

IS573 Syllabus

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Course Title and Description: Programming for children and young adults in public libraries and school media centers. This course will examine both traditional and original programming for young people in both settings. Additionally, all students will consider the Tennessee State standards of school media centers and K-12 curricula to appreciate the myriad tasks of serving both children and adults with both print and non-print resources.

Course objectives: Throughout the course, students will:

1. Understand the philosophy and support for library to youth;
2. Articulate the pedagogical and political issues of beginning literacy;
3. Appreciate the differences between learning to read and reading to learn;
4. Read and learn sample policies regarding challenged books, Internet use, etc.;
5. Make visits, read and write about key issues (money, time, interest, need) for developing programs;
6. Appreciate the roles of networking with private and public local, regional and national agencies;
7. Discover and tap into personal interests in order to develop professional materials;
8. Understand and discuss the AASL "Information Power" standards;
9. Develop new understandings of student research endeavors;
10. Develop a portfolio illustrating a self-portrait of one's mission, intents, interests and products of work, to date, in school or public library settings.

Course texts:

-“Rethinking Schools,” Spring 05, V. 19

-*Information Literacy*, David Loertscher

-*AASL Information Power*

(<http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>)

-*A Nation of Readers*

(www.yic.gov/publications/teaching/reading.html or

<http://my.execpc.com/~presswis/nation.html>)

-Reading Aloud by Jim Trelease, a digitized film

(<http://digitalmedia.utk.edu/redir/display/r/7060.rm>)

-students will maintain a reading schedule of 10 chapter books that they have NOT read in 571 or 572 and will offer booktalks each week.

Course schedule:

Prior to 8/29: *Blackboard Discussion: tell the class your memoir of using a library (school or public) as a child. Who, what, where, do you remember?

8/29 Overview of course; Reflections on and of library service; Building a learning community; Accepting the challenges of working as a servant leader in a helping profession; the state of the child today. Considering mission statements.

9/5 *No synchronous class meeting. Blackboard Discussion:

Read “Rethinking Schools,” pages 20-22; 23-24; 31-33; 39-41 and one article of your choice. Contribute your insights and debate ideas.

9/12 Assessment of library and institutional goals: Where am I now? Where do I want to go? Shaping one’s own personal mission and the mission of the library. Assessing resources both inside and outside the library...the existing collection, volunteers, principal and staff support, financial support from PTA, grants, etc. Collection development and the school improvement plan. The idea of teacher-librarian. Professional assessment: memberships; readings and conferences; listservs; personal refueling; shmoozing with all in the school (custodian and secretary most important links!)

9/19 Learning to read and reading to learn. In preparation for this lecture, please skim “Becoming a Nation of Readers” by accessing

www.yic.gov/publications/teaching/reading.html or
<http://my.execpc.com/~presswis/nation.html>

Also, please view the digitized 82 minute film of “Reading Aloud” by Jim Trelease at
<http://digitalmedia.utk.edu/redir/display/r/7060.rm>

9/26 *No synchronous class meeting. Black Board Discussion:

Discuss one site visit to a school or public library to view a children’s or teens’ program. Interview staff to gain knowledge of schedules, exhibits, organization, circulation statistics and policies. Comment on aesthetics, welcoming spirit, overheard exchanges between staff members or users, and the general ‘culture’. Submit your report as an electronic attachment in Blackboard. Comment on each others’ noticing. Take pictures for your portfolio?

10/3 Developing programs for youth in public and school library settings. Understanding learning styles and the best practices of differentiated instruction. What’s cooperative learning? What’s a ‘stretcher?’ What’s a ‘sponge activity?’ What do we do with the teens? How do elementary, middle and high school settings differ? How do we handle the tension of “give them what they want” and “set the standards for what they need?” What do we do with popular management programs?

10/10 *No synchronous class meeting. Blackboard Discussion: PLANNING 2 PICTURE BOOK PROGRAMS. Share the concept of place and age group, seating arrangements, protocols, an agenda, the book titles, the finger games and stretchers for each. Include a bibliography of websites or books so that you can track these down again and so that others may find them, as well! Script your introduction, your invitation to listen, etc. All of us will respond to and critique your plan (Blackboard electronic attachment) of “what’s supposed to happen.” After the plan is approved, please schedule

one program and deliver it to the place of your choice. Then, we will hear ‘what really happened!’”

Prior to 10/17, please submit your first draft mission statement to Blackboard Discussion.

10/17 Sharon Draper, Coretta Scott King author, will offer a public lecture to UT students (Centra will deliver). Please read a minimum of one Draper title before the lecture.

10/24 The Learner-Centered Library: Balancing what we know students need with current state and nationally mandated standards, accountabilities and climate for learning and reading. Curriculum mapping concepts. Check the national standards: for history (<http://www.sscnet.ucla.edu/nchs/standards/>), for science (<http://www.nap.edu/readingroom/books/nses/html/>), and for math (<http://standards.nctm.org/>). Review *your* state’s K-12 curriculum standards in social studies and science. Tennessee Department of Education (<http://www.state.tn.us/education/>) or Virginia Department of Education (<http://www.pen.k12.va.us/>). Read and learn the standards in *Information Power*, <http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>.

10/31 *No synchronous class meeting. Blackboard Discussion.: Skim the latest five years of research related to school library media programs at www.ala.org/aasl/SLMR. Select one research article and draft a set of notes to present in a ten-minute staff development meeting to your teacher-colleagues. Discuss each others’ presentation notes.

