Course Syllabus

LI 755XI

Summer Institute for School Library Media Specialists

Summer Semester 2014

Faculty: Mirah Dow
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Primary Phone: (620) 341-5203
Online Course Login: canvas.emporia.edu
Credit Hours: 1
Meetings: Internet and 6/11-12

Important Dates for Summer 2014

5/19 First Day of Class  5/26 Memorial Day (ESU closed)  5/27 Last Day to Add/Drop
7/2 Last Day to Withdraw  7/4 Independence Day (ESU closed)  8/2 Last Day of Classes
8/12 Final Grades Due
Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the semester, the student will be able to:</th>
<th>Related class assignment(s)</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. know and describe five access points for comprehending complex texts.</td>
<td>1, 3</td>
<td>5</td>
<td>5</td>
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<tr>
<td>2. know and describe principles of instruction as they apply to school librarians partnering with content area teachers.</td>
<td>2, 3</td>
<td>5</td>
<td>5</td>
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<tr>
<td>3. apply, synthesize, and evaluate best practices for developing resources sets while incorporating the KSDE criteria and targeting specific content-based instruction.</td>
<td>3</td>
<td>5</td>
<td>5</td>
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</tbody>
</table>

Emporia State University, School of Library and Information Management, Master of Library Science Course, Program Outcomes, Retrieved from http://www.emporia.edu/slim/programs/master-of-library-science/mlsprogramoutcomes.html


Course Overview

This course makes use of Canvas (Internet-based instructional platform). However, if you are not familiar with Canvas, it is not necessary for you to use Canvas as the Professor will provide all the necessary course resources at the Institute. https://canvas.emporia.edu/login

SLIM 2014 Kansas Summer Institute website: http://www.emporia.edu/slim/programs/schoollibrarymedialicensure.html

Students enrolled in LI755XI are required to complete the registration form and pay the Institute
registration fee: $130/person. It is best to pay this ahead of time following the instructions on
the registration form. The registration form is available on the Institute website (above).

The 2-day schedule of activities is available on the Institute website (above).

The Dow Infogram is posted on the Institute website (above). Additional e-electronic resources
will be added.

Books will be for sale on-site by the ESU Memorial Union Book Store. Guest authors will sign
books. You may bring your own books to have signed by guest authors.

Instructor Contact Information

The best way to contact me by e-mail: mdow@emporia.edu

Required Readings

Book


This book will be given at the Institute to each registered Institute participant. Enrolled students
may want to borrow this book to begin reading before the Institute.

Article

(Available in William Allen White Library, Course Reserves)

Dow, M. J. (2013). Effective use of first principles of instruction. School Library Monthly,
29(8), 8-10.

To access this article, go to the William Allen White Library homepage, select Library Reserves,
Course Reserves, then insert the course number (LI755XI). You will be prompted to log-on
using your ESU ID and password. Need assistance? http://www.emporia.edu/libsv/library-
services/index.html

Infogram

Effective Use of First Principles of Instruction Infogram available at
http://www.emporia.edu/slim/programs/schoollibrarymedialicensure.html
Recommended Readings

**Book**


This book is a collection of chapters based on recently completed studies focused on the professional work of school librarians in teaching P-12 students. Chapter 11 answers the question, “What must we say about school librarians?” by articulating purpose, premise, and practices of school librarians. The chapters when taken together provide solid, research-based theory for describing what school librarians know and do. It can be used as a “tool” for educating others about school librarianship and advocating for a state-licensed school librarian in every school building.

**Guest Author Books**

Each author identified these selected publications.

**Steve Sheinkin**
- *The Notorious Benedict Arnold*
- *Lincoln's Grave Robbers*
- *Bomb*
- *The Port Chicago 50*

**Deborah Hopkinson**
- *The Great Trouble*
- *Sweet Clara and the Freedom Quilt*
- *Under the Quilt of Night*
- *Sky Boys*
- *TITANIC: Voices from the Disaster*
- *Apples to Oregon*
- *Into the Firestorm*
- *Shutting out the Sky, Life in the Tenements of New York*
- *Annie and Helen*
- *Up Before Daybreak, Cotton and People in America*
- *A Boy Called Dickens*
## Course Outline

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1</td>
<td>Assignment 1 Reading</td>
<td>Begin May 19 and continue throughout the course</td>
<td>20</td>
</tr>
<tr>
<td>Module #2</td>
<td>Assignment 2 Attend Class (required)</td>
<td>June 11-12 2014 Kansas Summer Institute for School Librarians</td>
<td>40</td>
</tr>
</tbody>
</table>
| Module #3  | Assignment 3 Reflective Essay | Due: June 30  
**Subject:** Assignment 3, LI755  
**Submit to:** mdow@emporia.edu | 40     |

## Assignments

### Assignment 1, Reading, 20 points

The purpose of this reading assignment is to acquaint you with publications that describe and apply key concepts that will be the instructional focus of the 2014 Kansas Summer Institute, June 11-12. The above-listed required and recommended textbook and journal article, along with publications by guest authors and resources included in your institute packet, are all important for this summer learning experience.

