

**Children's Literature and Related Media**  
**LIS 517**  
**Spring 2022**  
**Tuesday | 8:00pm – 9:30pm CST | 3 credit hours**

**Contacting Your Instructor**

Sarah R. Mangrum, Ed.D, Assistant Teaching Professor

**Office Location:** Fritzsche Gibbs Hall 119 or Online

**Office hours:** Monday – Thursday 9:00am – 1:00 pm CST or by appointment

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**Important Academic Dates Spring 2022**

- January 19                      Classes begin
- January 26                      Last day to add/drop full term classes without academic or financial penalty and receive 100% tuition credit
- January 26                      Last day to drop full term classes without grade of W
- February 28-March 1      Mardi Gras Break (Classes do not meet)
- March 14-18                      Spring Break (Classes do not meet)
- April 6                              Last day to withdraw from full term classes with grade of W
- April 15                              HOLIDAY (day and night classes do not meet)
- May 6                                Last day of full-term classes
- May 9-12                          Full Term Final Exams
- May 12                              Graduate School Commencement
- May 18                              Grades available to view in SOAR for students completing their course evaluations.

Spring 2022 Full Academic Calendar can be found at <https://www.usm.edu/registrar/spring-2022-full-academic-calendar.php>

**Holidays**

February 28 - March 1 – Mardi Gras Break

March 14-18 – Spring Break

**Special Health Protocol, Spring 2022**

This semester, please follow our updated COVID-19 guidelines to ensure we remain as safe and healthy as we can during the continued pandemic. Our goals are to continue our in-person classes, hold events and activities on campus, and provide support to those in the community to weather the challenges we are facing.

Face-to-Face Protocol

We want everyone to follow the University's complete [Community Standards](#), which are updated as needed based on changing patterns with the virus. Face coverings are required for all indoor activities, regardless of your vaccination status, and we ask that you monitor yourself for fever and other symptoms

each day. [Temperature-taking kiosks](#) can be found in the Union, Cochran Center, and other high-traffic areas of our campuses for your convenience.

### Vaccinations

If you have not yet been fully vaccinated, appointments can be made via Moffitt Health Center's [online health portal](#). If you prefer to schedule an appointment off-campus, please [see the Mississippi Department of Health's website](#). *Please note that if it has been more than six months since your last shot, [you must have a booster](#) in order to be up-to-date with vaccination.*

### If You Are Exposed to COVID-19/Have Symptoms/Test Positive

It is important that everyone in the community closely monitor their own health and stay home when that will help them heal or may protect others.

- *Vaccinated students:* If you are exposed to COVID-19 and have no symptoms, wear a mask at all times and test five days after exposure. If your test is negative, continue as normal. If you have a positive COVID test, stay home for five additional days then return as long as you do not have symptoms (e.g., fever). If you have symptoms, stay home until your symptoms pass.
- *Unvaccinated students:* If you are exposed to COVID-19, stay home and test 5 days after exposure. If you have a positive COVID test, stay home for ten days (or as advised by your physician, based on symptoms), then return as long as you do not have symptoms (e.g., fever).

**If you need to stay home due to COVID-19:** Contact the Dean of Students office to let them know (dos@usm.edu), and contact all your professors to let them know you will be out.

In all cases: Call Moffitt Health Center at 601-266-5390 for further guidance.

### Finding Support/Staying Well

Staying physically and mentally healthy is important and challenging during these pandemic times. Be sure to get enough sleep, eat regularly, and stay connected to loved ones, particularly during stressful periods. The university also has resources to help with stress management and mental health, including online support resources and in-person counseling through [Student Counseling Services](#). Eagle CARES provides a platform for all students to connect with a 24/7 emotional support network online (click [here](#) for more details). [Moffitt Health Center](#) is also available to address your health care needs, with both appointments and online resources. If you have concerns about your well-being, reach out and let us know so that we can help.

