



**LSSL 5087 Special Topics in Library Science
Fall, 2017**

LSSL 5087 is a course for Master of Library Science and School Librarian Certification
**College of Education
Department of Library Science**

Instructor: Holly Weimar, Ed.D.
Academic Building IV 431
P.O. Box 2236/SHSU
Huntsville, Texas 77341
Office: (936) 294-1150/ Fax: (936) 294-1153
E-mail: haw001@shsu.edu

Office hours: Monday, 9:30 a.m. – 4:00 p.m.

Day and time the class meets: This is an online course. Students should contact the instructor for information regarding the special topic and to determine the plan of action.

Location of class: Blackboard: <http://distance.shsu.edu/>

Course Description:

The Special Topics in Library Science is a course which examines selected current topics in school libraries. The course strives to encourage students to make thoughtful, educated decisions related to the topics. Prerequisite: None. Credit: 1.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course*

Textbooks/Materials (Required):

Textbooks and materials will be selected according to the candidate's special topic. The arrangements for these materials should be made with the instructor.

TK20 Account

A TK20 account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession.

Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

The content of this course is delivered online using SHSU Online Blackboard and various Web 2.0 tools as utilized by the candidate for his or her study of the selected special topic.

Course Content:

Course content will focus on the candidate's selected topic of study. The selected topic of study should fall under one of the ALA/AASL Standards for Initial Preparation of School Librarians (2010) found at

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standard_s_with_rubrics_and_statements_1-31-11.pdf . In addition, the selected topic should encompass

at least one of the six standards of the Texas Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55 found at

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55)

Course Requirements:

1. Library Science Portfolio Requirement: If the intern is planning to graduate this semester, the intern must file an application for portfolio with the department. To obtain an application and for more information, visit the Blackboard Organization course, titled LSSL Graduate Students. Blackboard Organizations are listed on the intern's home page for Blackboard.
2. Late Assignment Policy: Due date(s) will be set according to the work associated with the special topic that has been selected by the candidate. The instructor will determine the due date(s). Assignments will be considered "on time" if submitted by midnight the day due unless otherwise noted by instructor (NOTE: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late. Late assignments will be reduced by 10% of points earned for every day late. All assignments must be completed to receive a grade in this course.
3. Time Requirement: For each hour in class, the candidate will be expected to commit at least three to five hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.
4. Professionalism Policy: Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. Candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Attendance, punctuality, the quality of the candidate's interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals readiness to advance in the library science program.
5. Equipment Requirements: It is expected that candidates who register for online can meet the following minimum software and hardware requirements:
 - a. Technical Requirements - found at <http://distance.shsu.edu/home/technical->

[requirements.html](#)

- b. Information Technology Hardware Requirements - found at http://www.shsu.edu/~ucs_www/hardware_requirements.html
- c. Basic webcam and microphone
6. **Textbooks/Materials Requirement:** Purchasing the necessary texts and listed materials for an online course is the responsibility of the candidate. Required textbooks and materials are essential for the successful completion of the course activities.
7. **Cell Phone Policy:** Please visit http://www.shsu.edu/~vaf_www/aps/documents/100728.pdf for information regarding Sam Houston State University Academic Policy Statement 100728, Use of Telephones and Text Messagers in Academic Classrooms and Facilities.
8. **Academic Dishonesty Policy:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office \(http://www.shsu.edu/slo_www\)](http://www.shsu.edu/slo_www)
9. **Student Responsible for Dropping Course:** The student should be aware of the dates for dropping this course for a refund, dropping without a grade, etc. The student should not assume that s/he will be dropped by the instructor if s/he does not attend class, attend online meetings, complete assignments by due dates, or neglect meeting with supervising instructor. The student is expected to officially withdraw from this course should s/he decide not complete the course this semester.

Student Syllabus Guidelines:

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance.

GPA Requirement:

Candidates must maintain a cumulative GPA of at least 3.0 on all graduate level coursework. Candidates who earn one grade of “F” or three grades of “C” in 5000-, 6000-, or 7000-level courses will be terminated from the program. A candidate cannot graduate with three grades of “C” in a graduate program.

All course requirements must be completed by the assigned due dates in order to receive a grade in this course.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

Diversity of Experiences (Field and Employment)

As a graduate candidate in the College of Education, it is expected that you will have experiences with students in diverse settings. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or

sought additional knowledge. In order to meet the standards Sam Houston State University has adopted you should document **multiple and varied (diverse) field experiences**. Additionally, you should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection and the summary of diverse field experiences chart must be uploaded into TK20 as part of an existing course assignment or as part of your culminating portfolio (which ever applies depending on your program of study).

Multiple and varied areas of diverse field experiences include, participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups [see the resource page for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term field experience may not fully fit the experience and information you provide. You may use past or current employment placements.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix

- Diversity and Disposition Proficiencies Standards (DDPS)
- Conceptual Framework Alignment (CF)
- ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topics/Objectives	Activities/ Assignments	Measurement	Standards Alignment
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to the selected special	<i>Special Topics</i> <i>Proposal</i> <i>Need to Know List</i> <i>Preliminary Plans</i> <i>Journal</i> <i>Final Product</i>	Product agreed upon with the supervising instructor	<i>AASL Standards 1, 2, 3, 4, 5</i> <i>TAC Standards 1, 2, 3, 4, 5, 6</i> <i>CF 1, 5</i> <i>DDPS 1, 2, 3, 4</i> <i>ISTE 4, 5</i>

Program specific URL address for *ALA/AASL Standards for the Initial Preparation of School Librarians*:

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

Texas State Standards (Texas Administrative Code (TAC)):

<http://www.tea.state.tx.us/index2.aspx?id=5938>

Course Evaluation:

All assignments must be completed in order to pass this course.

1. Have you read the syllabus? (1 point) **Due August 25**
2. Need to Know List. (50 points) **Due September 1**
3. Portfolio Edits Proposal (50 points) **Due September 8**
4. Preliminary Plans/Outline. (50 points) **Due September 15**
5. Final product agreed upon with the instructor. (200 points) **If completing portfolio, your due date is November 13 at 10:00 AM.**
6. Journal/Learning Log. (100 points) **Due November 17**

The candidate and the instructor will agree upon an evaluative product that demonstrates mastery/learning of a specific skill/competency/point of view.

Final grade for the course will be assigned according to the following criteria:

A = 405-451

B = 360-404

C = 315-359

The instructor reserves the right to alter course requirements to better meet the learning needs of the graduate students.

Expectations:

1. **Professional Participation.** It is expected that graduate candidates be active (engage with all course materials), enthusiastic, and collegial participants during the semester. In

addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

2. **Demonstrate basic computer skills.**
3. **Communicate progress on the selected topic to the instructor throughout the semester.**
4. **Technology requirements.** It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, scanning documents, and conducting online research, and using library electronic reserves. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer. Online courses move quickly and all candidates need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success.
5. **Assignments across Coursework.** The use of the same or similar work (even though it is your own) across courses within the Masters and/or Post-Bac program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class, but with a few changes made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removal from the Program.
6. **Assignment Completion.** All assignments must be completed in order to pass this course.
7. **Student Interaction Policy.** Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
 - a. Do NOT text, e-mail, or access student Facebook or other social networking pages.
 - b. Do NOT call students on their cell phones or home phones.
 - c. Do NOT give students rides or socialize with them or their families.
 - d. Contact with students outside of school is prohibited.
8. **LIB_SCI .** It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your SHSU email EVERY WEEK DAY.
9. **Style sheet.** It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style. The Newton Gresham Library provides an APA style sheet
<http://library.shsu.edu/research/citationguides.php>

Bibliography:

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school*

- library media programs*. Chicago: American Library Association.
- American Association of School Librarians. (2009). *Standards for the 21st-century learner in action*. Chicago: American Library Association.
- American Library Association. (2006). *Library advocate's handbook*. Chicago: American Library Association.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*, 6th ed. Washington, D.C.: APA.
- Hoover, C. (2006). Research-based instructional strategies. *School Library Media Activities Monthly*, 22(8), 26-28.
- Howard, J. K., & Eckhardt, S. A. (2006). Leadership, action research, and the school librarian. *Colorado Libraries*, 32(4), 61-62.
- Howard, J. K., & Eckhardt, S. A. (2005). *Action research: A guide for library media specialists*. Linworth Publishing, Inc.
- Jones, J. B., & Zambone, A. M. (2007). *The Power of the Media Specialist to Improve Academic Achievement and Strengthen At-Risk Students*. Columbus, OH: Linworth Publishing Co.
- Lamb, A., & Johnson, L. (2008). School library media specialist 2.0: A dynamic collaborator, teacher, and technologist. *Teacher Librarian*, 36(2), 74-78, 84.
- Lance, K. C., Rodney, M. J., & Hamilton-Pennel, C. (2005). *Powerful libraries make powerful learners: The Illinois study*. Canton, IL: Illinois School Library Media Association. Retrieved from <http://www.lrs.org/impact.php>
- Lance, K. C., Rodney, M. J., & Hamilton-Pennel, C. (2000). *How school librarians help kids achieve standards: The second Colorado study*. Spring, TX: Hi Willow Research and Publishing. Retrieved from <http://www.lrs.org/impact.php>
- Lance, K. C., Rodney, M. J., & Hamilton-Pennel, C. (1993). *The impact of school library media centers on academic achievement*. Spring, TX: Hi Willow Research and Publishing. Retrieved from <http://www.lrs.org/impact.php>
- Loertscher, D. (2003). The digital school library: A world-wide development and a fascinating challenge. *Teacher Librarian*, 30(5), 14-24.
- Loertscher, D. V., & Todd, R. J. (2003). *We Boost Achievement: Evidence-Based Practice for School Library Media Specialists*. Salt Lake City, UT: Hi Willow Research and Publishing.
- Logan, D. (2008). Putting students first. *American Libraries*, 39(1/2), 56-59.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McGhee, M. W., & Jansen, B. A. (2005). *The Principal's Guide to a Powerful Library Media Program*. Columbus, OH: Linworth Publishing Co.
- Mestre, L. (2009). Culturally responsive instruction for teacher-librarians. *Teacher Librarian*, 36(3), 8-12.
- Norris, S. P., & Ennis R. H. (1989). *Evaluating critical thinking*. Pacific Grove, CA: Critical Thinking Press & Software.
- Pascopella, A. (2005, January). Heart of the school: The school library is as valuable as learning how to read and compute. But it's a tough sell for administrators. *District Administration*, 41(1), 54-59. Retrieved from <http://www.districtadministration.com/viewarticle.aspx?articleid=681>
- Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: ASCD.
- Roscello, F., & Webster, P. (2002). *Characteristics of school library media programs and*

- classroom collections: Talking points*. Albany, NY: Office of Elementary, Middle, Secondary, and Continuing Education, New York State Education Department.
- Scholastic Research & Results. (2008). *School libraries work!* (rev. ed.). Scholastic Library Publishing. Retrieved from <http://listbuilder.scholastic.com/content/stores/LibraryStore/pages/images/SLW3.pdf>
- Scott, T. J., & O'Sullivan, M. K. (2005). Analyzing student search strategies: Making a case for integrating information literacy skills into the curriculum. *Teacher Librarian*, 33(1), 21-25.
- Severson, R. W. (1997). *The principles of information ethics*. Armonk, NY: M. E. Sharpe.
- Stripling, B. (2008). Inquiry-based teaching and learning – the role of the library media specialist. *School Library Media Activities Monthly*, 25(1), 2.
- Sweller, J. (2009). Cognitive bases of human creativity. *Educational Psychology Review*, 21(1), 11-19.
- Sykes, J. A. (2005). *Brain-friendly school libraries*. Westport, CT: Libraries Unlimited.
- Todd, R. J. (2003). Irrefutable evidence: How to prove you boost student achievement. *School Library Journal*, 49(4), 52-54.
- Warlick, D. (2009). *Redefining literacy 2.0*, (2nd ed.). Columbus, OH: Linworth Books.