



INSC 596 COURSE SYLLABUS

**INSC 596 – Field-Based Experience in School Library Media Centers
Sections 1 (CRN 20117) and 2 (CRN 20118)
School of Information Sciences – Spring 2018**

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COURSE DESCRIPTION AND VALUE PROPOSITION

Prescribed activities to gain competencies in a school library information center setting. Must be taken twice. May be repeated. Maximum 6 hrs. S/NC only. (UTK Graduate Catalog)

This student teaching, or practicum, course is the culminating experience for certified individuals who want to enter the school library profession. The goal is to come away from the experience with an understanding of the realities of the job and to be fully equipped to meet the demands of a dynamic school library. Of the required 200 hours, no more than 80 can be at any one level (elementary, middle, or high school). Over the course of the 200 clock hours students must have at least 20 hours of experience in each of the three school levels. For each 100 hours, up to 20 may be completed without the supervision of a school librarian (ex: working on the library website; planning a lesson; creating bulletin board or display components).

STUDENT LEARNING OUTCOMES

You will be able to:

- Successfully administer a school library program
- Understand the dynamics of working in a school environment
- Design and deliver effective instruction, to both students and peers, through both formal and informal means
- Sustain and build a collection (in all forms of media) that reflects the needs of students and peers

HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, and engage equally with your peers and with me.

TEXTS FOR THE COURSE

There is no required textbook for this course.

LEARNING ENVIRONMENT

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other's thoughts and process, and everyone's voice and experiences are important.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

You will use the Tennessee State Department of Education Library Information Specialist Standards (approved December 8, 1995) as an organizing framework for their practicum experience. The four standards include:

- I. Professionalism and Communication
- II. Instructional Leadership
- III. Collection Management and Organization
- IV. Administration

Each standard contains several competencies and each competency can be attained through a wide variety of valuable field experiences. As you work to obtain state mandated competencies, dive into your school library experiences with enthusiasm and take the initiative in looking for ways to get the most out of your limited time while in this supervised setting.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the strongest Internet connection available in your area.

For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>
 - There's a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source of online training support, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx>. You'll need your UTK netid and password to access lynda.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

While, as instructor, I will assign a “satisfactory/no credit” grade for each student completing INSC 596, each of your supervising librarians will provide me with an evaluation of your performance and their appraisals and recommendations will be given the greatest possible weight in determining that grade. A complete evaluation form can be found on the course website.

Citizenship, Resilience, and Grit (aka active class participation)

You start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not

simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning **community**. Quality of thought is much more important than quantity.

Please note that students will be assigned a grade of S (satisfactory) or NC (no credit) for this course. Neither grade is counted in computing grade point average, but is entered on the permanent record. Possible grades for this class include:

- S is given for C or better work on the traditional grading scale
- NC is given for grades of C-, D+, D, D-, and F.
- The student only receives credit in the course if an S is received.
- The grade of I for incomplete work will be recorded as an SI, which will not be computed in the average.

Note on “Incompletes”

Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete

UNIVERSITY AND OTHER CLASS POLICIES

Attendance Policy

Completing 200 total clock hours can be challenging, but students should be able to continue working if they are creative in looking at ways to obtain those hours. If you registered for the course as a two-credit hour course, completing 100 hours in each of two terms, during the first semester a student might complete 80 hours in an elementary school library (with 20 of those hours as unsupervised work) and 20 hours at a nearby middle school library. The next semester, for the 2nd 596, a student might then complete 60 hours at a middle school (for a total of 80 at the middle level), 20 hours at a high school, and 20 hours attending a professional conference. If you take the course as a 4-credit hour course, completing all 200 of your hours in one semester, you can essentially double the estimates suggested.

It is important to note that students currently teaching in a school cannot count regular work hours toward the practicum requirements; you cannot get paid for practicum hours. However, students may seek permission to take unpaid days off so that they can work in a school library. Students with a fall/spring break can arrange to work in a nearby school system that is on a different calendar and has a different fall or spring break (this is a great option as students gain the experience of being in a library for a whole week). Another option is to attend a professional conference that occurs on a weekend. TLA, for example, offers conference sessions on Saturday, and such hours can be counted as supervised. Look for opportunities to work in nearby libraries that have extended or evening hours as well.