### **Course Description and Objectives**

This course is an introduction to the literature and related media for children (ages birth – 6<sup>th</sup> grade). The course will address quality and selection of children's materials, act as a survey of children's materials, library/classroom uses of these materials, and professional discourse on materials for children.

### **Course Learning Outcomes**

By the end of this course students will demonstrate a basic knowledge of:

#### **1. The wide array of literature, materials, and media available for children;**

Assignments & Assessments: Survey of the literature through assigned books and free choice books; discussion posts and papers. |

#### **2. Critical evaluation of books, media, and online resources for children;**

Assignments & Assessments: Survey of the literature through assigned books and free choice

books; discussion posts and papers

**3. The developmental stages of children & their right to read;**

Assignments & Assessments: Class discussion and discussion posts.

**4. The presentation of materials for children face-to-face and through technology;**

Assignments & Assessments: Book talks, pathfinder, lesson/activity, and story time

**5. The awards available for children's materials and resources;**

Assignments & Assessments: Books and discussion posts

**6. The materials useful in selecting books for children;**

Assignments & Assessments: Books and discussion posts

**7. What the current literature says about children's literature;**

Assignments & Assessments: Readings and discussion posts

## Course Materials

**Required Textbook:** Tunnell, M. et al. Children's Literature, Briefly 7th Ed. (Pearson, 2020).

You will read **10 board books** published within the last 10 years.

You will read **10 additional books from each of these awards from the last 10 years:**

- Sibert (select 1),
- Batchelder (select 1),
- Belpre (select 1),
- Caldecott (select 3),
- Geisel (select 1),
- Newbery (select 1),
- King (select 1), and
- Children's Notable (1).

**Other readings may be required for class and will be posted on the Canvas course site.**

## Course Requirements

### Technology

- Basic computer skills are assumed
- Access to university email – <https://outlook.com/usm.edu>
- Reliable online connection and computer with audio/video capabilities
- Installation, and proficient use of [Microsoft Office 365](#) – free for students, includes Word, Excel, PowerPoint
- Online course materials: <https://usm.instructure.com> – login with your SOAR ID and password

USM Libraries provides services and resources to online learning students. The [Welcome Guide for Online Students](#) is a great starting space to see what all is offered.

### Participation

**Participation in weekly class sessions and discussion board activities is REQUIRED.** You MUST attend class each week and you should check multiple times throughout the week for updates, emails, announcements, etc. Your grade will be determined by 1) logging in; and 2) active participation. You cannot miss more than 3 classes, or your grade will be negatively impacted because class is required. Let me know before class if you can't attend.

All assignments should be turned in by 11:59 pm (CST) on the day it is due. If you have a serious illness, etc., please contact me before it is due so that we can talk about any adjustments that need to be made.

### **Assignments**

- Textbook Quizzes
- Discussion Board Posts
- Required Reading Submissions
- Video Submissions
- Public Library Storytime Activity
- Group Project
- Resource List

### **Course Communication**

**COMMUNICATION WITH YOUR PROFESSOR.** You can send me email anytime, and I will generally respond by the next morning (except weekends). It is required that you email me using my USM email which is [Sarah.Rials@usm.edu](mailto:Sarah.Rials@usm.edu) or through Canvas.

**OTHER COMMUNICATION.** I will use email to contact you. You **MUST** have access to your USM email account, and check it regularly. Forward to another account if you like, but make sure it is forwarding. If you miss an important message, you are still accountable. I will usually post important messages as an announcement, as well. University policy requires that I use USM and course email for communication.

Most weeks we will have a discussion board, which will be a place for communication with your peers. I will read it but will participate minimally—I don't comment on each entry. In order to receive full credit, post at least two times (your original post and at least one response). Answer the questions, referring to the readings or other materials that you have located (be sure to give a complete citation if you refer to outside readings, though you are not required to use outside sources). A good grade requires diligence. Remember: in order to receive full credit, you must refer to the readings and the lecture. Your answers should be substantial; they should meet the minimum listed word/sentence length. Writing need not be in a formal, third person style but you should check your grammar and spelling before posting; please avoid texting abbreviations (i.e. IMO, OMG, etc.). Answer the questions, discuss the issue with your classmates, and ask questions in order to receive full credit. Please do not post unsubstantial comments like "I agree;" this will not count for credit.

### **Course Workload Statement**

Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. For online classes, the average amount spent on a three-credit-course is roughly ten hours per week, including all assignments and interactions.

We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term, keeping in mind that 30 credit hours each year are needed to graduate in four years. Resources for academic support can be found at on our Advisement Center's [Resources page](#) or at the virtual [Student Success Library](#) in our Center for Student Success.

### **Grading Policies and Calculation**

Updated 1.6.22

Name	
Textbook Quizzes	63.5 points
Discussion Board Posts	16.5 points
Required Reading Submissions	30 points
3 Videos: board book, picture book, and award book	15 points (5 pts each)
Public Library Storytime and Activity	10 points
Group Project	20 points
Resource List	25 points
Engagement	20 points
<b>TOTAL</b>	<b>200 points</b>

### Grading Scale

A (95-100)    A- (90-94)    B+ (87-89)    B (83-86)    B- (80-82)    C+ (77-79)  
 C (73-76)    C- (70-72)    D+ (65-69)    D (60-64)    F (0-59)

Students may drop a course with no penalty in the first week of the semester. If students wish to leave a course with a grade of “W” (for “withdrawal”), they may request to do so before the 50<sup>th</sup> day (specific dates can be found here: <https://www.usm.edu/registrar/calendars>). Important note: Students who receive a grade of W **do not receive any money back** and that grade is permanently included on their transcripts.

Students should be aware that “Incompletes” can only be assigned in cases of “extraordinary circumstances” beyond the student’s control.

NOTE: If, for some reason, you need to take an incomplete in the course, you cannot receive an A in the course when you do complete it. Incompletes are rarely given and require documentation. Please contact me ASAP if you are experiencing a personal emergency that might impact your grade. Extra credit work is available only in extreme circumstances.

### Academic Integrity Statement

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others’ work)
- Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the

student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy: <https://www.usm.edu/advisement-center/academic-integrity.php> Note that repeated acts of academic misconduct will lead to expulsion from the University.

### **Resources for Students with Disabilities**

If a student believes that they have a disability which is covered by the Americans with Disabilities Act (ADA) and makes them eligible to receive classroom or housing accommodations, they should contact the Office for Disability Accommodations (ODA) for information regarding the registration process. Disabilities covered by the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

Address:

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3302 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email ODA at [oda@usm.edu](mailto:oda@usm.edu) .

### **Speaking and Writing Centers**

The **Writing Center** and the **Speaking Center** are friendly spaces that provide individualized feedback and support to help Southern Miss students succeed with writing and speaking assignments for any class. The Centers offer one-to-one consultations for any stage of the process, including brainstorming, creating an outline, revising, learning editing strategies, and developing presentation skills. In-person and online appointments are available. To make an appointment, visit [usm.mywconline.com](http://usm.mywconline.com) and create an account. Instructions for making an appointment can be found at [usm.edu/writing-center](http://usm.edu/writing-center). Contact the Writing Center (Cook Library 112) by email at [writingcenter@usm.edu](mailto:writingcenter@usm.edu) or by phone at (601) 266-4821. The Speaking Center (Cook Library 117) can be reached at [speakingcenter@usm.edu](mailto:speakingcenter@usm.edu) or (601) 266-4965.

### **Career Services**

Career Services staff strive to assist students in finding meaningful career paths, developing job-seeking skills and connecting with employment opportunities. Students will find assistance through personal meetings, on-line resources and attending events such as the Career and Internship Expos. Students are encouraged to attend the Career and Internship Expo each semester to explore potential career paths, identify internships, discover job opportunities, and build professional connections with employer contacts. 80 to 100 employers and graduate school representatives attend each semester. Dates and additional information on our website at [www.usm.edu/cs](http://www.usm.edu/cs) or check out the events section in your Handshake account.

