Course Syllabus
LI861XI

Current Issues in Information Transfer: Information Literacy Applications

Spring Semester 2015

Faculty: Nancy J. Brown, PhD
E-mail: nbrown5@emporia.edu
Primary Phone: (678) 549-1788
Online Course Login: canvas.emporia.edu
Credit Hours: 1
Meetings: Internet beginning 3/24

Important Dates for Spring 2015

3/23 First Day of Class  3/30 Last Day to Add/Drop  4/24 Last Day to Withdraw
5/8 Last Day of Class    5/16 Commencement     5/19 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.
Catalog Description

The course focuses on selected topics of current significance in the information transfer model. Elements in the model include creation, dissemination, organization, diffusion, utilization, preservation, and destruction of information. (Approved 1/1/2008)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>MLS Program Outcomes and Professional Values</th>
<th>Kansas Library Media Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Develop a professional orientation toward the instructional collaboration role of the school librarian.</td>
<td>3, 8</td>
<td>1, 2, 7</td>
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<tr>
<td></td>
<td>PV 2</td>
<td></td>
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<tr>
<td>2.) Document and communicate the impact of collaborative instruction on student achievement.</td>
<td>4, 6</td>
<td>2, 4</td>
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<td></td>
<td>PV 1</td>
<td></td>
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<tr>
<td>3.) Ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school.</td>
<td>2, 4</td>
<td>1, 2, 4</td>
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<tr>
<td></td>
<td>(PV) 1, 2</td>
<td></td>
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<tr>
<td>4.) Advocate for the information skills curriculum in order to assure appropriate learning experiences for all students and to address the academic needs of the school community.</td>
<td>1, 4, 5, 6</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>PV 1, 2</td>
<td></td>
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<tr>
<td>5.) Demonstrate an ability to use curriculum standard sources as the basis for instructional enrichment.</td>
<td>2, 3, 8</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td>PV 1, 2, 4</td>
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</tbody>
</table>

Course Overview

This course offers students the opportunity to practice more of the concepts and skills from LI858. Students in LI858XI will investigate the challenges associated with establishing professional collaborative relationships within a school setting. Emphasis is placed on leadership skills, on strategies to ensure productive collaborative involvement between the school librarian and members of the learning community and on assessment tools to be used as part of the ongoing collaborative process. This course guides the student in applying these principles and models in practical situations. Students will gain an awareness of issues that are changing the way school librarians collaborate with their colleagues and how the resulting application of assessment data can be used to address pertinent educational standards, enhance student achievement and strengthen the media program within the school.
Required Readings


Recommended Readings


Learning Activities

Detailed instructions will appear in the course section on Canvas. However, students should pay particular attention to the class activities in LI858, which this course complements, to understand the full background of the required assignment in this course.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Collaboration Plan</td>
<td>5/8</td>
<td>100</td>
</tr>
</tbody>
</table>

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
Candidates exhibit knowledge of:
1. characteristics of diverse learners. 3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners. 10. ever changing educational needs of students living in a global society. 11. appropriate technology and how it may be used to enhance teaching and learning. 12. various instructional strategies that can be used to meet the needs and learning styles of individual students. 13. theories of human physical, cognitive, social, and emotional development. 16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching. 18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment. 2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 3. implement non-biased techniques for meeting needs of diverse learners. 4. integrate knowledge across and within disciplines. 5. use knowledge of subject matter content and instructional strategies to meet the widely divergent needs of the students they educate. 6. create learning experiences commensurate with a student’s level of readiness. 7. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills. 8. use and support effective communication techniques in order to develop a positive learning environment. 11. make use of appropriate technology to support student learning. 15. develop a storehouse of learning strategies that help students understand and integrate knowledge. 16. respond respectfully to ideas and views of others. 17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 18. utilize student learning standards to promote student learning and achievement.
Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards. 2. respect for cultural and individual differences by providing equitable learning opportunities for all students. 3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 7. a commitment to challenge all students to learn and to help every child to succeed. 8. an awareness of the larger social contexts within which learning occurs. 11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 12. a willingness to learn from other professionals in the field.

SLIM Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 - 95</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>70 - 73</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69 - 73</td>
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</tbody>
</table>

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 courses, 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. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s 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 upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.
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.

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

Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [Policy and Procedures Manual 43.11]
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
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu