LBSC 741: Seminar in School Library Administration

Fall 2017 Course Syllabus*

PROFESSOR
Dr. Renee F. Hill
University of Maryland
College of Information Studies
4121A Hornbake Building South Wing
College Park, MD 20742
Office phone: 301-405-9445
Email: rfhill@umd.edu
Office Hours: By appointment

* Please consider the syllabus a living document that is subject to modification with prior notification and based upon the needs of all class members.
**Course Description** “The mission of the library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist (SLMS) empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information” (Empowering Learners: Guidelines for School Library Media Programs, p. 8).

The school librarian works with classroom teachers, administrators, and others to build a program that supports active, authentic learning; encourages students and staff to become lifelong learners; and models a vibrant, collaborative culture. The school librarian has the responsibility to administer the program effectively so that its mission and goals can be accomplished. Our course is designed to provide future school librarians with the knowledge and expertise necessary to administer effective programs.

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

- Define and communicate the role an effective library program plays in a learning community;
- Explain the importance of creating a shared vision for an effective library program;
- Develop policies and procedures related to planning and budgeting to support an effective library program;
- Demonstrate understanding of policies and procedures related to personnel and hiring;
- Articulate the principles that undergird space planning for effective school library programs;
- Discuss methods of evaluating library programs and services;
- Use research from the field to explore the librarian’s role in student assessment;
- Explain how an effective advocacy program can develop support for the library program within and beyond the school; and
- State his/her philosophy regarding the value of the school library in teaching and learning.

**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.

**Textbook/Readings:** The required textbook for this course is


**Additional required and recommended readings will be made available through our course site.**
Bi-weekly Discussions: You will participate in discussions that focus on issues related to course topics. To allow sufficient time to consider the topic and post thoughtful responses, each discussion thread will take place over a two-week period. The expectation is that discussions will involve robust interactions among students. 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 will be assigned to a specific discussion group; a student or pair of students will be designated to lead each discussion thread. Please be sure to make discussion posts in your assigned discussion area unless otherwise instructed. I will monitor all discussions and will post responses and/or questions as appropriate/necessary.

Contributions to discussion threads are graded. Each post should be well thought out and clearly stated and will be assessed on these criteria. The content of each post should indicate that required documents have been read in their entirety. You may include anecdotes from work and/or personal experiences, completed assignments, things learned in other courses, or descriptions of other relevant readings, etc. Please keep these discussions on the specified topic.

Other Discussion Boards: A “Faculty Office” discussion board is provided so that you may post questions of a general nature to me. 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. Questions related to your specific situation should be sent 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 Hill: You can contact me via either the messaging function located within Canvas or by sending me an email. If you do not receive a response to your message within 48 hours, please feel free to send me a gentle reminder via email: rfhill@umd.edu

Other Means of Communication: You may also request a video conference or phone conversation.
ASSIGNMENTS & ASSESSMENT

You will be assessed via the following methods:
1. Individual assignments.
2. Participation in bi-weekly discussions.

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. If you need to request an extension, please contact me. 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, all written assignments should be formatted 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):
Assignment 1: Assessing Your Leadership Style (worth 50 points)
This assignment calls for you to complete a brief assessment to determine your own style, then reflect on the process and results.

Assignment 2: Volunteer Program Policy (worth 50 points)
You will develop a policy for inclusion in the library policy/procedure manual that will outline a program for recruiting, training, and supervising volunteers.

Assignment 3: Classroom Management Plan and Infographic (100)
Working with a classmate, you will construct a classroom management plan that would exist as a document in a library’s general policy/procedure manual. You will also create an infographic that uses text and graphics to illustrate behavioral expectations.

Assignment 4: Personal Growth Plan (worth 100 points)
You will assess your own strengths and opportunities for growth, develop personal growth goals, and propose a professional development plan to help you achieve your goals.

Assignment 5: Participation in Discussion Threads (worth 70 points)
You will be assigned to a discussion group to participate in bi-weekly discussion threads. Most discussion prompts will be posted by discussion leaders; several discussion threads will be facilitated by Professor Hill. The participation portion of your final grade will consist of an assessment of the quality of your posts.
GRADING SCALE
The chart below shows how letter grades will be assigned based upon points earned for each assignment.