### **Copyright statement**

My lectures and course materials, including PowerPoint presentations, tests, outlines, syllabus, handouts, recordings of my lectures, and similar materials, are protected by copyright. That means that I am the exclusive owner of those materials I create, and no one but me can edit them, give them to others, post them anywhere online, or copy them to distribute in any way. You may take notes and make copies of

course materials for your own personal use, and you and other students in the class may share notes and materials when studying. Any other sharing of lecture notes or any course materials cannot be done unless you have my permission in writing, whether you are paid for the materials or not. Similarly, I will not share anything you submit to me unless I have your written permission. If you upload your notes or any materials from this class to any website or give them to anyone, this act is a violation of copyright and is considered academic misconduct. If you do that, you will be subject to the penalties outlined in the University's Academic Integrity Policy. If you have any questions at all about copyright or academic integrity, please let me know.

### **Food Insecurity and Student Homelessness Statement**

The University of Southern Mississippi recognizes that students and staff members may experience challenges beyond their control that impact their ability to take care of their essential needs, such as having food or a safe place to sleep. If you find yourself in need of food or shelter, please consider contacting the Eagle's Nest Food Pantry on the Hattiesburg campus at 601-266-4025 or [eaglesnest@usm.edu](mailto:eaglesnest@usm.edu). All students, faculty, and staff are welcome to come to the Eagle's Nest Food Pantry and utilize the available resources free of charge.

### **Mental Well-Being Statement**

USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at <https://www.usm.edu/student-counseling-services>. *SCS offers currently enrolled students free, confidential counseling services and can provide referrals to campus and community resources. In the event of emergency, please call 911 or if there is a mental health crisis after business hours, contact the counselor-on-call at 601-606-HELP (4357), or call the National Suicide Hotline at 1-800-273-TALK (8255).*

### **Nondiscrimination Statement**

The University of Southern Mississippi offers to all person's equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.

### **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM's campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. The sharing of information to the Title IX Office does not initiate a Title IX investigation or the criminal investigation process. Reporting to the Title IX Office initiates office outreach to those impacted by the alleged behavior to discuss available resolution options and supportive measures. You do not have to file a formal complaint with the Title IX Office in order to access on and off campus supportive measures. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at [www.usm.edu/title-ix](http://www.usm.edu/title-ix).

## Class Schedule

<i>Date</i>	<i>Weekly Reading (due before weekly class meeting)</i>	<i>Assignments (due by 11:59 pm on Sunday)</i>
<b>Week 1</b> January 25	Course Syllabus and Assignment guidelines	Week 1 Discussion Board
<b>Week 2</b> February 1	Textbook Chapters 1 and 5  Canvas Readings	Week 2 Discussion Board  Board Book 1 Board Book 2  Textbook Quizzes
<b>Week 3</b> February 8	Textbook Chapters 6 and 8	Week 3 Discussion Board  Board Book 3 Board Book 4  Textbook Quizzes
<b>Week 4</b> February 15	Textbook Chapters 2, 3, and 4  Canvas Readings	Board Book 5 Board Book 6  Textbook Quizzes
<b>Week 5</b> February 22	Textbook Chapters 7, 10, and 11	Week 5 Discussion Board  Board Book 7 Board Book 8  Textbook Quizzes
<b>Week 6</b> March 1	NO CHAT – Mardi Gras Break  Textbook Chapter 13	Board Book 9 Board Book 10  Board Book Video  Textbook Quiz
<b>Week 7</b> March 8	Textbook Chapter 17	Belpre Award Caldecott Award 1  Public Library Storytime and Activity  Textbook Quiz



<b>Week 8</b> March 15	NO CHAT – Spring Break	
<b>Week 9</b> March 22	Textbook Chapters 9 and 12	Caldecott Award 2 Geisel Award  Textbook Quizzes
<b>Week 10</b> March 29	Textbook Chapters 14 and 15	Batchelder Award Children’s Notable Award  Textbook Quizzes
<b>Week 11</b> April 5	Canvas Readings	Caldecott Award 3 Sibert Award  Picture Book Video
<b>Week 12</b> April 12	Textbook Chapter 16	Coretta Scott King Award Newbery Award  Your Library’s Collection Discussion Board  Textbook Quiz
<b>Week 13</b> April 19	NO CHAT – Asynchronous Group Presentation Assignment	Group Presentations due 4/19 by noon
<b>Week 14</b> April 26	Course Wrap Up	Award Book Video
<b>Week 15</b> May 3		Resource List due 5/3

## Rubrics

### Participation Rubric

<b>Criteria/Levels</b>	<b>Excellent: Consistent performance of all criteria</b>	<b>Satisfactory: Consistent performance of most criteria</b>	<b>Requires Improvement</b>	<b>Unacceptable</b>
Class Chats – 50%	Attends all required chats; is prepared to discuss and ask questions; contributes meaningful and unique ideas to discussions	Attends all required chats; is prepared to discuss and ask questions; most contributions are unique and add to the discussion	Misses one required chat or is not prepared for at least one chat or doesn’t always contribute to the discussion	Misses more than one required chat or is usually not prepared for the chat or hardly ever contributes to the discussion
Discussion Board – 50%	DB entries are submitted on time;	DB entries are submitted on time;	At least 1 DB entry is late or	DB entries are sometimes late or

	DB entries are substantive and show thoughtful insights into the topic; Responses to other postings are meaningful and go beyond just agreeing or disagreeing; Student is consistently respectful of other students' ideas	DB entries usually are substantive and show that student has knowledge of the material; responses to other postings are present as required; Student is consistently respectful of other students' ideas	DB entries tend to be short and superficial or students does not appropriately respond to other postings; Student doesn't always show respect for ideas of others	missing or responses to other postings are not made; Postings and responses are brief and inadequate. Student doesn't always show respect for ideas of others
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### Required Reading Summaries

Criteria/Levels	<b>Excellent: Consistent performance of all criteria; work exceeds level expected of a graduate student in quality</b>	<b>Satisfactory: Consistent performance of most criteria; work meets level expected of a graduate student in quality</b>	<b>Requires Improvement</b>	<b>Unacceptable</b>
All required items present; books and media are critiqued/reported on using the required information in the discussion description; all items are relevant, well-chosen, appropriate for children– 45%	Meets all criteria; all required items present and well chosen from appropriate sources; very relevant and appealing items for children	Meets all criteria; all required items are present and chosen from appropriate sources; relevant items for children	Lacking in at least one area; one or two missing required items	Unacceptable sources or fails to meet more than one criteria; three or more missing items –
Posts meet criteria for length, writing quality – 45%	Entries are long enough; have a high standard of writing quality with no grammatical or other writing errors	Entries are long enough; no more than 2 grammatical or other writing errors	One or two entries not long enough or there are 3-5 grammatical or other writing errors	Several entries are not long enough or more than 5 grammatical or other writing errors present
Citations: formatted appropriately for	Meets all criteria	1-2 formatting errors	Multiple formatting	Multiple serious errors

APA – 10%			errors or a serious error in citation or attribution	in citation or attribution
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**Assignments Rubric**

<b>Criteria/Levels</b>	<b>Excellent: Consistent performance of all criteria; work exceeds level expected of a graduate student in quality</b>	<b>Satisfactory: Consistent performance of most criteria; work meets level expected of a graduate student in quality</b>	<b>Requires Improvement</b>	<b>Unacceptable</b>
All required items present and substantive; instructions were followed; 70%	Meets all criteria; all required items present and appropriately detailed; creativity and appropriate outside resources incorporated and credited when applicable; reflection and description is abundant in the assignment	Meets all criteria; all required items are present	Lacking in at least one area; lacking in detail in description and comments	Lacking in more than one area.
Papers meet criteria for length, writing quality – 20%	Sections are long enough; have a high standard of writing quality with no grammatical or other writing errors	Sections are long enough; no more than 2 grammatical or other writing errors	One or two sections are not long enough or there are 3-5 grammatical or other writing errors	Several sections are not long enough or more than 5 grammatical or other writing errors present
Citations: formatted appropriately for APA – 10%	Meets all criteria	1-2 formatting errors	Multiple formatting errors or a serious error in citation or attribution	Multiple serious errors in citation or attribution

**Overall Writing Rubric**

<b>Criteria/Levels</b>	<b>Excellent: Consistent performance of all criteria – work that exceeds the expected level for graduate students</b>	<b>Satisfactory: Consistent performance of most criteria</b>	<b>Requires Improvement</b>	<b>Unacceptable: Fails to meet more than 3 criteria</b>
Assignment parameters/requirements  Length, required number of sources, formatting, due date, any other assignment requirements – 15%	Assignment meets all parameters		Assignment fails to meet at least one parameter	Assignment fails to meet more than one parameter
Content:  1. Required subject content is present.  2. Content is organized in a coherent, logical manner within the provided headings.  3. Content synthesizes information from various sources into a smooth, consistent whole.  35%	Assignment meets all criteria for content. Content includes insights, development of thoughts and arguments, and analysis that goes above and beyond that which is normal for a graduate-level paper.	Assignment meets all criteria for content. Paper is a good graduate-level paper.	Assignment does not meet at least one aspect of content criteria. Paper is marginal in quality expected of a graduate-level paper.	Assignment does not meet more than one aspect of content criteria. Paper is unsatisfactory in terms of graduate-level paper.
Writing style and presentation:  Paper is free of typos, punctuation errors, spelling errors, and grammatical errors.  Writing flows smoothly with good transitions between major topics,	Assignment meets all criteria for writing style.	Assignment meets most criteria for writing style with not more than 3 typos or other errors.	Assignment meets some criteria for writing style, but there are several instances of typos or other errors.	Assignment has a large number of writing style errors. (more than 10)

<p>paragraphs, etc.</p> <p>Writing uses varied, interesting, appropriate vocabulary and sentence structure. Sentences flow smoothly and are generally neither short/choppy or too long/verbose.</p> <p>Unless specified otherwise in assignment, written in third-person, objective, gender-free style. 25%</p>				
<p>1. Assignment shows judicious and applicable use of quotes and paraphrases. Not more than 15% of text is direct quotes.</p> <p>2. Quotes and paraphrases add to the discussion of the subject, but don't overwhelm it. <b>Material taken from outside sources is suitably paraphrased or quoted directly.</b></p> <p>3. Quotes are in the correct format.</p> <p>4. Required in-text citations are present and in correct format.</p> <p>5. Sources in the Sources Cited or References list are reflected in the paper text.</p> <p>6. Bibliographic</p>	<p>Assignment meets all criteria for use of quotes, paraphrases and citations.</p>	<p>Assignment has no more than three minor errors in using quotes, paraphrases and citations. Minor errors are formatting errors.</p>	<p>Assignment has 1 - 3 serious errors or more than 3 minor errors in using quotes, paraphrases and citations. Serious errors are failure to use quotation marks for quoted material or failure to suitably paraphrase.</p>	<p>Assignment has more than 3 serious errors in using quotes, paraphrases and citations</p>

