LIS 7730  
School Libraries  
(3 credits)

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Course Description
Introduction to the history, purpose, functions, structure and management of the school library media program. The course covers broad planning in areas such as curriculum, personnel, facilities, finance, collection development and maintenance, and public relations. Contemporary issues are examined. Prerequisite: LIS 7010, LIS 7030, LIS 7040.

Required Texts

Supplemental Texts
You do not need to purchase any of the texts listed below. You may find some titles you’d like to examine for reference or research. They have been placed on reserve in the library.
**Student Learning Objectives**

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<tr>
<th>Objective</th>
<th>Method of Assessment</th>
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<tr>
<td>Write a vision of a quality school library media program that aligns with personal beliefs and professional standards.</td>
<td>Mission Statement, Statement of Philosophy</td>
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<td>Examine the licensure requirements for school librarians and justify the multiple leadership roles of school librarians involving instruction, preserving intellectual freedom, staffing, collection development, facilities, and budget.</td>
<td>Class Participation, Blog/Twitter Reports, Supplemental Reading Posts, Photo Journal Presentation, Policies/Procedures</td>
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<td>Demonstrate knowledge of and perform practical skills for daily operation of a school library including compiling policies and procedures to manage the school library efficiently and effectively.</td>
<td>Class Participation, Site Visit, Blog/Twitter Reports, Photo Journal Presentation, Policies/Procedures</td>
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<td>Analyze school library programs in action.</td>
<td>Class Participation, Site Visit, Photo Journal Presentation</td>
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<td>Develop a repertoire of assessment tools for evaluating a school library program.</td>
<td>Class Participation, Photo Journal Presentation, Policies/Procedures</td>
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<td>Articulate methods of advocating for and promoting the school library program.</td>
<td>Class Participation, Photo Journal Presentation</td>
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<td>Address current or ongoing issues relating to school libraries.</td>
<td>Class Participation Infographic Presentation</td>
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<td>Identify and participate in professional development opportunities.</td>
<td>MEMO Conference Blog/Twitter Reports</td>
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**Liberal Arts Goals**
LIS 7730 School Libraries advances the attainment of the University’s “Goals of a Liberal Arts Education,” specifically as this course prepares students to explore the nature of critical thinking in library and information science. Specific liberal arts goals addressed in this course include Leadership and Collaboration, Ethics and Social Justice, Diversity and Global Perspectives, Effective Communication, and Lifelong Learning.

**Learning Strategies**
Teaching/learning strategies employed in this course are readings, large and small group discussion, social networking, collaborative/cooperative learning, case studies, guest speakers, student presentations, site visits, and written assignments.

**D2L (Desire2Learn)**
http://stkate.desire2learn.com/
We will be using the D2L course management system for our class. Please check the Announcements regularly and consult the Content area for class support material. You will be posting information to the Discussion forum and depositing assignments in the Dropbox. Please complete a profile (link can be found on the left side of the page) with only as much information as you feel comfortable sharing. I would appreciate it if you would provide a current photo of yourself.

**Attendance Policy**
Because much of our class will be based around discussion and group work, your participation is important and constitutes a portion of your grade. While I understand that a rare circumstance may arise to cause you to be absent, please know that an absence, late arrival, or early departure, for whatever reason, may affect your grade. If possible, please notify me before class if you cannot attend.

**Academic Integrity**
The College of St. Catherine expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. In addition, the MLIS Student Guide states that the department “seeks to encourage in each student an understanding of and capacity for independent critical judgment, academic rigor, intellectual honesty and the highest standards of professional ethics and conduct.”

**Grammarly**
St. Catherine University assumes that all students strive to attain the highest level of academic writing and academic honesty. To help you assure the originality of your writing and proper use of citations, St. Kate’s provides Grammarly. All students can set up a free account. See the Grammarly Help Guide [https://docs.google.com/a/stkate.edu/viewer?a=v&pid=sites&srcid=c3RrYXRRII.mVkdXxoZWxwLWd1aWRlc3xneDovZTg5ZTU4NTgyNDBjM2E3&pli=1](https://docs.google.com/a/stkate.edu/viewer?a=v&pid=sites&srcid=c3RrYXRRII.mVkdXxoZWxwLWd1aWRlc3xneDovZTg5ZTU4NTgyNDBjM2E3&pli=1) for set-up and use instructions.
Special Needs
St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University’s goal is to create learning environments that are usable, equitable, inclusive and welcoming. The O’Neill Center for Academic Development offers student services that promote academic achievement including the Writing/Reading Center and Math/Science Center, and the Resources for Disabilities Center. It is located on the ground level of the Coeur de Catherine. Students with special needs are invited to contact the O’Neill Center (www.stkate.edu/oneill) for help. Please also inform me the first day of class or sooner if you have special needs.

