Fall 2024 ITLS-5015-IW1 XL Syllabus

2024 Fall Syllabus

(Once done reading through the syllabus, please continue on to Module 1 (https://usu.instructure.com/courses/766293/modules/1097133))

Instructional Technology Learning Science 5015 - 6015

Fall 2024

Collection Development and Literature/Organization and Access

3 Credits

4:30 pm

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1. **Course Description**: Focuses on building, maintaining, and evaluating collections for library media programs. Discusses policy development for selection, protecting intellectual freedom, and reviewing, evaluating, and maintaining materials in all formats. Examine children's, young adult literature and develop strategies for instilling the love of reading.

This course is designed to acquaint school library media personnel with the issues involved in collection development, cataloging, intellectual freedom, references, and reading. Special consideration will be given to the changing dynamics in technology as it applies to the educational setting. It is intended that the students acquire skills and resources that will assist them in their professional endeavors.

The course is organized by week (Tuesday - Monday). Each week we tackle a new topic. The weekly start pages explain everything we are working on for that week and show homework and assignments due. A required weekly synchronous web broadcast component for this course is on Tuesday night starting at 4:30pm. **All assignments are typically due on Mondays by midnight**. **All assignments involving <u>discussions</u> have <u>2 due dates</u>. Your original post is due on <u>Fridays by midnight</u>. Responses are due on <u>Mondays by midnight</u>**. Plan ahead! Since the broadcast component of our class time has been reduced, there is additional content online for you to work with

2. **Purpose and Objectives of the Course:**

- A better understanding of the principles of the selection of materials for school libraries.
- An appreciation of some of the problems that arise in selections of materials and some insight into how to deal with these problems successfully.
- An acquaintance with the tools used for the selection of various types of materials.
- A deeper awareness of intellectual freedom and how it relates to a school library media center.
- An appreciation of the information needs of the school community and how the SLMC meets those needs.
- Knowledge of electronic sources and services and how these are affecting school library services, particularly collection development.
- The critical role the library media teacher has as it relates to reading. Librarians teach the love, wonder, and the why of reading.

3. **Upon Completion of This Course, Students Should be Able to:**

- Identify several of the principles of materials selection.
- Use and evaluate some of the current and retrospective selection tools.
- Use and evaluate selected national and trade bibliographies.
- Discuss issues in censorship that might affect the collection of school library materials.
- Discuss procedures and practices in acquisitions work in school libraries.
- Understand the advantages of collection development policies.
- Better evaluate collections as well as particular works.
- Gain knowledge of policy development and the procedures that apply to current trends in the school library profession.
- Build a personal philosophy of collection development.
- Understand the role the library has as it relates to reading.
- Gain knowledge of the importance of Children's and Young Adult literature.
- Build a personal reading journal that will help increase the love of reading.
- Learn to read critically for

4. **Grading**

- To make grading more objective and quantifiable, standards will be assigned to each activity. The course grade will be determined based on the criteria listed below.
- Any required assignments turned in by the due date that is unacceptable will be given an incomplete grade, and it will be returned to the student to do over. After reworking an
- Unacceptable assignment, the student may resubmit it. Re-worked assignments must be resubmitted within one week after they were returned to the student.
- Throughout the course, there will be optional tasks you may do that go beyond the required assignment in time, effort, and learning. These tasks are given a value and are recorded as mastery credit.
- All identified assignments must be turned in for the mastery points will be consider
- Work that meets the requirements set out is considered average assignments. They will work towards a letter grade of B.
- Grades of A are reserved for students that go above and beyond what is required. Demonstrated skill in your particular Center/School strengthens the value.

Policies

1. Students are responsible for securing assignments and for the timely completion of work missed through absence.
2. To receive full credit for assignments, students must submit assignments on the day they are due.
3. Except for extenuating severe circumstances (for which students must notify the instructors as soon as possible), students must submit assignments and take exams on the day for which they are scheduled
4. All assignments must be submitted online through Canvas. Assignments are due by 11:59 on the assigned due date.
5. The instructor reserves the right to make adjustments in the format and number of assignments and to administer unscheduled quizzes.
6. There will be no make-up on unscheduled quizzes.
7. No EXTRA-CREDIT activities will be given,
8. In accordance with policies stated in The Code of Policies and Procedures for Students at Utah State University, cheating, falsification, and plagiarism will not be tolerated and will be dealt with as outlined in the Code.

