



Sam Houston State University

LSSL 5368, Library Services and Programming for Children and Young Adults Spring, 2018

LSSL 5368 is a elective course for MLS program.

College of Education, Department of LIBRARY SCIENCE

Instructor: KARIN PERRY
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Office hours: Tuesday 3pm – 5pm
Wednesday 8am – 4pm
Thursday 8am – 11am
By appointment as needed

Class Format: The format includes lecture or narrative presentations online, writing, and individual presentations. Evaluation consists of professor assessments using rubrics for products, discussions, and presentations.

Class day and time: ONLINE

Class location: ONLINE

Course Description: Trends and topics in school library programming will be the focus of this course. Emphasis will be placed upon teaching topics, advocacy, organizing helpers, creating a welcoming environment, organizing special events, promoting excitement about books, using technology, and making research fun and exciting. Prerequisites: LSSL 5360 & LSSL 5370
Credit 3.

Textbooks: NONE

Course Objectives: The following objectives will be met during this course:

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining a broader understanding and appreciation of intellectual/cultural activity

(literature). Gaining factual knowledge (terminology, classifications, methods, trends).

Important:

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

Course/Instructor Requirements:

1. **Introduction**
2. **Programming Ideas – Quick**
3. **Programming Ideas – Multiple Days**
4. **Programming Ideas – Large**
5. **Programming Ideas – Contests**
6. **Programming Ideas – Year Long**
7. **Programming Ideas Submission**
8. **Content Scenario Discussion**

Course Outline

Assignments

1. Introduction

Use Flipgrid to Introduce yourself to the class. To complete your Introduction follow these directions:

Visit this URL to get to the Flipgrid for this class. <http://flipgrid.com/#programming> If it doesn't show below you can always try a different browser.

1. Enter the password **programming** to get to the question.
2. Read the question on the screen.
3. Click the question to get to the place you can record your response.
4. Click on the GREEN PLUS SIGN to record your response.
5. Click on your classmates' videos to watch their responses.

2. Programming Ideas – Quick

6 at 25 pts. each = 150 pts.

These programming activities include things that take place in one class meeting. Ideas may include: read alouds with an activity, booktalking around a theme, Special Occasion/Holiday stories/activities.

3. Programming Ideas – Multiple Days 3 at 50 pts. each = 150 pts.

These programming activities include things that take place over the course of several days. Ideas may include: Coding Camp, Maker Camp, art activities that take longer than 1 day.

4. Programming Ideas – Large 2 at 100 pts. each = 200 pts.

These programming ideas include things that take a lot of planning even though they might only last one day. These can also last several days. The idea behind this category is the amount of planning that will go into them. Ideas may include: Read-a-Thons, Family Literacy Nights, Author Visits, Poetry Slams, March Madness activities but with books/characters). You will be required to turn in a detailed plan of all that goes into these event – including promotional materials (flyers, etc.)

5. Programming Ideas – Contests 2 at 50 pts. Each = 100 pts.

These programming ideas include things that you could have your students do to enter a contest for a prize. You will be required to turn in a detailed plan of all that goes into these contests – including promotional materials (flyers, etc.), how they will be judged, what the students have to do to enter, and possible prizes.

6. Programming Ideas – Year Long 1 at 200 pts = 200 pts.

This programming idea is something that will take a lot of planning and will last for a long time. Ideas may include: Reading Motivation Projects (**BE AWARE THAT PRIZES ARE NOT THE PURPOSE OF THIS ACTIVITY. YOU ARE MOTIVATING KIDS TO READ FOR THE SAKE OF READING, NOT FOR THE PRIZE.**), Genre Badges.

VERY IMPORTANT: CANNED PROGRAMS ARE NOT ELIGIBLE FOR THESE ASSIGNMENTS. NO ACCELERATED READER, NO BATTLE OF THE BOOKS, NO BOOKFAIRS, NO MILLION MINUTES PROGRAMS.

7. Programming Ideas Submission 25 points

Sign up for a Tumblr Account.

Go to the Website <http://schoollibraryprogramming.tumblr.com/submit> and fill out the information about your activity. Be sure to fill in all the boxes including tags. Check which category the activity fits in and what level it would be best with. If the idea can be done with any level you can check the General box.

8. Content Discussion 25 points

Submit a scenario question that is content specific to this class. You will need to write the scenario out in paragraph form and then provide 4 possible answer choices. Please provide the answer along with rationale at the end of your post. See the DISCUSSION board in Blackboard for an example. Please respond to two classmates. Do you agree with the answer? If not, why not? This activity is intended to help you prepare for the TExES School Librarian 150 certification test.

