizes information and media literacy and informed learning, finding and using information from various information sources, and promoting reader engagement. The assignments for this course are intended to facilitate learning in these areas by allowing you to a) discuss what you have learned in class with fellow students, b) get your feet wet - play with and report on new technologies, c) go through the information search process, and d) become familiar with a search engine or two.

3.1. Assignments and Discussions:

All assignments including discussions 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 during that week. Note that the discussion rubric requires you to post your main post before Friday. This will give others a chance to respond to your comments. Everyone posts at least once and responds at least twice to other students. These posts and responses 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.**

Practicum - practicum is required with this class please see more about Practicum (<https://usu.instructure.com/courses/753646/assignments/4356538>) under the More Resources tab on the home page.

Readings - Each week, the required reading will contribute directly to the understanding of the week's content and learning intentions.

4. Course Policies

4.1 Our classroom

To make learning worthwhile for you and others in our ITLS 5030 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 professor 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**, Google Meet, Zoom, and in person. I encourage students to ask questions in class, email, or on Canvas and to take charge of their learning.

In our classroom we do not harass or discriminate against anyone based on 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;
- Understand 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 use 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 a new 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, with 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 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 consistent and active participation will be the key to doing well in this class.

Your grade will be based on the university grading scale:

Grade Percentage

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%

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

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 be marked down.

Assignments that 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 class every week. If students cannot attend class they are required to notify the instructor ahead of time of their expected absence. Students who miss a class must submit a one-page summary (350-500 words) of the missed class based on the Zoom recording, class slides (if available) 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 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/studentservices/studentcode/article7.cfm>
(<http://www.usu.edu/studentservices/studentcode/article7.cfm>).

5. Course schedule

Note: the course schedule is subject to change, that is, it is a plan rather than a contract. You will be notified in Canvas about any changes to the schedule or existing content.

The course schedule is incorporated into the Modules page (<https://usu.instructure.com/courses/802704/modules>) where you can find our weekly topics and what assignments are due.

6. Course assignments