**LBSC 641: Selecting & Evaluating Resources for Learning**

**Spring 2019 Course Syllabus**

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<th>PROFESSOR</th>
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| Ms. Jennifer J. Sturge  
University of Maryland  
College of Information Studies  
Remote Office  
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Email: jsturge@umd.edu  
Office Hours: By appointment (via Skype, Facetime or phone) |

*Please consider the syllabus a living document that is subject to modification with prior notification and based upon the needs of all class members.*
GENERAL COURSE INFORMATION

Course Description: Evaluating and selecting resources for learning are complex processes that can be approached from a number of perspectives: building and maintaining an adequate collection, using limited budgetary resources wisely, and balancing the needs and requests of various client constituencies. The most important perspective—and one that is often neglected—is the instructional one: Evaluating and selecting resources according to their inherent appropriateness as tools for enhancing learning and their applicability to specific instructional settings and learners’ needs in the K-12 environment.

Course Goals & Student Learning Outcomes: Upon completion of this course, students are expected to be able to:

1. Demonstrate understanding of the nature and uses of resources for learning.
   a. Students will identify resources for learning and describe the role of such resources in contemporary educational settings.
   b. Students will identify and describe the characteristics of learners (including special populations), tasks, outcomes, settings, and conditions that influence the selection and use of resources for learning.

2. Analyze a variety of selection tools available to the school librarian and demonstrate understanding of their uses.
   a. Students will identify a variety of selection tools for locating instructional and informational resources for learning.
   b. Students will describe the advantages and disadvantages of a range of sources for locating and selecting resources for learning.

3. Demonstrate understanding of the nature and processes of systematic planning for the selection and use of resources for learning.
   a. Students will identify and describe the elements of a collection development policy.
   b. Students will explain the nature and process of integrating resources and technology into learning environments.
   c. Students will demonstrate the ability to develop effective and appropriate strategies for investigating and resolving collection development problems.

4. Analyze the range of resources for learning and will determine the applicability and appropriateness of each for particular situations.
   a. Students will compare and contrast various media formats, noting the advantages and disadvantages of each for learning.
   b. Students will analyze and evaluate learning resources to meet an identified curricular need for a particular audience.

5. Demonstrate an understanding of important professional concerns related to the selection and evaluation of resources for learning.
   a. Students will suggest ways in which technological advances may affect the selection and evaluation of resources for learning.
   b. Students will interpret concerns related to copyright, equity, special populations, etc., as these relate to the selection and use of resources for learning.

6. Analyze, evaluate, and create new knowledge about the major topics covered in this course as they relate to the role of the school librarian.
**Course Delivery:** Our course is hosted using Canvas. Each distance learning course offered through the College of Information Studies has its own space within this system which typically includes the syllabus, lectures, a forum for class discussions, and a place to submit assignments. Access our course site at: [https://myelms.umd.edu/login](https://myelms.umd.edu/login). For questions regarding technical aspects of the course site please visit: [http://helpdesk.umd.edu/](http://helpdesk.umd.edu/).

**Course Materials:** In order to fully participate in and successfully complete this course, students must have:
1. Reliable access to the Internet.
2. The ability to record and upload text, audio, and video documents.


Additional readings are available through our course site.
COURSE COMMUNICATION

Peer Discussions: You will participate in discussions that focus on issues related to course topics. Because our course is reading and assignment intensive, to prevent "overload," and to enhance your ability to thoroughly consider discussion prompts and post thoughtful responses, I will provide prompts for each discussion thread. In the spirit of full disclosure, many of the prompts will be taken directly from the discussion questions that appear at the end of our textbook’s chapters.

My expectation is that discussions will involve robust interactions between you and your classmates. You are expected to actively engage with your classmates during each discussion thread; guidelines for responses will appear in each discussion prompt. To keep discussion threads manageable, you should plan to participate with a thorough initial post by the deadline and follow up with two responses to your classmates within the discussion window.

Contributions to all discussion threads are graded. Each post should be well thought out, clearly worded, and on-topic and will be assessed on these criteria. The content of your posts should explicitly or implicitly indicate that required documents have been read in their entirety. More threads are not necessarily better. Be clear in what you want to say and avoid echoing someone’s thoughts or replying with agree statements. Replies should move the conversation forward in nature. You may (and are encouraged to) include anecdotes from work and/or personal experiences, completed assignments, things learned in other courses, or descriptions of other relevant readings, etc.

Other Discussion Boards: A “Faculty Office” discussion board is provided so that you may post questions of a general nature to Professor Sturge. If a question posted in this forum does not receive a response within 48 hours, please feel free to send me an email asking me to check the board. Please send questions related to your specific situation via email.

A “Student Café” discussion board is provided for you to post additional comments on a discussion topic or for informal discussions on other relevant topics. The decision to read messages in the Student Café is optional. Discussions specific to individual students are not appropriate for placement in the Student Café and should take place via email or other forms of private communication.

Direct/Private Communication with Professor Sturge: The primary method that you should use to contact me is the messaging function located within Canvas. If you do not receive a response to your message within 48 hours, please feel free to send me a gentle reminder via email: jsturge@umd.edu

Other Means of Communication: You may also request a Skype, Google Hangout, or Facetime session or phone conversation.
ASSIGNMENTS & ASSESSMENT

You will be assessed via one or more of the following methods:
1. Individual assignments;
2. Participation in topical discussions.

Unless otherwise stated, all assignments must be submitted on by 11:59 p.m. on the date listed. Timeliness is extremely important in graduate work, and extensions will only be available during personal emergencies. Candidates who need to request an extension should discuss their concerns with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties.

Unexcused delays in submission of assignments will result in a deduction of one full letter grade for each day the assignment is late.

Assignment Formatting: Unless otherwise specified, please format all written assignments as follows:
1. Use either Arial or Times New Roman in 12-point font;
2. Save your assignments as .doc or .docx;
3. Always include your name, date, course name/number, and assignment title on the first page; no running head is required on subsequent pages;
4. Pages must be double spaced, numbered, and include a one-inch margin all around (unless otherwise noted in the assignment instructions);
5. Use consistent section titles/subtitles to organize your papers;
6. Use American Psychological Association (APA) format for citations/references. It is best to purchase the latest edition of the APA Publication Manual but an excellent resource is found at Purdue University's Online Writing Lab at: http://owl.english.purdue.edu/owl/resource/560/01/

Brief Assignment Descriptions (Full descriptions and grading rubrics appear on course site):
*With the exception of the discussions, each assignment is part of a semester-long project.

Assignment 1: Audience, Environment, & Curriculum Description (worth 50 points)
This assignment will serve as the basis for the continuing work that you will complete throughout the semester. The document you submit will identify and describe the environment that your project will focus on, describe the individuals/student groups who will be served, and explain the curricular focus area for your project.

Assignment 2: Website/Blog Creation (worth 20 points)
This assignment will serve as the basis for a place to share your work and create a partial portfolio.

Assignment 3: Evaluation of Selection Tools & Information Resources (worth 50 points)
Using the curriculum area identified in the first assignment, you will consult a range of selection tools and evaluate a number of information resources that will later be used to create an electronic pathfinder.

Assignment 4: Collection Development Analysis (worth 50 points)
This assignment will help to familiarize you with collection development and analysis and enable you to learn to run a report, analyze the collection and decide upon steps to take to further your collection development within the library.

Assignment 5: Screencast Tutorial (worth 40 points)
Use the screencasting program of your choice to demonstrate an electronic resource. You will create a five
minute (or less) tutorial to introduce a database or an electronic resource to the students who will use your pathfinder.

**Assignment 6: Diversity in the School Library (worth 40 points)**
Thinking about the school, grade, and population of your chosen building, create a list of resources that would appeal to a wide variety of students. While creating this list of resources, consider electronic, audio, video, and print materials. Develop a list of 5-7 resources that meet the diverse needs of your building. In addition, develop a list of 5 blogs, websites, or other places where you might go to look for these resources.