The student will

1) be familiar and fluent in articulation of first principles of instruction (Merrell, 2007) applied to school librarians and content area teachers, access points for comprehending complex texts, and the KSDE Building Resources Sets Steps model and process.
2) use publications to practice specific instructional strategies and processes.
3) use publications to plan (and reflect) on best practices for teaching reading that will develop P-12 students’ reading and comprehension of complex texts.

### Assignment 2, Attend Class, June 11-12, 40 points

The purpose of this attendance assignment is to provide you with direct instruction about best practices in selecting reading resources and teaching reading designed to develop P-12 students’ reading and comprehension of complex texts.

The students will
1) arrive on-time and stay to the end of two, daily sessions. (10 points)
2) actively listen and participate in learning activities. (10 points)
3) interact with participants during break-out session discussions about opportunities and challenges. (10 points)
4) make use of institute materials to plan and create future units of study and co-teaching activities. (10 points)

Assignment 3, Reflective Essay, Due June 30, 40 points

The purpose of this reflective essay assignment is to facilitate your own metacognitive processes around the content and learning activities at the 2014 Kansas Summer Institute for School Librarians. Whether you are a pre- or in-service school librarian or classroom teacher, or a pre- or in-service public librarian, or other interested individual, you should use the content of this course to further your own thinking about improving children and youths’ reading experiences, and specifically, increasing students’ abilities to read and use complex texts. Here (below) are some questions that you should consider and address in your reflective writing for this assignment. You are not required to answer each of these questions. You may also incorporate questions and/or issues that you think about in addition to these.

1) How can I partner with reading and/or language arts, mathematics, science, social studies, music, art, physical education, etc., teachers to create learning activities that will facilitate student’s reading beyond the textbook? Who will I partner with? When and how can we plan ahead and be ready for scheduled units of study? Can I use the Dow article and/or Infogram with someone as a starting place to plan our shared responsibilities? How can I effectively use the Infogram in electronic social networking?
2) Do I think aloud with my students to demonstrate critical thinking and how good readers always know why they are reading? What can I do to increase this teaching proficiency?
3) Do I use text-dependent questions, prompts, and cues to help students delve into an author’s ideas? How can I increase this teaching proficiency?
4) How will I orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers?
5) How will I steer students to more challenging books?
6) How can I plan instruction based on students’ prior understandings and offer students feedback and assessment that will help students demonstrate new understanding of text in authentic ways?
7) How will I use the KSDE model in the process of selecting complex resource sets?

This is to be an informal reflection paper. It will not be evaluated on the basis of writing. (You should, however, use Standard English Writing Conventions and edit your paper for typing errors before submitting it.) Please double space and use Times New Roman 12 font. Please organize your ideas perhaps with topical subject headings or your writing entry dates. I suggest you write this at various times as you are reading and thinking about what you are learning.
Begin as soon as you can so that you will be able to observe your own thinking and learning taking place throughout this summer learning experience. Write in anticipation of looking back to your reflective paper to see how your own learning is progressing. Your paper should be at least 5 pages and no more than 10 pages.

The student will

1) know and accurately describe five (5) access points for comprehending complex texts (Outcome #1). (10 points)
2) know and accurately describe first principles of instruction (Merrell, 2007) as they apply to school librarians and content teachers (Outcome #2). (10 points)
3) know and articulately describe best practices for developing resources sets using the KSDE model that targets specific content-based instruction, describes and discusses specific examples, and evaluates strategies and examples based on authentic (realistic), anticipated instructional situations (Outcome #3). (10 points)
4) convey willingness and enthusiasm for selection of texts that contribute to rigorous reading and for guiding students in the process of improving reading skills and abilities (Outcome 1-3). (10 points)

**Grading Criteria**

**Passing rate:** 80% or above

**Exemplary** – All assignment criteria are met extremely well. It is clear that the student has accurately learned the content related to reading access points, co-partnering, and use of the KSDE model for creating resource sets. It is clear that the student is anticipating and planning application of new content to immediate instruction. (90-100 points)

**Satisfactory** – The assignment criteria are met. The student conveys initial, introductory level knowledge and understandings of the content. The student describes some thoughtful anticipation of future instruction that will target access points, co-partnering, and use of the KSDE model for creating resource sets. (80-90 points)

**Below Expectation** – The assignment criteria are only slightly addressed with many important details omitted. The student appears to be learning to incorporate some instructional strategies to teach rigorous reading but details are too vague (or missing) to be effectively accomplished. (0-79 points)
SLIM Grading Scale

<table>
<thead>
<tr>
<th>GPA</th>
<th>Grade</th>
<th>96 -100</th>
<th>77 - 79</th>
<th>90 - 95</th>
<th>74 - 76</th>
<th>87 - 89</th>
<th>70 - 73</th>
<th>84 - 86</th>
<th>0 - 69</th>
<th>80 - 83</th>
<th>B-</th>
</tr>
</thead>
</table>

SLIM Attendance Policy

Students must attend the 2014 Kansas Summer Institute for School Librarians on June 11-12, 2014 at Emporia State University, Visser Hall, Room 118.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.
SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnsept/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.
Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.
Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Drive / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu