IRLS581-010 School Library Administration and Organization (Virtual SHiggins)

Updated Tue, 12/07/2010 - 10:19

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS581 Section 010

There are no prerequisites for this subject.

Dr. Susan E. Higgins

COURSE DESCRIPTION:

This course is designed to give students knowledge of school library administration including planning, organizing and administering library programs, policy & procedures, collection development and diverse audiences, grant development and future trends. The history and role of the library media specialist in the educational program is discussed.

This class meets on the D2L class site every Thursday night at 6:30 to 8:00 p.m. beginning January 13, 2011. Eluminate sessions will allow for simultaneous recording sessions which will be archived each week.

Please purchase a headset with a microphone to speak and hear others speak. The lectures are supplemented with active discussions through the class D2L site. Students will be expected to keep current with readings, class materials, and discussions throughout the semester.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the B4, B5, B8, C7, and C10 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies

By the end of the semester, students will have demonstrated a theoretical and practical knowledge of:

The role of the school library media specialist in collaborating with teachers to develop and deliver curriculum which engages ALA’s 21st century learning standards for students. (Literacy and Reading Promotion).

Collection assessment and management for increased access to diverse materials for the school community.

The impact of technology on instruction and management of an effective library media center.

School Library Information Policy and theories and processes involved in managing and evaluating personnel, resources, facilities, and budget.

Grant proposal application.

REQUIRED COURSE MATERIALS:

These selections can be ordered via NCTE, Amazon, or Half.com. Additionally, scholarly article readings will be provided in the D2L content site.

**COURSE REQUIREMENTS:**

**Assignment 1 – 3**  
Scholarly Critiques  
(3x5 = 15 points)

Read three substantive journal articles (scholarly, peer-reviewed preferably) and write a five to six page double spaced paper summarizing the main points of the article and describing its relevance to school library administration. Use one article per critique.

Note that substantive means that the article itself should be at ten pages, in order for you to be able to write approximately six pages about it. About two thirds of your paper should summarize the main points; the other third should describe the relevance, if any, for us in library and information service areas. Include your opinion of the article in your conclusion.

Search LIS electronic databases, the database ERIC and/or the journal School Library Media Quarterly and/or Google Scholar for articles pertaining to school library administration using keywords. If you have access to print journals, use print. Look for peer-reviewed articles.

Approximately one half of your critique should summarize the main points of the article. You do not need to go into detail about the research methodology; a brief description will suffice.

**Collection Assessment 20 points**  
In an introduction, describe the mission and goals of school library media programs and discuss how the school media center collection is shaped by these items. How does collection assessment both further collection planning to both improve instructional collaboration and justify the existence of the school media center program? Describe how databases available free of charge from the state government can assist in instruction and assessment. [http://www.lib.az.us/extension/statewedadb.aspx](http://www.lib.az.us/extension/statewedadb.aspx)  
For the body of the paper: Choose a K-12 curriculum non-fiction area. Use a collection mapping, subject specific or user centered technique (or a combination) to analyze the print, non-print and electronic materials appropriate to the curriculum area. Provide:

- a brief critique of the technique
- a summary of the results. (chart or table format)
- a brief discussion of the meaning of the results (e.g. how it might impact instruction),
- Suggestions for collection improvement based on the findings of the technique.
- a brief explanation of how the results might be shared with teachers/administrators/funding and accrediting agencies/parents/others.

Use six to 10 pages double spaced pages (including tables). Include your textbook and other references used.

**School Library Information Policy Team Assignment 20 points**

Using the website Resources for School Librarians, School Library Collection Policies as a model, [http://www.sldirectory.com/libsf/resf/coldev2.html](http://www.sldirectory.com/libsf/resf/coldev2.html), the team will write a collection development policy for a fictitious school library which covers Collection Development, Selection and Selection Policies for Electronic Materials and Internet Sites. Use ten pages as a guideline and include an introduction, body, conclusion and references.

**Grant Proposal Team Assignment 25 points**

Using the U.S. Department of Education website Improving Literacy Through School Libraries, [http://www2.ed.gov/programs/lsl/index.html](http://www2.ed.gov/programs/lsl/index.html), the team will write a grant proposal for a fictitious, economically disadvantaged school library to...
“improve reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists.” Use the award winners as models: http://www2.ed.gov/programs/lsl/awards.html. Include a recommended amount, and an evaluation scheme. Use ten pages as a guideline. Include an abstract, introduction, the body (which addresses the main three variables using headings), a conclusion and references.

Participation 20 points

Participation consists of virtual classroom participation and discussion board postings. Students need attend class, be prepared to discuss and ask questions, and contribute meaningfully to discussions. Discussion Board postings need be submitted on time. Entries need be substantive and show thoughtful insights into the topic. Responses to other postings need be meaningful and go beyond just agreeing or disagreeing. All students need be consistently respectful of others’ ideas.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Incompletes

The 1997-8 University of Arizona General Academic Manual, p.23 reads:

The grade of I may be awarded only at the end of a semester, when all but a minor portion of the course work has been satisfactorily completed. The grade of I may be awarded only at the end of a semester, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded when the student is expected to repeat the course; in such a case the grade of E must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the semester.

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

In order to receive a grade of B for the class, students will have to have completed all assignments for the class reflecting a good grasp of the topic and integrating lecture material, discussions, and readings. An A will signify that all work has been completed well and a substantial amount of the work has been completed excellently. In addition, to receive an A or B, students must be engaged actively in discussions throughout the semester and demonstrate familiarity with lecture materials and readings. A C or lower will be given if some assignments are not completed, if a significant number of
Assignments are not completed acceptably, or if students fail to participate in class discussions or to engage with the course content.

Each assignment will be graded, and each assignment will be given a percentage weight for the semester grade. These weights appear on the description of specific assignments. Assignments will be given the following grades:

A (90-100)
B (80-89)
C (70-79)
D (60-69)
E (59 or below)

Assignments will be noted with + or – signs to indicate placement within these ranges. University grades do not include + or -. Final grades will be computed on the work of the semester plus participation in class discussions. Students will receive a grade of A, B, C, D, or E for the semester unless we have negotiated an Incomplete. Please note the University policies related to the grade of Incomplete.

Each assignment is due on the date specified. A student may negotiate a revised due date if necessary, but this must be done in advance of the due date. Assignments will be accepted late only at the discretion of the instructor.

A significant portion of the semester grade is dependent on active participation and engagement in the substance of the class including the discussion topics, lectures, and readings. There will be ongoing discussions throughout the semester. Students will be assigned to team discussion group and generally the discussions will be held in these groups. Students will be expected to read the postings in the discussion forum and to contribute their ideas and opinions on a continuing basis as well as initiating new topics and introducing new ideas. Participation points will be given on the basis of the percentage of postings read and the number and quality of contributions. A substantive posting is one that contributes new information, new ideas, or new perspectives or one that moves the conversation along or into new areas.

Completed assignments will be submitted via the D2L dropbox unless otherwise specified.

Assignments will normally be commented on and graded and returned to students via the drop box within 7-10 days.

Assignments will be expected to be submitted by the dates specified, with the date ending at 11:59pm.

The instructor will be willing to negotiate alternative dates as needed but only if such negotiation takes place prior to the due date.

Late assignments that have not been negotiated beforehand will be accepted at the discretion of the instructor.

Assignments are expected to be professional in appearance; that is, they are neat, grammatically correct, with no spelling or typographical errors. Citations may be in any recognized format as long as they are consistent. APA format is preferred. Use Times New Roman 12 point font and double space your work.

The library policy and grant proposal application assignments will entail working in groups. Online group projects are challenging. Students will be expected to manage the process so that all group members are included in decisions, all share an equal responsibility for creating the budget, and all participants are treated with respect.

INSTRUCTOR NAME AND CONTACT ADDRESSES:
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Courses

- Syllabi
- Fall 11
- Summer 2011
- Spring 11
  - IRLS 417/517 Digital Cultures
  - IRLS472-010 Government Information ~ Spring 2011
  - IRLSS15-001 Organization of Information (On Campus Frické)
  - IRLSS15-011 Organization of Information (Virtual, Frické)
  - IRLS517/417 Digital Cultures
  - IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
  - IRLS520-011 Ethics for Library and Information Professionals (On Campus Mathiesen)
  - IRLS523-010 Early Childhood and Public Libraries (Virtual SHiggins)
  - IRLS532-010 Online Searching
  - IRLS540 - Introduction to Archives
  - IRLS551-001 Equity of Access (Virtual -Montiel Overall)
  - IRLSS54-010 DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES
  - IRLS557-010 Documenting Diverse cultures and Communities
  - IRLS559 Marketing Library and Information Services to Communities
  - IRLS562-010 Public Libraries Practice & Administration
  - IRLS571-010 Introduction to Information Technology, Spring 2011, (Dr. Sun)
  - IRLS572-010 Government Information ~ Spring 2011
  - IRLS573-010 Information Technology in Libraries (Virtual, Smith)
  - IRLS581-010 School Library Administration and Organization (Virtual SHiggins)
  - IRLS585 Information Literacy Instruction (Spring 2011)
  - IRLS589 Scholarly Communication
  - IRLS613-010 Decision Making for Library and Information Professionals
  - IRLS673 Managing the Digital Information Environment
  - IRLS674 Preservation of Digital Collections
  - IRLS696b-001 ISSUES & WRITING SEMINAR: Advanced Research Methods & Statistics (By Heshan Sun)
- Fall 10
- Summer 10
- Winter 10-11
- Spring 10
Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
  more...

Topic
- Index (33)
- Masters (33)
- Research (20)
- Knowledge River (16)
- News (14)
  more...

Related categories

Course: IRLS581
People: Adjunct Faculty
Semester: Spring 11

Guided keyword

Search  More options

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