

Fall 2016
IS 596: Field-Based Experience in School Library Information Centers
The School of Information Sciences
The University of Tennessee

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COURSE DESCRIPTION

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.

STUDENT OUTCOMES:

This student teaching, or practicum, course is the culminating experience for certified individuals wanting to enter the school library profession. The 100-hour course must be repeated to obtain a total of 200 hours. 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 (elem., middle, or high). Over the course of the two 596 semesters 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).

COURSE DESIGN

Students 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.

ASSIGNMENTS: DESCRIPTION

As they work to obtain state mandated competencies, students should endeavor to dive into their school library experiences with enthusiasm and take the initiative in looking for ways to get the most out of their limited time while in this supervised setting. Students must:

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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.
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: Marion Vose, 11604 Mountain View Road, Knoxville, TN, 37934. All documents must be received before the semester grade deadline.

Sample or Suggested Activities for Each Standard

I. Professionalism and Communication:

- 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.
- B. Deliver an inservice program on:
 - o Recent library acquisitions
 - o Information literacy (i.e. "Utilizing TEL" or "Evaluating Websites").
 - o How the library media center can help teachers meet the State Standards
- C. Attend a building-level inservice session, a system-level inservice program, or a state, regional, or national conference. (i.e. TLA, TASL, AASL, ALA).
- D. Prepare programs or show correspondence documenting ways you value and promote diversity of culture, class and lifestyles.

II. Instructional Leadership:

- A. Meet with staff regularly in curriculum development activities, including curriculum mapping efforts in the curriculum vertical and horizontal alignment process.
- B. Prepare and deliver lessons to students, teachers, and parents on information literacy skills. Topics may include, but are not limited to:
 - 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
- C. Work with individual teachers and teams to support their teaching efforts with pre-selected materials.
- D. Present sessions demonstrating both traditional and electronic search strategies and retrieval methods.
- E. Provide books, articles, websites, bibliographies, pathfinders or libguides for faculty, staff, and students targeting their personal and professional interests or instructional needs.

III. Collection Management and Organization:

- A. Offer booktalks on a regular basis.
- B. Compare the school's resource selection policies with the school's stated goals and objectives.
- C. Become familiar with collection analysis tools such as Titlewise and use it to identify needed acquisitions and target areas needing weeding. Develop bibliographies of holdings to support curriculum units and determine needed acquisitions, providing reviews and order information for those selections.
- D. Oversee exhibit development and create bulletin boards.
- E. Assist media specialist with paper work, paper trails for ordering, budget development, etc.
- F. 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.)
- G. Identify resources external to the school that are *not* system-owned such as public, community, and college libraries and explore collaboration and inter-library loan options.

IV. Administration:

- A. Work with school media specialist on school, district, and state framework.
- B. Direct student assistants and/or parent volunteers.
- 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.
- D. Troubleshoot, advise or assist with technologies utilized both in administrative and instructional functions.
- E. Write a grant targeted for funding one or more media center programs.

DUE DATES AND LATE 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 December 8, 2016.

EVALUATION

While, as instructor, I will assign a grade for each student completing IS 595, 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.

ASSIGNING GRADES

Please note that students will be assigned a grade of S (satisfactory) or NC (no credit) for this course. Neither grade is counted in a student's grade point average, but, like all other grades, is entered on the permanent record.

- S is given for C or better work on the traditional grading scale and 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.
- The changing of an S/NC grade to a conventional letter grade or vice versa is not permitted unless an error is determined by the Office of the University Registrar.

ATTENDANCE POLICY

Completing the two 596 requirements can be a challenge, but students should be able to continue working if they are creative in looking at ways to obtain those hours. So, for example, 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.

It is important to note that students currently teaching in a school cannot count hours working in that school library during the normal workday (in other words, students cannot get paid for completing 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 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. TASL is scheduled in the fall 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.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Blackboard, and Collaborate software. You must learn how to add posts to the course discussion board. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

ACADEMIC INTEGRITY

Students should be familiar and maintain their Academic Integrity described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>, p. 15 as: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the Honor Statement described in the same Hilltopics, p. 73:

"An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.