

Summer 2026 ITLS-5015-IW2 XL Syllabus

Course Syllabus

ITLS 5015

School Library Organization and Access

Summer 2026

Instructor: Gretchen Zaitzeff, MLIS

Email: Please contact me through the Canvas inbox.

Office Hours: By Appointment

You may request office hours through Canvas inbox.

Class Meetings: Tuesdays 5:05-5:35

We will have seven required meetings, one each week, to share insights from the readings. This will also be an opportunity to ask questions. With advance notice, one required meeting may be excused.

Zoom Meeting Link:

Join Zoom Meeting

<https://usu.zoom.us/j/82172268757?pwd=fQmwbLzC28nTjWNtlxqExBP1ZCaBCn.1>

(<https://usu.zoom.us/j/82172268757?pwd=fQmwbLzC28nTjWNtlxqExBP1ZCaBCn.1>)

Meeting ID: 821 7226 8757

Passcode: USU5015

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

1. Course Description

This course is designed to acquaint students with the societal and community issues involved in intellectual freedom, information access, and school library collection development. This course focuses on:

- Creating strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to information through school library programs.
- Developing school library policies and procedures for protecting intellectual freedom and facilitating information access.
- Curating, maintaining, and analyzing school library collections by reviewing, selecting, and evaluating materials in multiple formats.
- Examining controversial youth literature and the impact of censorship movements on intellectual agency and school library collections.
- Designing the school library's physical and virtual spaces to increase information access.
- Using data and other research methods to assess how school library policy and evidence-based practice impact diverse learning communities' access to information and library services.

2. Course Overview

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:

- Define intellectual freedom and intellectual agency.
- Identify and reduce barriers to information through school library programs.
- Create library policies and procedures that protect intellectual freedom and facilitate information access.
- Develop library material collections that meet the personal interests and academic needs of K-12 students.
- Defend the inclusion of controversial youth literature in school library collections.
- Design a library space or website to maximize access to resources and services.
- Communicate the impact of school library programs through data and anecdotal evidence.

3. Assessment

The course provides an introduction to intellectual freedom and its intersection with school library programs. It emphasizes school library collection development as a means to facilitate K-12 students' academic and personal growth. The assignments for this course are intended to facilitate learning in these areas by allowing you to a) discuss what you have learned through the weekly readings during class meetings and through discussion boards with fellow students, b) investigate the topics of intellectual freedom and censorship, c) practice selecting and de-selecting library materials, d) design a library space and e) collect and communicate data about the impact of school library programs.

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 to facilitate a lively exchange of information throughout the 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 posts. 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 your participation in this class contributes to your fellow students' learning as well as your own.**

Practicum - A practicum is required with this class. Learn more about practicum (<https://usu.instructure.com/courses/753646/assignments/4356538>) expectations.

Reading Journals - A reading journal is required with this class. Learn more about the expectations for reading journals (https://usu.instructure.com/courses/808818/discussion_topics/3414309).

4. Course Policies

4.1 Our classroom

To make the learning worthwhile for you and others in our ITLS 5015 course, it is important that you actively engage with your fellow students, the teacher, and the materials presented both inside and outside of class.

A prerequisite to student learning is a class 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 can expect to be treated with respect. You can reach me through various channels of communication including email, Google Meet, or Zoom. I encourage students to ask questions in class, email, or on Canvas and to take charge of their own learning.

In our class, 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/student-services/student-code/article6.cfm> (<http://www.usu.edu/student-services/student-code/article6.cfm>))

4.3. Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person [or entity] 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 [entity,] 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 certificates or degrees, and referral to psychological counseling. (See Article VI of the student code: <http://www.usu.edu/student-services/student-code/article6.cfm> (<http://www.usu.edu/student-services/student-code/article6.cfm>))

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

AI Use Policy Statement

This policy outlines the permissible uses of Artificial Intelligence (AI) in the creation of academic and professional works. Students are expected to adhere to the following guidelines:

- **Prohibited Uses:** AI tools, including Generative AI, are strictly prohibited during the reading and synthesizing of resources and literature. In addition, AI use is prohibited during the ideation, planning, and drafting phases of the creative process required by assignments. All original thought, structural outlining, and initial content creation must be your own work.
- **Permitted Uses (with conditions):**
 - **Revising & Proofing:** AI-assisted tools may be used to refine and enhance existing content during the revising and proofing phases (e.g., for editing, style, clarity, or grammar).
 - **Citation & Acknowledgement:** Any work produced with the support of AI tools must include a clear acknowledgement of the tool's use. If AI text is quoted or data is used, it must include a detailed citation and, where possible, direct Links to the AI tool or its output source.

Note: Failure to follow these guidelines, particularly by using AI to generate core ideas, structures, or main content, will be considered plagiarism.

AI Use Guidelines

Ideation



Planning



Drafting



Revising



Proofing



Allowed with AI
Acknowledgement



Allowed with AI
Citation & Links



No Generative
AI Allowed

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 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 may be marked down.

All assignments will need to be submitted through Canvas Assignments.

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

Final assignments cannot be redone due to time constraints.

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 meetings every week. If students cannot attend class they are required to notify the instructor in advance 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/student-services/student-code/article7.cfm>

(<http://www.usu.edu/student-services/student-code/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/808818/modules>) where you can find our weekly topics and what assignments are due.