

Fall 2019

Course Syllabus

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Instructor	Sheri Haderlie
Course	ITLS 5000 / ITLS 6000
Email	sheri.haderlie@usu.edu (goal: M-F response within 24 hours, S-S 48 hours)
Phone/Text	(435) 764 – 8764
Office	EDUC 284
Office Hours	By appointment
Class day/time	Tuesday 4:30 - 5:40 PM

1. Course overview and objectives

The course provides an introduction to the field of School Library Media (SLM) and information management. The course examines librarianship as a profession, the role of school librarians and their contributions to the curriculum, school library media standards, the library and its extended contents, cataloging and classification, the reference process, library center management, library advocacy, information ethics, and budgeting and grant writing.

The course is organized by week (Wednesday - Tuesday). 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. Class is on Tuesday night from 4:40 - 5:40 PM. **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 (lectures, assignments, readings, discussions) you will be able to:

- explain the roles and importance of a school librarian (school library media specialist)
- identify the tasks needed in the management of a school library media center
- utilize professional guidelines as stated in various standards and the American Library Association's Code of Ethics
- understand the role of professional organizations and conferences in professional development
- conduct a reference interview
- locate and share information
- teach basic information literacy skills using scaffolds such as the Big6
- organize a library and its contents using standard cataloging practices
- advocate for your profession and your library
- initiate collaboration with teachers based on curriculum standards
- analyze a school library media budget
- write a basic grant proposal (ITLS 6000)
- 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 Association of School Librarians. (2009). *Empowering Learners : Guidelines for School Library Media Programs*. Chicago: American Association of School Librarians. ISBN 978-0-8389-8519-9.

If you are serious about becoming a school librarian you might also want to get the following text for background reading

April 2020											
29	30	31	1	2	3	4					
5	6	7	8	9	10	11					
12	13	14	15	16	17	18					
19	20	21	22	23	24	25					
26	27	28	29	30	1	2					
3	4	5	6	7	8	9					

Assignments are weighted by group:

Group	Weight
Assignments	0%
Discussions and Reader Responses (class participation)	20%
Grant Writing Assignment	0%
Presentation	20%
Elevator Speech Assignment	10%
Standards Assignment	15%
Cataloging assignment	20%
Reference Assignment	15%
Professional Development Assignment (ITLS 6000)	0%
iSchool SJSU	0%
Total	100%

Administering the School Library Media Center (Fifth Edition) / Betty J. Morris. Hardcover: ISBN 978-1-59158-685-2; Paperback: ISBN 978-1-59158-689-0.

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> .

3. Assessment

This course is designed to introduce the field of School Library Media Administration as well as information management and we will cover many different 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 American Association for School Librarian's Standards for the 21st Century Learner, c) take charge and find relevant professional development opportunities online (ITLS 6000), d) learn your way around the Dewey Decimal Classification system, e) observe librarians in helping their patrons by conducting a reference interview, f) present and talk coherently about a selected school library topic, g) discuss what you have learned in class and from your readings with fellow students, and h) write a small grant proposal (ITLS 6000).

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 discussion rubric requires you to post your main post by Friday. Everyone posts once and responds at least twice to other students. 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 / ITLS 6000 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. 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>)

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

Please note that Canvas has an automated feature to detect plagiarism called [Turnitin](#). 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.

The following course components will contribute to your grade:

	ITLS 5000	ITLS 6000
Class Participation including Canvas Discussions and Reader Responses	20%	15%
Elevator Speech Assignment	10%	10%
Standards Assignment	15%	10%
Professional Development Assignment (ITLS6000)	N.A.	10%
Cataloging Assignment	20%	10%
Reference Assignment	15%	15%

Presentation Assignment (in three parts)	20%	15%
Grant Writing Assignment (ITLS6000)	N.A.	15%

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 have to submit a one-page summary (around 500 words) of the missed class based on the 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 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/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](#) where you can find our weekly topics and what assignments are due.

6. Course assignments

Course Summary:

Date	Details	
Tue Aug 27, 2019	 Web Broadcast	5:15pm to 6:25pm
	 Labor Day	12am
Mon Sep 2, 2019	 Discussion: Introductions	due by 11:59pm
	 Week 1 Reader Response	due by 11:59pm
Mon Sep 9, 2019	 Discussion: Librarianship	due by 11:59pm
	 Week 2 Reader Response	due by 11:59pm
Tue Sep 10, 2019	 ITLS 5000/6000 fall synchronous meetings	4:45pm to 5:45pm
Mon Sep 16, 2019	 Elevator Speech Assignment	due by 11:59pm
	 Week 3 Reader Response	due by 11:59pm
Tue Sep 17, 2019	 ITLS 5000/6000 synchronous time	4:30pm to 5:50pm
Mon Sep 23, 2019	 Week 4 Reader Response	due by 11:59pm
Tue Sep 24, 2019	 Synchronous Class - Sept 24	4:25pm to 5:45pm
Mon Sep 30, 2019	 Choose a Presentation Topic	due by 11:19pm
	 Week 5 Reader Response	due by 11:59pm
Tue Oct 1, 2019	 Synchronous Class 10/1/2019	4:25pm to 5:45pm
Mon Oct 7, 2019	 Week 6 Reader Response	due by 11:59pm

Tue Oct 8, 2019	 Synchronous time - Oct 8, 2019	4:20pm to 5:50pm
Mon Oct 14, 2019	 Week 7 Reader Response	due by 11:59pm
Tue Oct 15, 2019	 Synchronous time - Oct 15, 2019	4:20pm to 5:50pm
Fri Oct 18, 2019	 USU Fall Break	12am
Mon Oct 21, 2019	 Week 8 Reader Response	due by 11:59pm
Tue Oct 22, 2019	 Synchronous class time 22 Oct 2019	4:20pm to 5:50pm
Mon Oct 28, 2019	 Reference Observation	due by 11:59pm
	 Week 9 Reader Response	due by 11:59pm
Tue Oct 29, 2019	 Synchronous class 29 Oct 2019	4:20pm to 5:50pm
Mon Nov 4, 2019	 Week 10 Reader Response	due by 11:59pm
Tue Nov 5, 2019	 Synchronous class time 5 Nov 2019	4:20pm to 6:00pm
Mon Nov 11, 2019	 Provide Presentation Outline	due by 11:59pm
	 Week 11 Reader Response	due by 11:59pm
Tue Nov 12, 2019	 Synchronous class time 12 Nov 2019	4:20pm to 5:50pm
Fri Nov 15, 2019	 Weekly Discussion Leader	due by 11:59pm
Mon Nov 18, 2019	 Discussion: Cataloging	due by 11:59pm
Tue Nov 19, 2019	 synchronous class time - 19 Nov 2019	4:20pm to 5:50pm
Wed Nov 20, 2019	 Thanksgiving Break	12am
Thu Nov 21, 2019	 Thanksgiving	12am
Fri Nov 22, 2019	 Thanksgiving Break	12am
Mon Nov 25, 2019	 Dewey Cataloging Assignment	due by 11:59pm
Tue Nov 26, 2019	 Synchronous class time 26 Nov 2019	4:20pm to 5:50pm
Mon Dec 2, 2019	 Professional Development (ITLS 6000 only)	due by 11:59pm
Tue Dec 3, 2019	 Synchronous class time 3 Dec 2019	4:20pm to 5:50pm
	 Presentation Assignment	due by 11:59pm
Fri Dec 6, 2019	 Last Day of Classes	12am