IST 612: Youth Services in Libraries and Information Centers

Syllabus
Summer 2011

Contact Information:

Course Instructor
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Course dates: July 1 – July 28 (course Web site will be accessible from June 22 – Aug. 5);
Residency Dates: July 25 -28, 2011  Hours: 9:00 am-5 pm Location: TBA

Virtual Office Hours: Email anytime; Skype by appointment

IMPORTANT INFORMATION ABOUT THE NEW BLACKBOARD 9.1 LEARNING MANAGEMENT SYSTEM

The iSchool is migrating to the Syracuse University BlackBoard learning management system corresponding with a university wide BlackBoard upgrade. iSchool courses beginning Summer 2011 semester - will be taught using SU BlackBoard.

To access your summer courses:
URL: http://blackboard.syr.edu
Account: Please log in with your NetID and password
Access: You will be prompted with three buttons - Click "Summer" for access to your Summer 2011 courses
Assistance: Please contact the iLMS administrators if you need assistance. Maren Guse can be reached at ilms@syr.edu or 315-443-8144. Peggy Brown can be reached at pbrown01@syr.edu or 315-443-9370.

GENERAL INFORMATION

COURSE DESCRIPTION

This course is designed for librarians working with children in the pre-K to grade 12 environment and any librarian interested in children’s literature. The course will include a discussion of collection development both in schools and public libraries, developmentally appropriate literature and programming, practical applications and use of children’s literature to encourage ongoing literacy, storytelling in the oral tradition, use of digital media to promote literacy and the school or public library, and a range of material available to meet the needs of children across mediums. This is a blended learning or hybrid course (part online and part face to face). It has a 4 + 4 format. That is, there are four weeks of online coursework leading to 4 full days in the on-campus residency at the end of Week 4.

LEARNING OUTCOMES

Course learning outcomes are directly linked to the following ALA/AASL Standards for Initial Preparation of School Librarians (2010) which are approved by the Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE). Please note these are the Teaching Standards as opposed to AASL’s Standards for the 21st Century Learner. For this course, emphasis is placed on the elements that underlie Standard 2: Literacy and Reading. Assessments of learning outcomes include online participation, assignments, live teaching demonstrations in residency, and a residency grade that includes quality of residency participation.
Standard 2: Literacy and Reading
Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements
2.1 Literature
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. [Assessments: Assignment 1, online/residency participation]

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. [Assessments: Assignment # - Booktalks, Assignment #3 - Year-long plan, online/residency participation]

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. [Assessments: Assignment 1, residency participation in oral storytelling activities which include multicultural stories]

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. (This element is primarily addressed in IST 668 Literacy Through School Libraries but may be integrated into IST 612 as well through online discussions and residency participation)

Standard 1 addresses teaching for learning. Under Standard 1, we focus on one aspect of Element 1.4, Integration of 21st-century skills and learning standards:

1.4.4 Candidates will be able to integrate use of emerging technologies as a means for effective and creative teaching and to support P-12 students’ conceptual understanding, critical thinking and creative processes. [Assessments: Assignment 2, Quality of participation in Digital Media Challenge- residency]

COURSE REQUIREMENTS
Each online learning course offered through the School of Information Studies has its own space within the Blackboard learning management system which typically includes the syllabus, lectures, videos, podcasts, and a forum for class discussions, plus a place to submit assignments. Please review Blackboard tutorials online to become familiar with its new interface.

Students are not required to be online at a specific time. They can log in and complete their assignments whenever it is convenient for them, as long as they meet course deadlines. All students are expected and required to participate in all activities and to complete all course assignments and readings on time.

All written assignments must be submitted using Microsoft Word.

CLASS PARTICIPATION
Because the online portion of this class is asynchronous, we are unable to participate in “real time” discussions. However, students will participate in weekly Blog Posts to the Course Reflections Blog. The participation portion of your final grade will consist of an assessment of the quality of your posts related to discussion topics each week (see below for details related to blog posts).
Blog Postings
Each week there will be one or more reflection topics for discussion that focuses on an issue related to the school librarian’s role. In most cases, students must post at least once but not more than three times to any topic. The course instructor will monitor all discussions and will post responses and/or questions as appropriate/necessary. Contributions should be well thought out, substantive, clear, and concise and will be assessed on these criteria. Your posts should indicate that you have reviewed the learning module, read the textbook chapters and/or chosen articles and are able to relate that information to the topic. You may include anecdotes from your experiences, completed assignments, things you’ve learned in other courses, or descriptions of other relevant readings, etc. Please keep these discussions on the topic.

