



Syllabus

it.coe.uga.edu/~mfitzger/6340/syllabus.html

EDIT 6340: Information Services in School Media Programs

Spring Semester, 2005

[Gwinnett University Center](#), Building 1GUC, Room 1630

Updated 1-24-05

[Bottom](#) | [Agendas](#) | [Topics](#) | [Assignments](#) | [Bibliography](#) | [WebCT](#)

Schedule

Saturdays, 9am-2pm

Instructor

Dr. Mary Ann Fitzgerald
604C Aderhold Hall
(706) 542-4030
mfitzger@coe.uga.edu
<http://it.coe.uga.edu/~mfitzger>

Office hours: call for an appointment during weekday hours. I will usually be available before class and briefly afterwards. Please feel free to talk with me privately and at your convenience—this is part of my job. Phone conversations, emails, and face-to-face visits are all welcome. Scheduled phone appointments work well, too. I strive to answer email within 48 hours with the exception of weekends and when out of town. If you need me urgently, a phone call or phone message is the best way.

Course Description

Students analyze criteria for planning, selecting, using, and evaluating a variety of electronic and print resources for information services in schools.

Objectives:

The learner will be able to:

1. Describe the processes of research, information service, and selection in the context of the overall mission of the school's instructional program.
2. Assume a philosophical position on the role of the research process, information services, and the selection process in schools.
3. Describe and implement strategies for building effective information services and selection processes in a school media center.

Texts and Supplies

Van Orden, P. (2001). *The collection program in schools* (3rd ed.). Libraries Unlimited, 1-56308-804-5. Note: Later editions of this book are acceptable.

Riedling, Ann Marlow. (2000). *Reference skills for the school library media specialist: Tools & tips*. Linworth. ISBN1-58683-000-7.

Wasman, A. M. (1998). *New steps to service: Common-sense advice for the school library media specialist*. Chicago: American Library Association.

AASL/AECT. (1998). *Information power*. Chicago: American Library Association.

We will depend heavily upon the Internet in this class for communication, resources, and information inquiry. It is essential that you have access to a reliable computer and Internet connection. I prefer that you use Microsoft Word for word processed assignments to prevent file format problems. You will also need an html editor (*Mozilla Composer, Microsoft FrontPage or FrontPage Express, Dreamweaver, etc.*). In addition, you may find the programs *Microsoft PowerPoint* and *Inspiration* useful. It's a good idea to carry a 3.5" floppy disk or thumb drive to class.

[Top](#) | [Bottom](#) | [Agendas](#) | [Topics](#) | [Assignments](#) | [Bibliography](#) | [WebCT](#)

Topics and Readings

See *Bibliography* (attached) for full citations.

Van Orden references refer to the 3rd edition.

Overview: The roles of materials selection and reference services within the overall media center mission: Van Orden 1; Riedling 1; Wasman Appendix F; review from IP: vision, philosophy, roles, IL standards (pp. 1-44)

The big picture: The collection development process; collection mapping, program evaluation:

- Van Orden 1, 3, 5, 8, 16
- Wasman 8; IP 5
- B. Yoke (2004). Leave no library collection behind. *Library Media Connection* Aug/Sept, p. 34 (available fulltext in GALILEO/Ebsco Academic Search Premier).

Selection tools, reviews, and review sources

Searching (key words; major indexes and engines; Boolean; strategies)

2/5: Evaluation of information:

- Fitzgerald, M.A. (1997). Misinformation on the Internet: Applying evaluation skills to online information. *Emergency Librarian*, 24 (3), 9-14 - can be found fulltext in GALILEO/ Professional Development Collection or EBSCO; and/or
- Fitzgerald, M.A. (2000). Critical thinking 101: The basics of evaluating information. *Knowledge Quest*, 29 (2), 13-20. Click [here](#) for a draft of this article that's close to what was printed/

Selection policy: creation, implementation, revision: Van Orden 6, 7; sample selection policies (search on your own)

Reference instruction

- Riedling 10, 11, 12, 13;
- IP 4-5
- Henry, J. (2004). Holding the MP3 generation accountable. *Library Media Connection*, March, p. 51. (Available in GALILEO.)

Reference interviews: Riedling 9

Consideration, budgeting, and acquisition

- Wasman, 1998, chap 14;
- Van Orden 13, 14;

- [GPB Classroom](#) Module 3:Budget
- Dickinson, G. (2004). Budgeting: As easy as 1-2-3. *Library Media Connection*, March, p. 14. (Available in GALILEO.)

Selecting across formats; criteria for various formats: Van Orden 9, 10; Riedling 3, 4, 5, 6, 7, 8; mini-lessons

Censorship and intellectual freedom: Van Orden 4; IP: ALA Library Bill of Rights, ALA Access to Resources and Services in the School Library Media Program, The Freedom to Read, AECT Statement on Intellectual Freedom (all in the Appendices)

Challenges and reconsideration: Intellectual Freedom and Censorship Q&A (<http://www.ala.org/ala/oif/basics/intellectual.htm>). We will discuss current challenges in the news, so be on the lookout for local cases.

Weeding: Van Orden 15; Wasman 6

Selecting materials and providing reference services to diverse patrons: Van Orden 11, 12

Fundraising; gifts, cheap materials, and commercial materials. Das, N. (2004, Sept.) The thrills of thrift-store librarianship. *American Libraries*, p 46. Available for you within WebCT.

External, human, and community resources:

- Van Orden 2
- IP 7
- Cunningham, C. (2004). Engaging the community to support student success. *Teacher Librarian*, 31 (4), 33-36.

Reference materials and their selection: Riedling 2

Copyright as it applies to selection and reference services:<http://it.coe.uga.edu/~mfitzger/copyright.html>

See [bibliography](#) for additional references.

Other topics pertaining to collection development and information services are invited. If topics come up that need exploring, this course is flexible enough to accommodate them.

Instructional Strategies

Research
 Case studies and scenarios
 Assignments (see below)
 Class discussions and small group discussions
 Readings in texts and of current scholarly and practical articles
 Individual presentations
 Idea sharing
 Field experiences
 Setting up personal consideration files
 Preparation of budgets and orders according to a selection plan
 Interviews of practicing media specialists or librarians
 Format mini-lessons
 Book reviews

[Top](#) | [Agendas](#) | [Topics](#) | [Assignments](#) | [Bibliography](#) | [WebCT](#) | [Bottom](#)

Assignments

Assignment	Points (of 100 total)	Mode (preferred)	Due
Class participation and homework <i>Graded by exception: everybody starts with 10 points and deductions are made only if necessary</i>	5	Individual	as we go along

Format Mini-lesson	10	Individual	TBA: you choose
Mini-Lesson Compendium	5	Individual	May 2
Instructional Material Review	15	Individual	Feb 5
Selection Policy Advice from Spring 2002 Class	25	Group	Mar 19
Field experience: 5 clock hours Assignment Description and Evaluation Checklist	15	Individual	Apr 16
Final project: Order	25	Group	May 2

Grading Policy

1. A lot of thought goes into pacing assignments and arranging deadlines to be reasonable both for you to complete the assignments and for me to properly evaluate them. As professionals, we mutually expect deadlines to be met. Please contact me if you have a problem with meeting a particular deadline. If an assignment is late, its score *may* be reduced. Also, please check with me if you feel that a deadline needs to be rescheduled, either for you personally or for the class as a whole.
2. Communication and writing skills are essential for media specialists, Master's candidates, and Specialist candidates. Therefore, all writing must comply

with grammatical and spelling rules, and should look professional in a visual sense. Please use a word processor and laser or inkjet printer, and avail yourself of the spelling and grammar-checking tools provided by your software. Web sites and projected materials should receive the same level of proofreading and care that printed papers do. If errors or appearance detract from the quality of an assignment, the score will reflect this problem. I reserve the right to return severely flawed assignments to you without a grade, so that you may repair prior to my reading it. Most assignments have a "mechanics" criterion. Items that are written for public consumption in real life -- such as web pages -- should be as close to perfect as possible, in keeping with the professionalism expected of you in the field. Items that are more reflective or just for me to evaluate will not be held to such a high standard.

3. **Format.** Most assignment descriptions specify the form in which each assignment should be turned in. Please pay careful attention to this detail. For example, I may request prints, email attachments, a web address, or a combination of these. Most times, I will ask for both written and electronic versions. Remember to double space when possible and appropriate. Number pages. Please do not use bulky binders or folders - a simple staple is sufficient, or spiral binding if the project is larger. To save paper, it's ok to print on recycled paper (backs of discarded sheets). It's also ok to print front and back, if you also staple down the side like a book. Use a 12-point font. You should also post your assignment on your assignment page - unless privacy will be compromised (as in the case of Field Experiences). This provides a sharing opportunity for all class members, and provides digital backup for print assignments.
4. As scholars, it is essential for you to give credit to any other sources consulted in the course of completing any assignment. Use in-line citations as appropriate. List these in a reference list near the end of the project, and please follow [APA style](#) (4th or 5th edition acceptable).
5. **Collaborative option.** I have specified the preferred mode for each assignment - individual or group. Collaboration has many benefits. However, it is possible to use another mode, especially for individuals to complete group assignments. Please let me know if you want to exercise this option for any assignment. All members of a group receive the same grade for their group's product. If you have a problem in finding a group, please let me know; I will help match-make.
6. **Accountability for collaboration.** This semester, we will pilot an accountability strategy for collaboration. We will discuss this early in the term. The spirit of this strategy will be to incubate good professional collaboration skills while protecting all members of a team from some of the most common collaboration pitfalls.

7. **Resubmit option.** I believe in mastery learning, a learning model in which students have the opportunity to keep working at a skill until they have accomplished it. If you receive less than a 90% score on any assignment, you may correct the problem(s) and resubmit up until the final due date. **If you choose to use this option, you must resubmit the original assignment and scoring sheet/rubric along with your revised assignment.**
8. I follow the Graduate School's policy of using the Incomplete grade only in the case of documented illness or other unavoidable emergency. If you feel you have the need and justification for an Incomplete, you must communicate with me as soon as possible and document your difficulty. No pluses or minuses are given. It is my philosophy that every student can achieve an A with sufficient effort; this class is not a competitive event.
9. **Tracking.** Your final grade should come as no surprise to you if you keep up with your scores. I will use the WebCT Gradebook.
10. **Academic honesty.** All policies of the University of Georgia regarding academic honesty, online activity, copyright, and ethics apply to this class.

Attendance

In this class, participation is of the utmost importance. As in many graduate classes, a major benefit is interacting with your peers. To miss any class seriously compromises your learning. I expect you to have a professional attitude of wanting to participate and to contribute fully in this class, and to give it a high priority in your plans. However, family and job responsibilities at times interfere, and I understand this fact of life. Please let me know ahead of time if you need to be absent, to help my planning process.

I do not wish to be in the position of judging whether an absence should be excused or not. Where I feel that inadequate attendance has compromised your learning - with little or no effort on your part to make up for lost time - I will deduct a percentage of the participation grade.

You are responsible for material missed, and it's up to you to ask your friends about what happened in class and to study the agenda. Please don't ask me: "What did I miss?" However, I am happy to answer specific questions about topics covered. You are welcome to arrange a meeting with me so that we can plan an avenue for you to fill in the gaps in your learning. In most cases, the Agenda will be the best clue of what happened in class. I have no problem with tape recorders in class.

[Top](#) | [Agendas](#) | [Topics](#) | [Assignments](#) | [Bibliography](#) | [WebCT](#) | [Bottom](#)

Management

Special Needs

If you need special assistance due to a physical or learning disability, please let me know. I will be happy to accommodate you in any way that I can.

Ground Rules

- Participants must comply with all computer lab policies established by UGA and the Gwinnett University Center.
- Please do not hesitate to take comfort breaks as needed. Several breaks will be provided.
- I prefer to operate on a first name basis.
- Feel free to interrupt with points and questions. I will also feel free to redirect when things seem to get off track.
- Cell phones: please turn the ringer off during class and leave the room if you must take a call.
- There are NO stupid questions. As media specialists, one of your jobs is to empower students to find their own answers. First: explore on your own, using the research skills and resources available to you. Second: ask your professional peers. Finally, if you're still not satisfied, ask a member of the instructional team.
- Conversely, as a student in the class, it is your responsibility to help other students as much as you can. We need an atmosphere of mutual learning and inquiry. Also, troubleshooting and teaching another person to do something are very effective ways of bolstering your own understanding. Media specialists usually enjoy helping other people solve problems and questions.
- We will not criticize people we know who are working in the field. Instead, we will criticize ineffective practices and strive to discover more effective ones.

Organization

I strive to be organized. The following procedures will help us all manage our resources and time:

- [Daily agenda](#). A day or so before class, I will post an agenda for the next class' events. Please read the agenda on the evening before class. Some students find it helpful to print out a copy and bring it to class. You are responsible for details on this agenda even if you don't attend class.

