

ITLS 5025/6025

SLM Programs and Instructional Development

Spring 2016

Instructor: Julie K. Barlow

Email: For course related questions please use the email in Canvas.

Phone: 435-881-5984 (Please only call if an emergency)

Class: Tuesdays 5:15-6:25 pm, EDUC 272 plus regional campuses

Course Description

Study a wide variety of instructional activities integral to school library media programs. Activities include reading guidance, instructional design, curriculum development, library skills instruction, and information literacy. Emphasis is on collaboration with staff within a school setting.

Class Schedule

Jan 12 – Class introduction and syllabus review

Jan 19 - Assignment #1 presentations and discussion

Jan 26 - Discussion on literature and book talks

Feb 02 - Assignment #2 presentations and discussion

Feb 09 – Discussion on research

Feb 16 – No Class – Monday Schedule

Feb 23 – Assignment #3 presentations and discussion

March 01 – Discussion on Media Literacy

March 08 – No Class – Spring Break

March 15 – Assignment #4 presentations and discussion

March 22 – Makerspaces discussion

March 29 – ADDIE Model

April 05 – Assignment #5 presentations and discussion

April 12 – Assignment #6 presentations and discussion

Assignments

IMPORTANT: Late assignments will not be accepted without pre-approval from the instructor.
Cut off time 5:00 p.m.

1) Role of the School Librarian in a PLC environment

Due (25 points)

Read the article *The Role of the School Library Media Program and The Document AASL @ Your Library*. In addition, perform research on Professional Learning Communities in Education also known as PLC's. Richard DuFour is one of the leaders on this subject.

In a word document describe how the role of the school librarian can impact students and teachers. How would you as a School Librarian integrate into the school and the PLC community?

Since this program covers all levels of public education, you need to comment on each of the three levels of schools i.e. Elementary, Middle and High School. Also include observations from your practicum experiences of the impact on libraries in schools and how you have seen them work with other departments and PLC's.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

2) Promoting literature

Due (50 points)

Develop a project or lesson that will promote literature in a school. This can be varied and range from a book talk , literacy parent night, or incorporating a literacy program. Each project and/or lesson plan must include a list of tools needed that include books, hardware, software, organizations, etc. Make sure you link the lesson or project with a Core Standard from the Library State Core. Focus on the grade level(s) you most likely expect to work with.

Presentations will be 3-5 min on

Expected length of word document: 5 pages (dropped in Canvas)

3) Research Project

Due (25 points)

Develop a multi-curricula research lesson plan. Link it to a Core objective from the library core any other content area i.e., science, history etc. For this project be sure to use a research process model. This could be the Big6, Scientific Method or any other process model. Identify each step and how you would instruct the project. Include a bibliography of 5-10 resources from various mediums such as a text book, nonfiction reference(s), website(s), e-book(s), periodicals, artifacts etc.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

4) Media/Digital Literacy

Due (25 points)

Develop of Media Literacy lesson plan or project. Be sure to link it to a Core Standard and include your target audience. This assignment can be not only fun for students, but very informative. Topics can include how to evaluate websites, designing a blog, linking QR codes to information, how to use a tablet for school projects, twitter project, the list is infinite. As the Utah State Library Media Core state: “Media Literacy is the competent application of literacy skills to media and technology messages.” In **all** cases, the lesson must teach students how to be literate and ethical when using a variety of mediums. The project must be linked to a Core Standard.

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5) Makerspaces

Due (50 points)

“The roles of school library media specialists and school libraries themselves are ever changing in response to the needs of the community and the evolution of human thinking, interaction, and learning processes. A school library makerspace can provide patrons with a place for learning, doing, and creating. It offers a location for tackling inventions, fine arts, crafts, industrial technology, hobbies, e-textiles, food crafting, DIY couture, fabrication, upcycling, and STEM (Science, Technology, Engineering and Math) right in the middle of the information gateway—the library.”

For this assignment again you will need to develop a lesson plan that links a Common Core Standard. However, this lesson will be more hands on. You will also need to include a listing of materials and how they will be used. Be sure to include your target audience. Is it primarily for

a classroom activity or will you take it outside into the community for example a parent night. Be creative and have fun! This is the new future in libraries.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

6) Collaboration

Due (50 points)

Using the information you have learned about school libraries, curriculum integration, curriculum mapping, ADDIE Model, and collaboration, create a handout and presentation. Your target audience should be a grade level, content area, department, professional development, community council, entire faculty, etc. Indicate which one you are targeting. The presentation should be used to promote your school library and the curriculum and or resources you provide. Emphasis must be made on how your library supports teachers, student achievement and curriculum.

Expected length of word document: 3 to 5 pages (dropped in Canvas)

7) Class Participation and Attendance

(75 points)

Attendance and participation is required for all class periods and points will be rewarded accordingly. Students are responsible for all information provided in class and may be assigned additional activities to ensure knowledge of any missed classes.

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%		

All other university guidelines will be followed as outlined in the USU Academic Policies and Procedures Manual.