Inclement Weather

If schools are closed due to inclement weather, students should make every attempt to make up hours if at all possible within the time frame of the practicum.

Communication

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Academic Honesty

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, "Academic Honesty," http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

HODGES LIBRARY INFORMATION SCIENCE LIAISON



Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>
Our Information Sciences librarian is Margaret Casado,
<http://libguides.utk.edu/profile.php?uid=15558>

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

I reserve the right to revise, alter or amend this syllabus. We'll discuss any changes ahead of time, and you will always be notified in writing and/or by email of any changes.

Assignments

Discussion board postings, along with responses to other postings, at a minimum, should be made weekly. All other assignments should be completed and sent to me so that they are received by April 27, 2018.

Students must:

1. Plan the school library experiences in conjunction with their supervising librarians.
2. Keep a time sheet (of their creation) to track hours worked. Upon completion, all time sheets must be signed by the supervising librarian and school principal.
3. Keep a log relating each experience to one, or more, of the four standards. Students should generate a log format of their own choosing. Over the course of each 100-hour practicum, this log should show a minimum of one activity per standard and an additional two activities that may be applied to any two different standards for a total of 6 activities.
4. Develop and deliver at least one inservice activity from Standard I utilizing the TEL (Tennessee Electronic Library); and develop and present at least one instructional program, which incorporates Standard II, utilizing the TEL. (If TEL is unavailable, an alternate electronic resource may be substituted.)
5. In conjunction with a supervising librarian, review the school library media specialist evaluation process currently utilized. Select a grade range (elementary, middle, or high) and develop a brief plan on how the standards for **one** component/element of the evaluation process might be met during the first year as a school librarian. Post the plan on the course discussion board.
6. Post a reflective journal entry on the course Discussion Board at least once each week. Students should focus on reactions and insights relating to the school library experience rather than providing a sundry list of duties. The key word here is *reflective*. (Share surprise/awe/disappointment, etc., and explain why. Ask questions.)
7. Thoughtfully respond to at least one other Discussion Board posting each week.
8. Provide each supervising librarian with a course evaluation form and stamped pre-addressed envelope.
9. Mail all required course documents to: Dr. Cindy Welch, 445 Communications Building, 1345 Circle Park, Knoxville, TN, 37996. All documents **must be received before the semester grade deadline.**

Sample or Suggested Activities for Each Standard

Standard	Sample or Suggested Activities
I – Professionalism and Communication	<p>A. Develop a newsletter or electronic communication (Web page) to apprise parents, teachers, students, or other stakeholders of the services, programs, and news of the school media center.</p> <p>B. Deliver an in-service program on:</p> <ul style="list-style-type: none"> • Recent library acquisitions • Information literacy (i.e. “Utilizing TEL” or “Evaluating Websites”). • How the library media center can help teachers meet the State Standards <p>C. Attend a building-level in-service session, a system-level in-service program, or a state, regional, or national conference. (i.e. TLA, TASL, AASL, ALA)</p> <p>D. Prepare programs or show correspondence documenting ways you value and promote diversity of culture, class, and lifestyles.</p>
II – Instructional Leadership	<p>A. Meet with staff regularly in curriculum development activities, including curriculum-mapping efforts in the curriculum vertical and horizontal alignment process.</p> <p>B. Prepare and deliver lessons to students, teachers, and parents on information literacy skills. Topics may include, but are not limited to:</p> <ul style="list-style-type: none"> • Use of the school media center or online catalog; • PowerPoint, Publisher, or Prezi; • Online databases such as TEL or the library’s ebook collection; • Web 2.0 tools such as Twitter, Pinterest, Blendspace, Socrative; • Online information sources such as Google Books, Google Scholar, NewsELA. <p>C. Work with individual teachers and teams to support their teaching efforts with pre-selected materials.</p> <p>D. Present sessions demonstrating both traditional and electronic search strategies and retrieval methods.</p> <p>E. Provide books, articles, websites, bibliographies, pathfinders or libguides for faculty, staff, and students targeting their personal and professional interests or instructional needs.</p>