citations are in the correct format.				
25%				

## Competencies and Standards

ALA Core Competencies (as applied to this course)	Assignments
<p><b>1. Foundations of the Profession</b></p> <p>1A. The ethics, values, and foundational principles of the library and information profession.</p> <p>1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).</p> <p>1J. Effective communication techniques (verbal and written).</p>	<ul style="list-style-type: none"> <li>• Discussion posts on quality, taste, Freedom to Read and Intellectual Freedom as it applies to youth</li> <li>• Written assignments and discussion posts</li> <li>• Book talk assignment</li> <li>• Storytime assignment</li> </ul>
<p><b>2. Information Resources</b></p> <p>2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.</p> <p>2C. Concepts, issues, and methods related to the management of various collections.</p>	<ul style="list-style-type: none"> <li>• Selecting books based on quality, awards, and reviews.</li> <li>• Discussion posts on databases and web resources</li> <li>• Discussion posts on books and media</li> </ul>
<p><b>4. Technological Knowledge and Skills</b></p> <p>4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.</p> <p>4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.</p>	<ul style="list-style-type: none"> <li>• Online delivery of book talks</li> <li>• Online delivery of pathfinders</li> <li>• Evaluation of online resources for children</li> </ul>
<p><b>5. Reference and User Services</b></p> <p>5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.</p> <p>5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.</p>	<ul style="list-style-type: none"> <li>• Book talks assignment</li> <li>• Reader’s Advisory based on survey of books</li> <li>• Discussion post on interacting with children and their information need</li> <li>• Activity/Lesson plan assignment</li> </ul>

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.	
<b>6. Research</b> 6B. The central research findings and research literature of the field.	<ul style="list-style-type: none"> <li>• Discussion posts on readings</li> </ul>
<b>7. Continuing Education and Lifelong Learning</b> 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.	<ul style="list-style-type: none"> <li>• Discussion post on committees and awards</li> </ul>

## AASL Standards

### 1. Use of Information and Ideas.

School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

#### 1.1 Efficient and ethical information-seeking behavior

**1.1a** Candidates model strategies to locate, evaluate and use information for specific purposes.

**1.1c** Candidates interact with the learning community to access, communicate and interpret intellectual content.

#### 1.2 Literacy and reading

**1.2a** Candidates are aware of major trends in reading material for children and youth.

**1.2b** Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. **1.2c** Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

#### 1.3 Access to information

**1.3c** Candidates facilitate access to information in print, nonprint, and electronic formats.

**1.3d** Candidates comply with and communicate the legal and ethical codes of the profession.

#### 1.4 Stimulating Learning Environment

**1.4a** Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.

**1.4b** Candidates identify relationships among facilities, programs, and environment that impact student learning.

**1.4c** Candidates plan and organize library media centers according to their use by the learning community.

### 2. Teaching and Learning.

School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated

information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

### **2.1 Knowledge of learners and learning**

**2.1a** Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.

**2.1b** Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs.

**2.1c** Information skills instruction is based on student interests and learning needs and is linked to student achievement.

### **2.2 Effective and knowledgeable teacher**

**2.2a** Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.

**2.2c** Candidates analyze the role of student interest and motivation in instructional design.

**2.2d** Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

### **2.3 Information literacy curriculum.**

**2.3b** Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.

**2.3c** Candidates assist students to use technology to access, analyze, and present information.

## **3. Collaboration and Leadership.**

School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

### **3.1 Connection with library community**

**3.1b** Candidates articulate the role of their professional associations and journals in their own professional growth.

### **3.2 Instructional partner**

**3.2a** Candidates model, share, and promote ethical and legal principles of education and librarianship.

### **3.3 Educational leader**

**3.3a** Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.

**3.3b** Candidates recognize the role of other educational professionals and professional associations.

**3.3c** Candidates translate for the school the ways in which the library program can enhance school improvement efforts.

**3.3d** Candidates utilize information found in professional journals to improve library practice.

## **4. Program Administration**

School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

### **4.1 Managing information resources: Selecting, Organizing, using**

**4.1a** Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to



meet diverse curricular and personal needs.

**4.1b** Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice.

**4.1c** Candidates support intellectual freedom and privacy of users.

**4.1d** Candidates plan for efficient use of resources and technology to meet diverse user needs.