IMPORTANT NOTE:

You are going to submit your programming ideas to a group Tumblr. This URL is <http://schoollibraryprogramming.tumblr.com/>.

Create a Tumblr Account. You don't have to set up a blog, but you'll need an account to submit your programs.

At the top of the page you can click [Submit Your School Library Program Idea](#). This will take you to a page that will allow you to enter your information. Include all the information people will need in order to complete this activity in their own library. Feel free to include photos.

Be sure to fill in all the boxes including tags. Check which category the activity fits in and what level it would be best with. If the idea can be done with any level you can check the General box.

Once you submit, I will be asked to approve the submission so you won't see your program on the blog right away.

Please have all your programs submitted to the Tumblr by December 1st.

In the assignment area in Bb just let me know you have submitted them all and I'll go check the Tumblr.

There is a screencast showing you how to submit your program ideas.

Grades

9. Introduction	50 points
10. Programming Ideas – Quick	6 at 25 pts. each = 150 pts.
11. Programming Ideas – Multiple Days	3 at 50 pts. each = 150 pts.
12. Programming Ideas – Large	2 at 100 pts. each = 200 pts.
13. Programming Ideas – Contests	2 at 50 pts. Each = 100 pts.
14. Programming Ideas – Year Long	1 at 200 pts = 200 pts.
15. Programming Ideas Submission	25 points
16. Content Scenario Discussion	25 points

Total 900 pts

A = 900 – 810 points

B = 809 – 720 points

C = 719 – 630 points

F = 629 points and below

Schedule

DUE DATES:

Introduction	Jan. 19
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Quick 1	Jan. 26
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Contest 1	Feb. 2
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Multiple Day 1	Feb. 9
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Quick 2	Feb. 16
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Large 1	Feb.23
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Contest 2	March 2
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Quick 3	March 9
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Quick 4	March 23
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Multiple Day 2	March 30
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Multiple Day 3	April 6
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Large 2	April 13
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Quick 5 April 20

Quick 6 April 20

Scenario Content Discussion April 27
Year-Long May 4

ALL Programming Assignments should be submitted to TUMBLR by December 1st.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #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](#)

- **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the

student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294--1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENT RESPONSIBLE FOR DROPPING CLASS

You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not come to class. You need to withdraw officially from this class.

Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

This is an online class. While you aren't physically in a classroom during this course, you still need to maintain a regular and active presence in the online class environment.

Course Expectations

- **TECHNOLOGY REQUIREMENTS** – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to begin on the first official day of classes for the university. This NOT a place to begin learning technology skills.

- **LIB_SCI** – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY DAY.
- **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.
- **ASSIGNMENT COMPLETION** – All assignments must be completed in order to pass this course. Since Tk20 is an essential component of the assignments for the course, students are expected to complete each and every assignment.
- **CLASS ATTENDANCE** – Since this course is ONLINE, there will be no traditional FTF meetings required. Optional online synchronous meetings may be scheduled at the discretion of the Instructor.
- **BLACKBOARD**----All assignments are to be submitted via Blackboard. I will accept NO hard copies. Please ensure that you send assignments in time. Do not send assignments via email. All work is due by midnight on the assigned date. There are NO exceptions for this policy. No extra credit work is available.

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.

Matrix

- Course Objectives stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - State Standards/Competencies for certification if applicable
 - Conceptual Framework Alignment
 - NCATE Alignment by indicator
- Dispositions/Diversity Proficiencies

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS— Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N— NCATE Knowledge and Skills Proficiencies by indicator D/DP--Dispositions/Diversity Proficiencies
2.1 Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.	Programming Activities	Blog Postings	TS-I.00 1 CF-1, 2 N-Standard 2 D/DP-2, 3, 5, 12
2.2 Reading promotion Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.	Programming Activities	Blog Postings	TS-III.00 5 CF-5, 2 N-Standard 2 D/DP-1, 5, 6, 7, 12

2.3 Respect for diversity Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.	Programming Activities	Blog Postings	TS-I.001 CF-1, 3, 4 N-Standard 2 D/DP-1, 3, 5, 6, 9, 12
2.4 Literacy strategies Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.	Programming Activities	Blog Postings	TS-I.001, III.005 CF- 3 N-Standard 2 D/DP-2, 3, 4, 6, 10, 11, 13
Locate, apply and understand the principles of intellectual freedom, information access, privacy, and proprietary rights.	Programming Activities	Blog Postings	TS-III.005 CF-1 N-Standard 2 D/DP-1, 2, 4, 5, 12, 13

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for ***specialty organization standards***:

http://www.ala.org/aasleducation/schoollibraryed/ala--aasl_slms2003.pdf

Web link on *Educator Preparation Services* site for ***Conceptual Framework***:

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.