11/7 Information Literacy: where Carol Kuhlthau and The Big Six meet! In preparation for this class, please read (as assigned) selected chapters in Loertscher’s text.

11/14 *No synchronous meeting. Blackboard Discussion: Discuss what “really happened” when you presented your picture book program to children and what you might do next time; ask questions of us – no attachments.

11/21 Student powerpoint presentations: curriculum mapping/connections product.

11/28 Student powerpoint presentations: curriculum mapping/connections product.

Activities and Products

The above calendar suggests a sketch of the topics. It does not address the self-inspired work that should thread all the portfolio preparation throughout the semester.

- **Curriculum Mapping/Connections** (see "Booklinks" journal samples) support curriculum thrusts in schools. For this first one, find an area of real, personal

interest that fits the standards. Websites, field trips, fiction and nonfiction, audio-visual and current thinking on the topic. (25 points)

Sample ideas include:

1. African-American history books (fiction, nonfiction and memoir), links, resources, exhibits
2. Hispanic-American history books (fiction, nonfiction and memoir), links, resources, exhibits
3. Children of war current news (clippings from *Washington Post*, <http://www.washingtonpost.com/>; *NY Times*, <http://www.nytimes.com/>; *The New Yorker*, <http://www.newyorker.com/>; *Harper's*, <http://www.harpers.org/>); National Public Radio (NPR) reports (<http://www.npr.org/>), links, memoir, exhibits
4. Children in crisis current news (clippings from *Washington Post*, *NY Times*, *The New Yorker*, *Harper's*); NPR reports, links, memoir, exhibits. For example, Emily Wax's "Kenyan Orphaned by AIDS" from *Washington Post*.
- 5.

***Two Picture Book Programs** (20 points)

***10 book talks for intermediate, middle, and high school across genre** (10 points)

***Staff development notes on research** (20 points)

***Interaction in class and on Blackboard** (15 points)

***Portfolios** (10 points for organization and aesthetics) include:

--TABLE OF CONTENTS!!! And easy access for your future finding--

1. personal mission statement
2. resume/CV
3. prepared booktalks for middle and high school - 10 minimum
4. 2 picture book programs for elementary
5. 5 finger games for young children
6. "Connections": a special topic of personal interest supported by books, A-V, Websites, field trip ideas and artifacts/exhibits presented as an annotated bibliography
7. photos or descriptions of good exhibit ideas, posters, and other visual materials for 'marketing' children's materials in library settings
8. Additional materials that represent your thinking and work

[Portfolios may be presented electronically or in print form. See George Mason U for ideas: <http://classweb.gmu.edu/jyoung8/eportfolio/descript.html>]

Our Shared Beliefs about Teaching

We believe that:

1. Human beings construct knowledge. We bring our own experience and understanding of the world in order to make sense of new information and phenomena.
2. Rich resources and materials inspire learning.
3. Tricking or bribing does not inspire deep learning.
4. 'Hearing our own voice' deepens the learning.
5. Learners show many different ways of engaging with their learning.

Additionally, we believe that:

1. School media specialists should act as proactive leaders in the learning community. We must encourage others to try new ways, test ideas, reach out to the new. . . We cannot stay in our libraries with the door closed, nor can we wait for users to come to us. We must reach out and share our rich resources with others.
2. We must create a space where learners feel confident and independent as seekers of information.
3. Because we 'grow old' with the students, by serving them consistently over time, we create relationships that other professionals might not. Thus, we may offer an association for many young people unattainable in their year to year classroom experiences. The school library may offer a safe place, a sanctuary or haven for those who have no other successful or comfortable place in school.

What does this look like in the IS 573 classroom?

*The root word of education is *educare*, which means, "To bring forth." That means we will aim to bring forth the best in your thinking. We do not care to pass only a fund of knowledge on to you. We hope to inspire you about our passion: children and learning. As teacher, we offer the materials and create the setting and situation for you to find your own expertise, interests, breadth and depth in the subject matter. We hope to see you wonder about, probe, investigate, connect with and invent ideas of your own. Your job is to engage with us, with the ideas in the class, with your classmates and with the readings so that we all may know of your areas of interest.

*Joan Didion, among others, says that, in order to know what you know, you must speak or write your ideas. We will facilitate discussion rather than lecture you. To learn, you must be prepared to talk, to listen, to write or to debate your ideas. Writing e-responses, short essays, long papers is one way to "hear your own voice."

*Experience and practice help in learning to speak and write ideas. We may invite you to re-write or re-do some papers as a way to coach you in learning to write. 'Evidence' persuades when you offer contributions and opinions.

*The more heads the better in wrestling with issues. A learning community is a respectful yet dynamic phenomenon. There's no greater moment than when someone makes new connections, changes his or her mind from hearing a persuasive point, articulates new positions clearly, connects new learning to old or connects theory to practice and experience. Learning from classmates happens when people care about each other as equal partners in seeking knowledge.

*As teachers, we play a delicate balance between participant and facilitator. We learn from you. We learn from hearing new and varied insights and connections. We will act as questioner of, rather than expert in the topics we discuss. But, in the end, we assume responsibility for assessing both verbal and written work. That puts us in a distinct place in the learning community. We offer 'rubrics' or expectations and standards for work but show more interest in content (ideas) than in form (slick products). We have high expectations for us all.