Assignments and Course Requirements
Detailed evaluation criteria for assignments and course requirements will be provided. Please be reassured that we will discuss these assignments further in class. Assignments should be deposited in the Dropbox or posted on D2L by midnight on the due dates. Late assignments will incur a 1% deduction of total points per day until submitted.

Written assignments should use APA citation style and 12 point Times New Roman font, have one inch margins, and be double-spaced. Citation guides are available on the SCU library website [http://libguides.stkate.edu/content.php?pid=99799&sid=1030928]. All assignments will be evaluated based on quality, thoughtfulness, and completeness. Assessment will be based on the following criteria:

- Adherence to the assignment
- Intelligent analysis
- Application and understanding of course material
- Originality of thought
- Clarity of expression
- Good communication skills (oral presentations)
- Proper use of writing conventions including APA citation style (written assignments)

1. ATTENDANCE AND PARTICIPATION - 10%
In addition to weekly readings and assignments, students are expected to participate in class as well as on the D2L platform. Participation is being present in the moment. It’s difficult to be present in more than one place at the same time. Please be professional and refrain from using personal electronic devices during class except as they supplement your learning. Participate in class by contributing to class discussions with thoughtful responses, observations, and questions without dominating the conversation. Adhere to deadlines when posting assignments on D2L. Do your fair share of group assignments. Librarians are collaborative and collegial people. Group assignments will help you develop relationships with people who will form your professional network throughout your career.

2. MISSION AND STATEMENT OF PHILOSOPHY - 10%
Explore school library websites for mission statements. Post three examples to D2L for our first class. If possible, post one from an elementary school, a middle school, and a high school. Schools can be public or private. Write a brief school library mission statement and a 400-500 word personal philosophy of school library service.
DUE DATES: September 7 - Mission statement examples
September 21 – Personal philosophy of school library service
3. **BLOGS AND TWITTER REPORTS** - 5%
   As part of your Crowsnester role (see Johnson, p. 2), begin to follow some library, technology, and/or educational blogs and follow leaders in the field on Twitter. Find some suggestions on D2L. You may want to jot a few notes to yourself because each class period you will be invited to share something new you’ve learned from being a follower. It may or may not pertain to our topics for that week, but it should prompt interesting discussion. While nothing written is required, your participation will be noted.
   **DUE DATES:** Each class beginning September 21

4. **SUPPLEMENTAL READINGS** - 5%
   In addition to the assigned text readings, read at least one article from a school library journal or read a chapter from one of the listed supplemental texts that pertains to our topics for a given class. Post something interesting about what you’ve read on D2L and include your source. This reading is to extend our knowledge of a topic, so please don’t repeat what has already been stated in one of our required texts or by one of your classmates.
   **DUE DATES:** Midnight Friday before each class beginning September 21

5. **MEMO CONFERENCE REPORT** - 15%
   Attend at least one day of the MEMO Conference October 3-5. You are encouraged to attend the entire conference. [http://memotech.ning.com/events/2013-fall-conference](http://memotech.ning.com/events/2013-fall-conference)
   Write a report about what you learned from the conference. Your report should include brief summaries of at least three sessions you attended. More important than the summaries, though, will be your discussion of what you learned and how you relate it back to class topics. Your report should include introductory and concluding paragraphs and be a minimum of 750 words. Deposit it in the D2L Dropbox.
   **DUE DATE:** October 19

6. **CURRENT ISSUE INFOGRAPHIC PRESENTATION** - 20%
   Identify a critical or current issue facing school librarians. We will brainstorm some ideas in class. Create an infographic that includes an overview and analysis of the issue. Who are the researchers/scholars in this area? What are they thinking? What are you thinking? What are possible alternatives or future projections? You will make a 10-15 minute presentation to the class using your infographic. Post your infographic as well as your Reference List to D2L.
   **DUE DATE:** November 16