As defined (Article, Section2, page4)

1. Cheating includes intentionally using or attempting to use or providing others with unauthorized information, materials, or study aids in any academic exercise or activity. Substituting for another student or permitting another student to substitute for oneself in taking an examination or preparing academic work is also considered a form of cheating.
2. Falsification is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
3. Plagiarism is knowingly representing the words or ideas of another as one's own in any academic exercise or activity."

9. An "I" or incomplete is given only in cases of extenuating circumstances:

    1. In capacitating illness, which prevents a student from attending classes for a minimum period of two weeks;
    2. A death in the immediate family;
    3. Financial responsibilities requiring a student to alter a schedule to secure needed employment;
    4. Change in work schedule as required by employer (with verification);
    5. Other emergencies deemed appropriate by the instructor.
10. Late assignments will be accepted only with the approval of the Class Instructors arranged before the due date. Late work not arranged to be turned in, will not receive credit unless it meets the university policy for make-up work.
11. Students with disabilities that will likely require some accommodation, you must contact and document the disability through the Disability Resource Center and have them contact me. In cooperation with the Disability Resource Center, course materials may be provided in alternative formats such as large print, audio, video, or Braille upon request.
12. **Absence from class**
    Students are responsible for attending the web broadcast every week. If students cannot participate in the broadcast, they are required to notify the instructor ahead of time of their expected absence. In addition, students who miss the broadcast must submit a one-page summary (around 500 words) of the missed broadcast based on the class recording or notes from fellow classmates. This summary needs to be submitted before the start of the next class. Not submitting the summary or submitting the resume late without a legitimate excuse will lead to a reduction in your class participation grade.
13.

Textbooks

American Library Association. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: American Library Association. ISBN 978-0-8389-1579-0.

Course Requirement

1. Students are expected to attend class, read assigned materials prior to class, and actively participate in class discussions.
2. Complete all assignments on time.

ASSIGNMENTS- See Canvas Modules

(Assignments and due dates are subject to change.)

Reading

The student's task is to read the following books, start a book journal, and discuss the books you have read on the discussion part of Canvas. The format of your journal is up to you—submitted reading journals to Canvas.

Required Books for each semester. Each semester your will be required to read across, Levels, Genre, Format,

Reading Levels

Early Reader (K-2), middle-Elementary (3-4), Upper-Elementary (5-6), Tween (6-9), Young Adult (9-12)

Genre: adventure, biography, comedy, coming-of-age, drama, diversity/culture, Language, dystopian, epic, fantasy, historical, horror, lyric, mystery, mythical, nonsense, romance, satire, science fiction, suspense/thriller, tragedy, western, etc. –

Format: picture, graphic novel, poetry, prose, e-book, audio, etc.

Category: Fiction, non-fiction, award-winning books – Fall semester will deal only with Fiction.

Time: historical, current, and future

Fall Semester (Organization and Access) Books you will read are all Fiction.

Five award-winning books, across levels, formats, and genres

Two elementary grade books, grades K-2

Two middle elementary books, grades 3-4

Two upper elementary books, grades 5-6

Two tween books, grades 6-8

Two young adult books, grades 9-12

Due December 7th by 11:59 pm

Reading Journals

When reading books for selection, you must read ***critically***.

Ask questions.

Read actively.

Respond to your questions.

Record key concepts.

Criteria for a good book

1. Correct spelling.
2. Authenticity
3. Understandable- makes sense, and words aren't too hard.
4. The beginning, middle, end.
5. Action (not dull)
6. Complete sentences.
7. Good character descriptions.
8. Lots of details and descriptions.
9. Pictures add meaning to the story
10. Artwork adds to the book and story
11. Language is good or bad, with rich vocabulary and vivid images.
12. Complex versus simple.
13. Age you would recommend for the book.
14. Books that reflect the reader's own experiences.
15. Stereotyping?
16. Who will enjoy this book?
17. Will it enrich the lives of the reader?
18. Non-Fiction
19. Factual
20. Author's credentials
21. A solution or outcome
22. A process to follow to reach a goal or solve the problem
23. Examples of research to back up information

Portfolio

Fall

Reading journal

Library resource

Sample lesson plans your created or copied with permissions

Other items to be announced

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