<p>III – Collection Management and Organization</p>	<p>A. Offer booktalks on a regular basis.</p> <p>B. Compare the school’s resource selection policies with the school’s stated goals and objectives.</p> <p>C. Become familiar with collection analysis tools such as Titlewise® and use it to identify needed acquisitions and target areas needing weeding.</p> <p>D. Develop bibliographies of holdings to support curriculum units and determine needed acquisitions, providing reviews and order information for those selections.</p> <p>E. Oversee exhibit development and create bulletin boards.</p> <p>F. Assist media specialist with paper work, paper trails for ordering, budget development, etc.</p> <p>G. Explore system-owned resources external to the school site and determine accessibility and modes of delivery, such as courier service (i.e. Teacher Center materials, Knox County Schools Central Office materials and services, etc.)</p> <p>H. Identify resources external to the school that are <i>not</i> system-owned such as public, community, and college libraries and explore collaboration and inter-library loan options.</p>
<p>IV – Administration</p>	<p>A. Work with school media specialist on school, district, and state framework.</p> <p>B. Direct student assistants and/or parent volunteers.</p> <p>C. Initiate and implement a new program or process in the media center. Oversee an ongoing program such as a book fair, book club, Accelerated Reader program, etc.</p> <p>D. Troubleshoot, advise or assist with technologies utilized both in administrative and instructional functions.</p> <p>E. Write a grant targeted for funding one or more media center programs.</p>

- Note that these are sample or suggested activities, and should not limit your ideas!

The full text of the Standards is included on the next pages, for your information.

**Tennessee Teacher Licensure Standards:
Library Information Specialist
(PreK-12)**

Date Standards Adopted or Most Recent Revision: 1994
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2000

A school library information specialist works with teachers and students in organizing knowledge and accessing information. This role requires communication skills, professional knowledge of teaching and learning, understanding and use of technology, ability to manage and organize resources, and knowledge of books, media, and instructional materials basic to effective library programs. In order to implement these licensure standards, an expansion of distance learning opportunities will be required.

Prospective school library information specialists will complete studies in library science. The education and professional development of a school library information specialist is initiated in course work, refined in field experiences, and enhanced during professional practice. School library information specialist preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

I. Professionalism and Communication

- A. Ability to communicate effectively with students, faculty, parents, and other colleagues individually and in groups to determine needs and to provide guidance in the selection and use of reading, viewing, and listening materials and electronic media for both pleasure and research.
- B. Ability to provide staff development and activities for teachers in the use of library and media resources.
- C. Ability to demonstrate a commitment to personal and professional growth by participating in local, state, and national professional organizations.
- D. Knowledge of a variety of cultural and philosophical viewpoints and the responsibility of the library information specialist to provide information and materials to reflect this variety.

II. Instructional Leadership

- A. Ability to collaborate with teachers on curriculum development and instructional design of lessons, units, and activities.
- B. Understanding of student development and ability to use teaching strategies to meet the needs of diverse learners.
- C. Ability to identify and select resources appropriate to areas of the curriculum and various client groups.
- D. Ability to convey research skills and strategies, including the evaluation and analysis of information, to students and teachers.
- E. Understanding of traditional and non-traditional research tools and the ability to use technology for research and information retrieval, and to instruct teachers and students on the use of electronic resources.

- F. Ability to convey the importance of preparing one's self to become a life-long learner and to provide students with the skills necessary for this endeavor.

III. Collection Management and Organization

- A. Knowledge of books, media, and instructional material appropriate for children and young adults.
- B. Ability to develop, implement, and revise resource selection policies and procedures that reflect the school's goals and objectives.
- C. Ability to plan collection development, library instruction, and library schedule to accommodate the needs of the instructional program.
- D. Ability to create an organized, accessible environment that facilitates access and stimulates use of library resources and is conducive to student learning.
- E. Ability to manage a budget, conduct an inventory, develop the collection, and provide statistical analysis of circulation in a library.
- F. Ability to evaluate both internal holdings and external resources in order to select appropriate resources to meet the needs of students and faculty.
- G. Knowledge of community and global resources which supplement library services.

IV. Administration

- A. Ability to develop and implement short and long-range goals for a library program.
- B. Ability to manage other library personnel.
- C. Ability to develop and administer the programs and processes of the library.
- D. Understanding of computer applications for both instructional and administrative purposes and ability to use library networks effectively.