- Folder system: each student will have a folder which we will exchange each class. Pick it up at the beginning of class, and return it at the end. I will distribute graded work through these folders, and you should place any printed assignments in the folder. Also, check for any handouts that we might need as you pick up your folder.
 - Assignment pages: post your assignments on this page, and I will visit it as needed for grading. Feel free to visit other students' pages. Please don't share the assignment pages with people outside the class, however. Your online assignment page - kept up to date each semester - can form the beginning of your final M.Ed. portfolio or a job-hunting portfolio. Make sure to keep electronic copies of all your projects, even if you don't house it in your own web space.
 - We will use WebCT as needed, for the gradebook, and as inspiration strikes. We will not use it heavily for bulletin board purposes, although you are welcome to use this feature on your own. Sometimes, work groups like to use it for their internal discussions. Feel free.
-

Bibliography

- Allen, C. (1998). Afterthoughts on collection development for new schools. *Book Report* (Nov-Dec), 8-9,11,91-92.
- Ashbridge, C. (1999). Bringing order to chaos: A new look at consideration files. *Book Report*, 18(2), 49-.
- Barron, D. D. (1993). Ask (well) and you will receive. *School Library Media Activities Monthly*, 9(5), 49-51.
- Bayley, L. (1995). Grant me this: How to write a winning grant proposal. *School Library Journal*, 41(9), 126-128.
- Bopp, R. E., & Smith, L. C. (1991). *Reference and information services: An introduction*. Englewood, CO: Libraries Unlimited.
- Branch, R. C., & Rice, M. R. (1992). Cultural sensitivity in media selection. *Ohio Media Spectrum*, 44(1), 25-29.
- Bunge, C. A. (1997). Responsive reference service: Breaking down age barriers. In L. N. Gerhardt (Ed.), *School Library Journal's best* (pp. 339-341). New York: Neal-Schuman.
- Craver, K. W. (1998). Internet search skills for the college-bound. *School Library Journal* (Nov.), 33-35.
- Doll, C. A. (1997). Quality and elementary school library media collections. *School Library Media Quarterly*, 25(2), 95.
- Doll, C. A., & Barron, P. P. (1991). *Collection analysis for the school library media center: A practical approach*. Chicago: American Library Association.

- Fitzgerald, M.A. (1997). Misinformation on the Internet: Applying evaluation skills to online information. *Emergency Librarian*, 24 (3), 9-14.
- Goins, S., & Dayment, L. (1998). Ready reference tools: EBSCO Topic Search and SIRS Researcher. *Book Report(Nov/Dec)*, 21-.
- Gordon, A. (1999). Books can be recycled, too - to your advantage. *Book Report*, 18(3), 34-.
- Hopkins, D. M. (1998). Toward a conceptual path of support for school library media specialists with material challenges. *School Library Media Quarterly*: available fulltext through the ALA/AASL website.
- Job, A. G., & Schnare, M. (1996). Reference work in school library media centers: A book of case studies. Lanham, MD: Scarecrow.
- Kachel, D. E. (1997). Collection assessment and management for school libraries: Preparing for cooperative collection development. Westport, Connecticut: Greenwood.
- Katz, W. A. (1997). Introduction to reference work. (seventh ed.). (Vol. II). New York: McGraw-Hill.
- Kelly. (1992). Using government documents. New York: Neal-Schuman.
- Manczuk, S. (1999). The right stuff: Essential resources for managing your middle school media center. *Book Report*, 17(4), 8-11.
- McDougald, D., & Bowie, M. (1997). Information services for secondary schools. Westport, Connecticut: Greenwood.
- Moore, F. (1998). The Internet as a money-saving alternative collection resource. *Book Report(nov-dec)*, 47-48.
- Morris, B. J., Gillespie, J. T., & Spirt, D. L. (1992). Administering the school library media center. (3rd ed.). New Providence, NJ: R. R. Bowker.
- Patrick, G. D. (1992). Building the reference collection: A how-to-do-it manual for school and public librarians. New York: Neal-Schuman.
- Prozano, E. T., & Prozano, J. S. (1982). Case studies in library/media management. Littleton, CO: Libraries Unlimited.
- Sader, M. (1988). Reference books for young readers: Authoritative evaluations of encyclopedias, atlases, and dictionaries. New York: R.R. Bowker.
- Smallwood, C. (1998). Developing vertical file resources. *Book Report (Nov.-Dec.)*, 16-17.
- Vlcek, C. W., & Wiman, R. V. (1989). Managing media services: Theory and practice. Englewood, CO: Libraries Unlimited.

Other Resources

University of Georgia computing policies can be found [here](#).

Click [here](#) to download Acrobat Reader (Windows version). For other versions, visit the [Adobe](#) site.

[Top](#) | [Bottom](#) | [Agendas](#) | [Topics](#) | [Assignments](#) | [Bibliography](#) | [WebCT](#)

[Fitzgerald home](#) | [IT Home](#)
[SLM Program Resources](#)

Expires 5-31-05.

All rights reserved

<http://it.coe.uga.edu/~mfitzger/6340/syllabus.html>