**Assignment 7: Electronic Pathfinder and Reflection on Pathfinder Creation (worth 50 points)**
Pathfinders assist students in identifying the resources needed to answer their research questions. A well-constructed pathfinder can guide students to quality resources that minimize time and frustration during Internet searching. For this assignment, you will create an electronic pathfinder that will draw upon the work you have done in previous assignments to present resources specific to the curricular focus area you decided upon and useful for the population you have identified. In a 2-5 minute recorded presentation, you will describe and reflect on the process of preparing your pathfinder.

**Assignment 8: Participation in Discussion Threads (worth 80 points)**
To facilitate interactions among class members, you will participate in whole group discussions and be assigned to a smaller group to participate in bi-weekly discussion threads. The participation portion of your final grade will consist of an assessment of the quality of your posts related to each discussion topic.

**Assignment 9: Collection Development Blog (worth 40 points)**
Creating a mini-blog/posting on website of a resource you would add to your collection weekly. Each week you will be asked to create a short 2-3 sentence summary of the resource with a picture. In addition, you will need to state why this would be a useful resource or book to add to your collection. This assignment will take place in weeks 4-13. You can see an example in Module 4 under the tab Module 4 Activiti

**GRADING SCALE**
The chart below shows how letter grades will be assigned based upon points earned for each assignment.

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<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>395 - 420</td>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>378 - 394</td>
<td>A-</td>
<td>90 - 93.9</td>
</tr>
<tr>
<td>365 - 377</td>
<td>B+</td>
<td>87 - 89.9</td>
</tr>
<tr>
<td>353 - 364</td>
<td>B</td>
<td>84 - 86.9</td>
</tr>
<tr>
<td>336 - 352</td>
<td>B-</td>
<td>80 - 83.9</td>
</tr>
<tr>
<td>323 - 335</td>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>311 - 322</td>
<td>C</td>
<td>74 - 76.9</td>
</tr>
<tr>
<td>294 - 310</td>
<td>C-</td>
<td>70 - 73.9</td>
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UNIVERSITY STATEMENTS

Academic Integrity: The academic community of the University of Maryland, the College of Information Studies, and your instructor require the highest standards of professional ethics and personal integrity from all members of the community. Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper without prior approval, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all resources you use and make sure all ideas and quotations are properly acknowledged.

The University’s Code of Academic Integrity is found at:
http://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a

Students with Disabilities: Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. The University of Maryland, College of Information Studies, and your instructor are committed to your success and to supporting section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (ADA).

If you believe that you need accommodations for a disability, please contact the university’s Disability Support Services Office (DSS) to request a consultation. DSS is located in the Shoemaker Building, room 0106, its website is http://www.counseling.umd.edu/dss/, and staff may be reached at 301-314-7682 or dissup@umd.edu.

Please discuss your need for academic accommodations with me by the second week of class.
### COURSE CALENDAR

**Notes:** 1. Links to non-textbook readings and activities appear on the course site.
   2. Full references for additional readings appear in the readings list below the calendar.

