Sample Course Outline

COURSE NUMBER:
COURSE TITLE:
SEMESTER:
DATE:
Instructor:
E-mail address:

Course Links:
[Here is where the instructor will add general links to information.]

COURSE DESCRIPTION:
This course examines the management of school library services and includes a history of library service in the United States, the requirements for becoming a school librarian, the tasks involved in managing this facility, collection, and personnel, and its relationship to the teaching and learning within the school.

COURSE FORMAT
This is a 16 week course with a strong web component. Course materials will be available on this site with materials added throughout the semester. Assignments for the course are posted on the course dropbox. You will be expected to participate in class discussions (20 percent of your grade) about different discussion questions posted weekly and should be, as a minimum, “I agree or I disagree.” Group projects will be assigned throughout the course. (20 percent of your grade).

COURSE REQUIREMENTS:
Date Due:
Assignment 1: Due on
Assignment 2: Due on
Assignment 3: Due on
Etc.

All assignments will be in Word (or Goggle doc or …) Written essay assignments must use the Chicago Manual of Style or APA or…. Most assignments will need citations to show that research has been conducted.

Assignments: (for my classes I would have expanded these with additional information)
1. Your personal introduction for the class (brief biography, education, experience)
2. School board presentation

3. Comparison of competences for certification
4. Website review
5. Bibliography
6. Research exercise
7. Choose a potential funding agency and write a proposal to secure additional funding. This is a group project.
8. Report of school library visit
9. Outline of confidentiality talk
10. List of non-professional tasks
11. Pros and cons of a new technology
12. Letter to AASL president
13. Contact a member of the state legislator or a member of Congress and plan a visit either as an individual or with a group.
14. Outline of a presentation

Outside Reading
Weekly topics are posted below in the calendar. Assigned readings will complement any of the lectures prepared for this class. More extensive descriptions of assignments may be provided in response to student questions. These questions and their answers will be posted to the entire class.

Course Grading
Class discussion and Assignment 5, 7, 13 are each worth 15% = 60% of your grade
Assignment 1 and 3 are worth 10 percent etc. to 100 percent. Missed work means a total loss of any percentage. Late work is only allowed by agreement with the instructor before the due date. Assignments 1, 2, 3, 6, 9, 10, 12, 14 are each worth 5% = 40%

COURSE LEARNING OUTCOMES
Upon successful completion of this course, student will be able to:
1. Complete a form to apply for a school library certificate in their state.
2. Demonstrate the ability to work within a group.
3. Create a Website
4. Show a teacher(s) how to use a database.
5. Write a proposal
6. Develop a presentation
7.

TEXTBOOKS

GRADING SCALE
97-100 – A
COURSE DESCRIPTION

Week 1: Becoming a School Librarian
   Read Chapter 1 in Woolls and Coatney
   Introduction to the course and the authors of the textbooks (5 min. video on website URL)
   Analyze your competencies to manage a school library (David’s “test” here?)
   Be prepared to introduce yourself to the class.

Hint: This will be useful when you are preparing your resume for review at the end of the course.

Week 2 From Then to Now
   Read Chapter 2 in Woolls and Coatney.
   Read the Introduction in Coatney and Harada
   Discussion Questions
   Assignment 2 Prepare a five-minute presentation for the school board listing the reasons school libraries are important in student learning.

Hint: If you are given 5 minutes, make sure your presentation is no more than 5 minutes. School boards members are busy people who listen to many people on many different topics. Your presentation must be interesting and you should remember that board members are unlikely to understand library jargon

Further Readings
   The School Librarian as Curriculum Leader, Jody K. Howard
   School Library Makerspaces: Grades 6–12, Leslie B. Preddy
   Challenge-Based Learning in the School Library Makerspace, Colleen Graves, Aaron Graves, and Diana L. Rendina
   The Elementary School Library Makerspace: A Start-Up Guide, Marge Cox

Week 3 Going to Work
   Read Chapter 3 in Woolls and Coatney
   License/Credential to practice finding and securing a position, living with reality
   Discussion Questions
   Assignment 3 Compare the regulations and competencies for certification in your state with those of an adjoining state or a state in which you might like to apply for certification. Estimate the amount of time it will take to complete those requirements and determine whether you could complete some of them in your present program.

Hint: If you think you would like a security blanket for your interview, plan to take your projects from this class with you in your brief case and if the interview question asks about your ideas for securing funds, you will have your proposal to show them. You can add that it also demonstrates your ability to work in a group.
Week 4 Beginning the job; district practice; factors in facility, human, collection practice, greeting students
Read Chapter 4 in Woolls and Coatney
Discussion questions
Assignment 4 Review the school library websites in at least five schools and compare them for their ease of access, their clarity, and their links to resources as well as the information given there.

Hint: If your skills in web design are not as good as you would like, find an interested teenager to help you. In the school situation, it would be a good time to enlist your Tech Squad and ask them for assistance.

Further Readings
School Library Spaces: Just the Basics, Written and Illustrated by Patricia A. Messner and Brenda S. Copeland
The Whole School Library Learning Commons: An Educator’s Guide, Judith Anne Sykes
Foreword by David V. Loertscher

Week 5 The Education Program: Reading skills, teaching methods, understanding learners and curriculum, inquiry learning, makerspaces, improving the curriculum
Read Chapter 5 in Woolls and Coatney
Read Chapters, 2, 6 and 7 in Coatney and Harada
Discussion questions
Assignment 5 Choose a middle or high school teacher and discuss the concept of text complexity with that teacher. Create a bibliography of books of varying levels of text complexity to use in helping students choose a book to read on an assigned theme.

Hint: Your bibliography will be especially useful if it includes some new book to be ordered.

Further Readings
Comprehensible and Compelling: The Causes and Effects of Free Voluntary Reading, Stephen D. Krashen, Sy-Ying Lee, and Christy Lao
For the Love of Reading: Guide to K–8 Reading Promotions, Nancy L. Baumann
Foreword by Richard Allington
Free Voluntary Reading, Stephen Krashen
Guided by Meaning in Primary Literacy: Libraries, Reading, Writing, and Learning, Joyce Armstrong Carroll, Kelley Barger, Karla James, and Kristy Hill
Librarians as Learning Specialists: Meeting the Learning Imperative for the 21st Century, Allison Zmuda, Violet H. Harada
Inquiry and the Common Core: Librarians and Teachers Designing Teaching for Learning, Violet H. Harada and Sharon Coatney, Editors
The Power of Story, Joan Wink
Guided Inquiry: Learning in the 21st Century, Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari
Guided Inquiry Design®: A Framework for Inquiry in Your School, Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari
Week 6 Assessment and Evaluation: measures to use, why measure, assessing student learning
Read Chapter 6 in Woolls and Coatney
Read Chapters, 2, 6 and 7 in Coatney and Harada
Discussion questions
Assignment 6 Decide on a service you would provide to students in your school and decide what quantitative measures and what qualitative measures you would use to determine its degree of success.

Hint: In a real life situation you might want to consult someone to help you with this project. Do you know anyone who has conducted research who could make sure your design would work?

Further Readings
Assessing for Learning: Librarians and Teachers as Partners, Violet H. Harada and Joan M. Yoshina

Week 7 The Business Side of Management: Policies, objectives, project planning, scheduling, purchasing, proposal writing
Read Chapter 7 in Woolls and Coatney
Discussion Questions
Assignment 7 Locate an active request for proposal for funding for a school and brainstorm ideas that could be written into a project proposal. Then write the proposal for a school librarian who would appreciate having the assistance. This is a group project.
Hint: One of the best ways to learn how to write proposals is to read and evaluate other proposals. For this reason, one class period is set aside for groups to evaluate all the proposals and turn in a score sheet for each. You will be asked to read your group’s proposal and score it last. All scores from the exercise will be shared at the last class period.

Hint: Before you begin to write your proposal read the RFP very carefully and determine the requirements and the scoring (if it is shown) for each part of the proposal. The requirements are your outline for writing your proposal and you must make sure you meet every single thing that is required or you will lose points. It is always easier to write a proposal with a group who understand what is needed and what is required so that several sets of eyes evaluate the work.

Further Readings
The Library Collaboration and Flexible Scheduling Toolkit: Everything You Need to Know to Get Started, Andria C. Donnelly

Week 8 Library Spaces and Contents
Read Chapter 8 in Woolls and Coatney
Discussion Questions
Assignment 8 Visit one or more school libraries. Analyze the ambiance when first opening the door. What draws the user into the library? What is less welcoming? Note the signage in the library. Is it positive or negative? How does it help the users find their way in the library and help them locate places they need to go to find both resources and places to study?
See Photos
**Hint:** List both the positives and the negatives of each library, and for each negative, try to think of a way to “fix” the problem.

**Further Readings**


**Week 9 Information Resource Management:** collection policies, intellectual freedom challenges, copyright, weeding
- Read Chapter 9 in Woolls and Coatney
- Read Chapter 5 in Coatney and Harada

**Discussion Questions**

Assignment 9 Outline a talk you would present to your principal, teachers, and parents concerning your response to the requirements for confidentiality of records in your school.

**Hint:** Try to analyze the probable questions after your presentation so that you will have some answers.

**Further Readings**

*The Collection Program in Schools: Concepts and Practices*, Marcia A. Mardis
*Copyright for Schools: A Practical Guide*, Carol Simpson and Sara E. Wolf

*Protecting Intellectual Freedom and Privacy in Your School Library*, Helen R. Adams

**Week 10 Managing Personnel:** Your leadership style, staff, administrators, teachers, students, and volunteers, relationships to other types of libraries
- Read Chapter 10 in Woolls and Coatney
- Read Chapter 1 in Coatney and Harada

**Discussion Questions**

Assignment 10: Create a list of tasks in the library and determine which could be carried out by students or volunteers, freeing the school librarian to collaborate with teachers.

**Hint:** What technology in the library would you be comfortable in turning over to students? How would you recruit? How would you “reward” anyone who volunteers in the library?

**Week 11 Leading through Technology:** School librarian and technology, keeping up, building a technology plan
- Read Chapter 11 in Woolls and Coatney
- Read Chapter 8 in Coatney and Harada

**Discussion Questions**

Exercises Choose a new technology or new app. List the pros and cons you would use in explaining the possibilities if this was purchased for the school.
**Hints:** In preparing this presentation, be sure you have some indication of the probable cost of the purchase of this new technology as well as the training that would be needed for teachers and students.

**Further Readings**


**Week 12 Professional Development:** Personal learning networks, professional development, planning professional development, professional associations

- Read Chapter 12 in Woolls and Coatney
- Read Chapters 9 and 10 in Coatney and Harada

**Discussion Questions**

- Assignment 12 Review the charges to AASL committees found in the ALA Handbook of Organization. Compose a letter to the current president-elect of AASL who will make new appointments and volunteer to serve on the committee of your choice. Be sure to state your qualifications for this committee as well as your desire to serve.

**Hint:** Find out how or if teachers can apply for funding from the district to attend conferences. What are the requirements for release time if no funding is available?

**Further Readings**

*Growing Schools: Librarians as Professional Developers*, Debbie Abilock, Kristin Fontichiaro, and Violet H. Harada, Editors

*Adult Learners: Professional Development and the School Librarian*, Carl A. Harvey II

**Week 13 Advocacy**

- Read Chapter 13 in Woolls and Coatney
- Read Chapters 3 and 4 in Coatney and Harada (Chapters 3 and 4)

**Discussion Questions**

- Assignment 13 Gather together evidence of the recent activities in your library, and plan how to present them to your state or national legislator. Call your legislator and request an appointment or plan an activity to invite your state or national legislator to your school library.

**Hint:** It is always better to have your legislator know who you are and how your library helps students achieve before you need to ask for something.

**Week 14 Proposal Reading Session**

**Week 15 The Future:** maintaining your program, school librarian as leader, gathering support

- Read Chapter 15 in Woolls and Coatney
- Read Chapter 11 in Coatney and Harada

**Discussion Questions**

- Assignment 14 Outline a 15-minute presentation for a teachers’ meeting to present how school librarians work with teachers and the community to prepare students for life after high school.
**Hint:** This is an opportunity for any librarian at any grade level to outline the speakers who will be coming from the community including parents, the colleges in the area, and all other resources that will be useful in helping students learn about and make appropriate decisions. At the elementary level, it may be parents who talk about their jobs or students or counselors from the next level who can explain how to navigate through that level and prepare for the next.

Week 16 Review of resumes and practice interviewing