

LIBM 409/509 Library Methods Course Syllabus

Black Hills State University – Summer 2016

2 credits (undergraduate/graduate)

Course Start Date: 5/9/2016

Final Day of Class: 6/30/2016

Grades are Due: 7/3/2016

Instructor's Contact Information: Professor Marta Stirling, M.Ed.

Email is checked daily and will be responded to within twenty-four hours; however any emails sent over weekends or holidays should not expect an immediate response. Students can schedule teleconferences with the instructor during office hours.

Office Hours: 1:00-4:00 pm Central M-Th Email: Marta.LemkeStirling@bhsu.edu or Marta.Stirling@k12.sd.us

Course Description: This course is an introduction to a wide variety of library activities for school and public libraries that will incorporate collaboration with teachers, implementation of common core state standards and social media.**Course Prerequisites:**

- Previous courses/experience: none (undergraduate); BS/BA degree from an accredited College/University (graduate)
- Technology skills: basic understanding of the Internet and digital tools

Description of Instructional Methods: Classroom instruction will be provided through Desire2Learn, the Board of Regents' integrated learning platform for higher education. Online instructional methods will include class discussion, social media communication, flipped instruction, independent work and other use of online resource tools.**Course Requirements:**

- Required textbook(s) and other materials: Pure Genius by Don Wettrick and personal laptop or tablet
- Supplementary materials: links and examples of various online resources will be provided
- Class attendance policy: 30 hours of class contact time must be attended throughout the duration of this course. In addition, independent assignments are to be completed at the conclusion of the course on June 30, 2016.

Make-up Policy: It is at the discretion of the Instructor whether or not the student will be allowed to make-up work. It is the student who is responsible for contacting the Instructor in regard to this matter.**Course Goals:**

Student Learning Outcomes: Students will be able to comprehend, discuss and apply concepts concerning teaching and learning in the 21st century library related to:

- Resource curation and collection
- Integration of SD and Common Core State Standards
- Effective use of digital tools

Tentative Course Outline/Schedule:

Date & Weekly Topic	Pure Genius, Expository Texts & Supplemental Videos	Discussion & Journaling	Journal
Week 1: 5/9 What is an Innovation Classroom?	<ul style="list-style-type: none"> • Page 155, Acknowledgements, Foreword, Introduction & Chapter 1 • The ASCD article Road Tested / The Three No's Students Want to Hear • https://www.youtube.com/watch?t=44&v=LAYynHUnmC4 	Weekly submissions on how supplementary text and video connects with the week's Pure Genius reading and weekly topic using D2L discussion threads. Week 1 will include two threads; an	Using Google Blogger students will share professional growth, ideas, resources, links and any other notes you would share within a professional learning community on a daily/weekly basis. This blog
Week 2: 5/16 Standards-Based Learning	<ul style="list-style-type: none"> • Chapters 2 & 3 • Nudging toward Inquiry: Moving Beyond Loch Ness Monsters by Kristin Fontichiaro • Collaboration and Coteaching: A New Measure of Impact by David Loertscher • https://www.youtube.com/watch?t=101&v=y0kusA-DA-4 • https://www.youtube.com/watch?v=9OJHKRXehU4 		
Week 3: 5/23 Research Like a Scientist	<ul style="list-style-type: none"> • Chapter 4 • School Librarians Teach Subject Area 10: Computer and Information Sciences by Mirah Dow 		

	<ul style="list-style-type: none"> • http://www.ted.com/talks/dan_pink_on_motivation 	introduction to your fellow classmates and a Week 1 topic discussion.	would be a suitable place to document progress made on the Library Methods Project Framework. Share the link in the introduction discussion thread. Students must complete a minimum of 7 blog posts throughout the course to receive full credit.
Week 4: 5/30 Research within the Community (local & online)	<ul style="list-style-type: none"> • Chapter 5 & Page 153 • Adding Friction: How to Design Deliberate Thinking into the Research Process by Debbie Ablilock • https://www.youtube.com/watch?v=NF13CUSHzIQ 		
Week 5: 6/6 Measuring Growth & Credibility	<ul style="list-style-type: none"> • Chapter 6 & 7 • How I Accidentally Started a Wikipedia Hoax About Amelia Bedelia by EJ Dickson. • View http://radcab.com to learn about "Your Vehicle for Information Evaluation." • https://www.youtube.com/watch?v=1CFzmjizJQs • To view all of Paige's videos & learn more about her mission: Paige's YouTube ChannelPaige's Website 		
Week 6: 6/13 Higher Order Thinking	<ul style="list-style-type: none"> • Chapter 8 		
Week 7: 6/20 Information Literacy	<ul style="list-style-type: none"> • Chapters 9 & 10 • https://www.youtube.com/watch?v=NFJV3gucvC9Q 		
Week 8: 6/27 Coming Together	<ul style="list-style-type: none"> • Coming Together on Pages 145-150 		

Evaluation Procedures of Learning Outcomes: Completion of all course requirements is due by noon on the last day of class.

- Information Literacy Assessments: Students will participate in weekly online interactive assessment through the use of Kent State's TRAILS. TRAILS will provide immediate feedback on the student's information literacy skills.
- Formative Assessment: Using Twitter, students will complete weekly formative assessment responses using the Triangle – Square – Circle Method. Students will also create and tweet out memes that can be used in a flipped classroom library. A minimum of 4 memes must be completed throughout the course to receive full credit.
- Final Project: Students will complete a Library Methods Project Framework on the topic of their choosing as a final project. This final project will serve as a cumulative final exam of the student's application of key aspects of school library methods.
- Personal Learning Reflection: Students will create a Using the method of your choice, design a presentation of six-word memoirs that reflect upon your personal learning experiences during this course.

Graduate Requirements: Grading of this requirement will be built into the final project.

- Digital Curation: Students will create an annotated bibliography of a minimum of 10 items from student and teacher resource sets using the digital format of their choosing.
- Negotiated Rubric and Peer Review: Students will create a digital rubric measuring the artifact quality and growth in learning for the final project using Google Forms and negotiation its use during a peer review process.

Grading: All assignments are due no later than the Monday following the week assigned and will be graded and returned within one week after the posted deadline.

- Participation (60%): Discussion, Tweets, Peer Review, TRAILS, Personal Learning Reflection
- Genius Journal (20%)
- Library Method Project Framework (20%)
 - Standards and Objectives (Appropriate to the task)
 - Lessons and Assessment (Minimum of 3 within an integrated unit)
 - Resource Sets:
 - Teacher Resource Set (Minimum of 5)
 - Student Resource Set (Minimum of 5)

Performance standards/grading policy: Letter grades will follow SD Board of Regents policy as outlined http://www.sdbor.edu/policy/2-academic_affairs/documents/2-10.pdf. Final grades will be a combination of participation and projects scored by an instructor-developed rubric as well as peer review.

Academic Dishonesty/Plagiarism: Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers

or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University's Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

ADA Statement: "Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at:

<http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx>."

Freedom in Learning: "Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation."