



THE FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Library & Information Studies

LIS 5025 – Educational Concepts and Strategies for School Librarians

Section(s):

Term & Year:

Course Meeting Day/Time:

Course Meeting Location:

Instructor:

Email:

Office:

Phone:

Course Location/Website:

Office Hours (in office, online or via phone):

COURSE DESCRIPTION

This course will introduce future school librarians to the educational concepts and strategies necessary to function successfully in schools. It will examine basic language and concepts of human growth and development, teaching and learning, classroom management, individual differences, standards and observations, as well as contemporary issues related to the field. Relationships with other members of the learning community will be examined.

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Examine school library programs & services and their place within the K-12 educational infrastructure.
2. Demonstrate understanding of the many ways that K-12 students learn and develop.
3. Describe educational theories and leaders that impact the school library program.
4. Devise ways to make the school library an inclusive, welcoming, safe, and responsive learning environment for all students.
5. Use a variety of teaching methods and strategies to help all students achieve academically.
6. Apply current state and national standards in a variety of library-based learning activities.
7. Evaluate current topics, important figures, and relevant educational terminology in the school library field.

COURSE MATERIALS

- American Association of School Librarians. (2009). *Standards for the 21st-Century learner in action*. Chicago: American Library Association.
- Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.
Online Resource(s):
- Annenberg Learner. (2011). *The learning classroom: Theory into practice*. [Online series]
Retrieved from <http://www.learner.org/courses/learningclassroom/>

COURSE ASSIGNMENTS AND EVALUATION:

Project #1: Bloom's Taxonomy/Critical Thinking

Learning to develop effective questions is key to helping students to develop their higher level thinking skills. Using the resources provided for this assignment, students will explore Bloom's Taxonomy and its six categories of thinking skills: remembering, understanding, applying, analyzing, evaluating, and creating.

Project #2: Professional Lexicon

The Professional Lexicon will be a shared glossary of educational terms. Collaborating to develop the Professional Lexicon will enable students to understand the terminology used by colleagues and administrators, make students aware of the range of student support services available, and help students to be able to use and apply terms and concepts relating to school librarianship and education.

Project #3: Procedures

Students will create procedures to use in the library, as well as an orientation presentation to use with their students.

Project #4: Lesson Plan

Students will write a lesson plan to use in the library that incorporates educational strategies and concepts learned in this class.

Participation

Students will engage in class discussions and activities demonstrating an understanding of required readings and assignments. In order to receive the full amount of points each week, you must participate fully in both the discussion board (when applicable) and Collaborate sessions. Attendance in Collaborate includes being on time.

GRADE CALCULATION:

Projects	Percentage of grade
Bloom's/Critical Thinking	20%
Professional Lexicon	20%
Procedures	20%
Lesson Plan	20%
Participation	20%
<i>Total</i>	<i>100%</i>

Grading Scale:

A	93 - 100	C	69 – 72
A-	89 – 92	C-	65 – 68
B+	85 – 88	D+	61 – 64
B	81 – 84	D	57 – 60
B-	77 – 80	D-	53 – 56
C+	73 – 76	F	0 – 52

COURSE OUTLINE OF TOPICS

Week 1:	Introduction and Goals
Week 2:	How People Learn
Week 3:	Child Development Theorists & Understanding Cognitive Development
Week 4:	Understanding Cognitive Development, Continued
Week 5:	Understanding Students' Needs
Week 6:	Instructional Adaptations to Meet Learner Needs
Week 7:	Curriculum Organization
Week 8:	Standards
Week 9:	Managing the Library Classroom
Week 10:	Working with Teachers
Week 11:	Assessments
Week 12:	Observations, Evaluations, and Getting a Job

COPYRIGHT STATEMENT:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And*

Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARRASSMENT POLICY:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:

<http://ischool.cci.fsu.edu/academics/online/requirements/>

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building

Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."