7. **SITE VISIT PHOTO JOURNAL PRESENTATION** – 30% (25% presentation; 5% paper)
   **This assignment replaces our 9th class session. Arrange your visits at your convenience.**
   With a partner, visit three school libraries: one elementary, one middle school, and one high school. Find out all you can about the library, the librarian, and the library program. We’ll create a list in class of things to observe and questions to ask. Create one digital photo journal of your visits. You and your partner will give a 30 minute presentation of your school libraries to the class emphasizing exemplary practices you noted. In addition, each person will write a 500 word minimum paper identifying one of the schools as one in which you would like to work and justify your reasons. Make connections to what you’ve learned during the course. Deposit presentation (one per set of partners) and your individual papers in the D2L Dropbox.
   **DUE DATE:** December 14
8. **POLICIES AND PROCEDURES – 5%**

As you and your partner are making your site visits, collect as many policies and procedures the librarians are willing to share with you. Post a minimum of six and try to post at least one from each school on D2L. These can be posted as you collect them.

**Assessment**

Letter grades will be assigned on a percentage basis as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>Below 70</td>
<td>F</td>
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This is a required core course for SLMS students. You must earn at least a B grade or you will need to retake the course.

**Incompletes**

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor's discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or subsession in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean. (From Office of the Registrar)
# Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 7</td>
<td>Introduction&lt;br&gt;School Library History&lt;br&gt;Mission of the SLMP Program Assessment Planning</td>
<td>AASL – ch. 1&lt;br&gt;Johnson – ch. 1, 2, 3</td>
<td>Mission Statement examples</td>
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<td>2</td>
<td>Sept. 21</td>
<td>Communication&lt;br&gt;Advocacy&lt;br&gt;Managing People&lt;br&gt;Managing Resources&lt;br&gt;Collaboration&lt;br&gt;Teaching</td>
<td>AASL – ch. 2&lt;br&gt;Johnson – ch. 4, 5, 6</td>
<td>Blogs and Twitter Report&lt;br&gt;Supplemental Reading Post&lt;br&gt;Personal Philosophy</td>
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<td>3</td>
<td>Oct. 5</td>
<td>MEMO Conference&lt;br&gt;(Class will not meet.)</td>
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<td>4</td>
<td>Oct. 19</td>
<td>Curriculum&lt;br&gt;Budget</td>
<td>AASL – ch. 3&lt;br&gt;Johnson – ch. 7, 8</td>
<td>Blogs and Twitter Report&lt;br&gt;Supplemental Reading Post&lt;br&gt;MEMO Conference Report</td>
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<tr>
<td>5</td>
<td>Nov. 2</td>
<td>Doug Johnson Visit&lt;br&gt;Facilities&lt;br&gt;Staff Development</td>
<td>Johnson – ch. 9, 13</td>
<td>Blogs and Twitter Report&lt;br&gt;Supplemental Reading Post</td>
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<tr>
<td>6</td>
<td>Nov. 16</td>
<td>Intellectual Freedom&lt;br&gt;Ethics&lt;br&gt;Technology&lt;br&gt;Copyright&lt;br&gt;Creative Commons</td>
<td>Johnson – ch. 10, 11, 12</td>
<td>Blogs and Twitter Report&lt;br&gt;Supplemental Reading Post&lt;br&gt;Current Issue Presentation</td>
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<tr>
<td>7</td>
<td>Nov. 23</td>
<td>Site Visit&lt;br&gt;(Class will meet at Deerwood Elementary.)</td>
<td></td>
<td>There is no due date for Policies and Procedures, but consider posting them soon, if you haven’t already done so.</td>
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<tr>
<td>8</td>
<td>Dec. 14</td>
<td>Site Visit Presentations&lt;br&gt;Course Evaluations</td>
<td>AASL – ch. 4&lt;br&gt;Johnson – ch. 14, 15</td>
<td>Blogs and Twitter Report&lt;br&gt;Supplemental Reading Post&lt;br&gt;Site Visit Presentation</td>
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This syllabus is subject to revision at the discretion of the instructor.