Other Blogs
A “Faculty Office” blog is provided so that students may post general course-related questions to the course instructor. Questions related to your specific situation should be emailed directly to the instructor.

A “Student Forum” blog is provided for students to post additional comments on a discussion topic or for informal discussions on other relevant topics. The instructor will not monitor this area on a regular basis but will check it periodically. Private conversations between two students should only take place via the email function and should not be posted to any blog. The decision to read Student Forum messages is optional.

COURSE DELIVERY METHODS AND TECHNOLOGY REQUIREMENTS
This course will use a variety of methods to deliver instruction including but not limited to instructor lectures, video guests, podcasts, discussion, and readings. Please make sure that your computer is loaded with several free applications that you will require for assignments. These include SKYPE and an editing program like Windows Movie Maker or other free software. You will also need access to a built-in laptop video camera or webcam.

STATEMENT OF ACADEMIC INTEGRITY
The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The course instructors will adhere to and comply with the policies and procedures set forth in the University’s academic integrity statement.

Information related to academic integrity can be found at: https://ischool.syr.edu/ilife/current/advising/integrity/integrity.aspx

COMPUTER LITERACY SKILLS
Graduate students are expected to meet the minimum and recommended information technology literacy skills required of students in all School of Information Studies Master’s programs.

STUDENTS WITH DIFFERING ABILITIES
Students who need accommodations because of a disability should contact me at the start of the course and anytime thereafter if further consideration is needed. Please seek additional information about this issue from the Office of Disability Services in 804 University Avenue, Room 309 (315-443-4498, email odssched@syr.edu).

COURSE READINGS
Please note that in addition to the textbook, supplementary readings may be added during the course. Such readings will be available either online or from the electronic resources databases at Syracuse University Library.

Required Readings
Additionally, the following two AASL publications should already be among the books you own for the school media program:


*If you purchase the Kane text early, you may lessen your load by reading the first couple of chapters ahead of time. All texts are available online through most vendors such as Amazon.com.*

**COURSE CALENDAR**

**WEEK I: COLLECTION DEVELOPMENT IN SCHOOL AND PUBLIC LIBRARIES**

**Dates:** July 1 - 7  
**Topics:** Introduction to the course and each other, collection development, genres, Dewey alternatives.  
**Activities:** Lecture, guest videos, readings, interactive student discussions, *Assignment #1 (Genre collection)*  
**Reading(s):** Ch. 1 & 2 in Kane text, assigned article in LMS

**WEEK 2: BOOKTALKING, STANDARDS, AND INTEGRATING LITERATURE ACROSS THE CURRICULUM**

**Dates:** July 8 - 14  
**Topics:** The many faces of booktalking, using standards properly, integrating literature into curriculum  
**Activities:** Lecture, intro to reader’s advisory and reader response theory, guest videos, readings, interactive student discussions, *Assignment #2 (Booktalk)*  
**Reading(s):** Ch. 3 in Kane text, assigned article in LMS

**WEEK 3: CREATIVE PROGRAMMING, LESSON PLANNING, SUMMER READING PROGRAMS**

**Dates:** July 15 - 21  
**Topics:** Creative programming ideas shared by participating practitioners, summer reading programs and how they work-- incentives vs. intrinsic motivation, plans for creative lessons/programming  
**Activities:** Lecture, guest videos, readings, interactive student discussions, *Assignment #3 (Program Plan)*  
**Reading(s):** Ch. 4 in Kane text, assigned article in LMS

**WEEK 4: PREPARATION FOR RESIDENCY (ONLINE)**

**Dates:** July 22 – July 24  
**Topics:** Introduction to storytelling for library promotion; introduction to the oral tradition.  
**Activities:** Lecture, guest videos, readings, interactive student discussions, preparation for residency.  
**Reading(s):** Ch. 5 & 6 in Kane text (Skim Parts 1 and 2)

**RESIDENCY**  
**NOTE:** The residency focuses on “doing,” “sharing” and “reflecting” on the part of students.  
**Dates:** July 25 – July 28 (four 8-hour days)

**DAY 1 (Mon.)** **STORYTELLING: THE ORAL TRADITION**  
**Topics:** Research on stories and comprehension; storytelling and multiculturalism; storytelling techniques  
**Activities:** Individual and group storytelling, use of props, puppets, music. Late afternoon: Shared booktalk demos (all student book talks are videotaped for later student self-assessment); reflection

**DAY 2 (Tues.)** **DIGITAL MEDIA**  
**Topics:** Using open source software and digital media to promote youth services and to empower student literary expression; how digital media works for differentiated instruction  
**Activities:** Digital Media Creation Challenge (scenarios given in class), different work stations for video creation, audio creation, etc., for group digital media creations; reflection
DAY 3 (Wed.)  COLLABORATIVE DESIGN: PROGRAMS AND SERVICES
Topics:  Collaboration and considerations (classroom teacher/school librarian & school/public librarian)
Activities:  Group activity: Create a curriculum integrated monthly plan and present at poster session; shared booktalk demonstrations (videotaped); reflection

DAY 4 (Thurs.)  READER’S ADVISORY AND GENRE PRESENTATIONS
Topics:  Common situations, troubleshooting, genres (students teach class)
Activities  Role-playing (videotaped reader’s advisory scenarios); group genre presentations; shared booktalk demonstrations (videotaped); reflection

ASSIGNMENTS & GRADING
Overview of Assignments

Because of the compressed timeframe, this course moves quickly. A new assignment will be introduced in each new week during the online portion of the class. This means that you will be working on multiple assignments by the end of Week 2. It will be important to stay on top of each new learning module. Students will be evaluated on three assignments completed during the online portion of class and on group assignments completed during the residency that contribute to the residency grade. Assignment descriptions are listed below; full assignment instructions appear on the course website.

All assignments are due by 11:59 p.m. on the date listed—there is an automatic ten minute grace period allotted. Instructor will not accept late work unless there is a documented explanation provided (such as a doctor’s note, etc.). Please inform the instructor as quickly as possible if you must submit an assignment late and have a “documentable” explanation.

PLEASE be cognizant of spelling and grammatical errors. While not everyone is a great speller, there are numerous means of receiving assistance that should practically eliminate any typographical errors. Instructor expects to receive high quality work commensurate with that of a serious graduate level student.

All assignment submissions must be prepared using proper American Psychological Association (APA) format. If you do not own the latest edition of the APA Publication Manual, you will find an excellent resource at Purdue University’s Online Writing Lab at: http://owl.english.purdue.edu/owl/resource/560/01/

NOTE: Each assignment will have an individual grade and a group grade. You will be responsible for completing the individual portion of the assignment prior to residency; you will complete the group part of the assignment during the residency. When possible, new students will be paired or grouped with 2nd year students.

Assignments are graded on a 100-point system.

ASSIGNMENT #1: Exploration of Genres (30 points)
DATE DUE:  Friday, July 8, 2011, 11:59 p.m. (Individual part only)
DESCRIPTION:  During the online portion of class, you will individually sign up to explore a genre for a specific grade range, including annotating approximately 10-15 books. Students who signed up for the other grade levels for your selected genre will form your residency team. During the residency, you will be given time to collaborate with your team on creation of a lesson incorporating an appropriate learning activity, and team-teach (a brief lesson about) the genre to the class. The individual portion of this assignment is valued at 20 points; the team-teaching residency presentation is valued at 10 points.
ASSIGNMENT #2: Booktalks (30 points)
DATE DUE: Friday, July 15, 2011, 11:59 p.m. (Individual part only)
DESCRIPTION: For this assignment, you will read and prepare 3-5 booktalks (3 books if choosing fiction/chapter novels, 5 if using picture books or picture informational books). You will practice your booktalk with another student online using Skype. You will then write-up your booktalk and submit to Amazon.com or other online site that permits same providing a link for the instructor. During the residency, you will team up with the same person and present a shared booktalk selecting 2 books each. The shared booktalk will be video recorded for your own reflection. The individual portion of this grade is worth 20 points; the shared booktalk during residency is worth 10 points.

ASSIGNMENT #3: Creative Programming Across the Year (30 points)
DATE DUE: Friday, July 22, 2011, 11:59 p.m. (Individual part only)

DESCRIPTION: For this assignment, you will develop a plan for creative programming (for a specific level--elementary, middle, high school) in your library and submit it individually. During the residency, you will team up with other students interested in the same grade levels; as a team, you will select the best of the best ideas from your individual plans and prepare a poster session. The individual portion of this assignment is valued at 20 points; the poster session is valued at 10 points.

PARTICIPATION: Overall (10 points)
DATE DUE: Ongoing
DESCRIPTION: Participation online and individual participation during the residency will be evaluated.

As mentioned earlier, refer to the LMS for detailed instructions for each assignment, available June 22.

GRADING SCALE
The chart below shows how letter grades will be assigned based upon points earned for each assignment. Grades may include partial points such as 8.5 points of 10 possible points.

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<th>POINTS Earned</th>
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<td>96-100</td>
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<td>90-95</td>
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OWNERSHIP OF STUDENT WORK
In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally
accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.