<table>
<thead>
<tr>
<th>MODULE/ DATES</th>
<th>PARTIAL LIST READINGS/VIEWINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
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<tbody>
<tr>
<td>Module 1 January 28</td>
<td>A Century of Change</td>
<td>Video Introduction – Due by Sunday of week 1 (10 points)</td>
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<tr>
<td>Module 2 February 4</td>
<td>Textbook What is a Collection What to Expect from Libraries Changing the Conversation</td>
<td>Discussion: Weeks 1/2 – Post initial response by Tuesday of module 2, responses by Sunday. (10 points)</td>
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<tr>
<td>Module 3 February 11</td>
<td>Textbook Collection Development: Communities Understanding Faculty Needs Mini-lecture</td>
<td>Assignments 1 and 2 due at the end of this module on February 17. Assignment 1: Audience, Environment, Curriculum (50 points) Assignment 2: Website/Blog (20 points)</td>
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<tr>
<td>Module 4 February 18</td>
<td>Textbook Resources for School Librarians (browse) ALA Privacy Guidelines</td>
<td>Discussion: Weeks 3/4 – Post initial response by Tuesday of module 4, responses by Sunday. (10 points) Create and post mini-blog #1</td>
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<tr>
<td>Module 5 February 25</td>
<td>Textbook Collection Development – nonfiction Aligning Collection Development</td>
<td>Create and post mini-blog #2</td>
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<td>Module 6 March 4</td>
<td>Textbook Let’s Talk Collection Development</td>
<td>Discussion: Weeks 5/6 – Post initial response by Tuesday of module 6, responses by Sunday. (10 points) Create and post mini-blog #3</td>
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<tr>
<td>Module 7 March 11</td>
<td>Textbook Mini Lecture</td>
<td>Assignment #3: Evaluation of Selection Tools and Information Resources due on 3/17 (50 points) Create and post mini-blog #4</td>
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<td>Module 8 March 25</td>
<td>Textbook The Connected Librarian Marketing the School Library</td>
<td>Discussion: Weeks 7/8 – Post initial response by Tuesday of module 8, responses by Sunday. (10 points) Create and post mini-blog #5</td>
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<td>Module 9 April 1</td>
<td>Textbook In Defense of Library Genrefication The Case Against Library Genrefication 5 Steps to Ditch Dewey (optional)</td>
<td>Assignment #4: Collection Development and Statistics due on 4/7 (50 points) Create and post mini-blog #6</td>
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<tr>
<td>Module 10 April 8</td>
<td>Textbook On the Rebound</td>
<td>Discussion: Weeks 9/10 – Post initial response by Tuesday of module 10, responses by Sunday. (10 points) Create and post mini-blog #7</td>
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<td>Module 11 April 15</td>
<td>Textbook John Green Where’s the Color in Kid Lit Diversity (optional)</td>
<td>Assignment #5: Screencast Tutorial due 4/21 (40 points) Create and post mini-blog #8</td>
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<td>Module 12</td>
<td>Textbook</td>
<td>Discussion: Weeks 11/12 – Post initial response by Tuesday of module 12, responses by Sunday. (10 points) Create and post mini-blog #9</td>
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<td>April 22</td>
<td>ALA Intellectual Freedom Ethical Issues NCAC SLMR Being Proactive (optional) Mini Lecture</td>
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<td>Module 13</td>
<td>Textbook</td>
<td>Assignment #6: Diversity in the School Library due 5/5 Create and post mini-blog #10 **Do not forget one component of Assignment #6 is to create an additional blog post about the Diversity in the School Library assignment</td>
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<tr>
<td>April 29</td>
<td>Far Beyond Makerspaces Future Ready Librarians Reinventing Libraries Are you a Future Ready Librarian</td>
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<td>Module 14</td>
<td>Textbook</td>
<td>Discussion: Weeks 13/14 – Post initial response by Tuesday of module 14, responses by Sunday. (10 points) Assignment #7 Pathfinder and Reflection due 5/12 **Do not forget that the pathfinder should be created on your blog/website as a tab or section</td>
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<tr>
<td>May 6</td>
<td>Becoming a Celebrity TL Achieving that Elusive Leadership Zone</td>
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I am passionate about school libraries. I truly believe that school libraries are the center of the school building: sometimes physically, but always educationally. Librarians wear many hats, and I firmly believe that in taking on the role of a librarian you are taking on the role of instructional leader within the building. My hope for you as you complete this course is that you leave with a profound understanding of why collection development is important to the school library and with the ability to build a collection that meets the needs of your school community.

sincerest thanks to:

- Dr. Renee Hill who previously taught this course and provided an excellent model for me to follow. Her patience and graciousness is truly a model for us all to follow.
- The Department of Information Studies who made this possible.