<table>
<thead>
<tr>
<th>POINTS EARNED</th>
<th>LETTER GRADE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>348-370</td>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>333-347</td>
<td>A-</td>
<td>90-93.9</td>
</tr>
<tr>
<td>322-332</td>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>311-321</td>
<td>B</td>
<td>84-86.9</td>
</tr>
<tr>
<td>296-310</td>
<td>B-</td>
<td>80-83.9</td>
</tr>
<tr>
<td>285-295</td>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>274-284</td>
<td>C</td>
<td>74-76.9</td>
</tr>
<tr>
<td>259-273</td>
<td>C-</td>
<td>70-73.9</td>
</tr>
</tbody>
</table>

FINAL NOTE ABOUT ASSIGNMENTS
I am not a proponent of “busy work.” Each assignment has been designed to allow for creativity and authentic assessment. I am very interested in your perspective and I believe that everyone will be successful in this class. My expectation is that you will create and submit assignments reflective of high-quality graduate work. I know you won’t let me down!
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 also 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 any necessary academic accommodation with me by the second week of class.
## COURSE CALENDAR

**Notes:**
1. Links to each week's readings and activities appear on the course site.
2. Full references for weekly readings appear in readings list below calendar.

<table>
<thead>
<tr>
<th>MODULE/ DATES</th>
<th>TOPICS</th>
<th>READ/VIEW</th>
<th>ACTIVITIES/ ASSIGNMENTS</th>
</tr>
</thead>
</table>
| **Week 1** 8/28-9/3 | • Introductions  
• Course overview | READ  
1. Syllabus  
2. Course Calendar  
VIEW  
1. Lecture: Course overview | ▪ Record & post intro video (due by 11:59 PM, 9/3)  
▪ View classmates' intros |
| **Week 2** 9/4-9/10 | • School librarian's roles  
• Developing your teaching philosophy | READ  
1. Farmer, ch. 1  
2. Farmer, ch. 4  
VIEW  
Mini lecture or other recording | ▪ Read Week 2/3 discussion prompt [posted by Professor Hill]  
▪ Sign up for discussion topic you will lead/co-lead |
| **Week 3** 9/11-9/17 | • School library's functions  
• Setting library's mission & vision | READ  
1. Farmer, ch. 2  
2. Farmer, ch. 3, pp 25-34  
VIEW  
Mini lecture or other recording | ▪ Engage in Week 2/3 discussion  
▪ **Submit assignment #1:** Assessing Your Leadership Style (due 11:59 PM, 9/17) |
| **Week 4** 9/18-9/24 | • Analyzing the school community  
• Analyzing library resources | READ  
1. Farmer, ch. 3, pp. 36-43  
2. Farmer, ch. 5, pp. 61-63  
3. Farmer, ch. 6, pp. 81-86  
VIEW  
Mini lecture or other recording | ▪ Discussion leaders post Week 4/5 discussion prompt |
| **Week 5** 9/25-10/1 | • Library staffing  
• Collaborating with other educators | READ  
1. Farmer, ch. 9  
VIEW  
Mini lecture or other recording | ▪ Engage in Week 4/5 discussion |
| **Week 6** 10/2-10/8 | Managing Resources Part 1  
• Collection development  
• Acquisitions  
• Selection | READ  
1. Farmer, ch. 6, pp. 92-98  
VIEW  
Mini lecture or other recording | ▪ Discussion leaders post Week 6/7 discussion prompt  
▪ Select partner for assignment #3 |
| **Week 7** 10/9-10/15 | Managing Resources Part 2  
• Processing  
• Access  
• Circulation  
• Deselection | READ  
1. Farmer, ch. 6, pp. 98-107  
VIEW  
Mini lecture or other recording | ▪ Engage in Week 6/7 discussion |
| **Week 8** 10/16-10/22 | • Classroom management | READ  
VIEW | ▪ Discussion leaders post Week 8/9 discussion prompt  
▪ **Submit assignment #2:** Volunteer Program Policy (due 11:59 PM, 10/22) |
<table>
<thead>
<tr>
<th>MODULE/DATES</th>
<th>TOPICS</th>
<th>READ/VIEW</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Designing spaces to meet learners' needs</td>
<td><strong>READ</strong></td>
<td><strong>Engage in Week 8/9 discussion</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Farmer, ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini lecture or other recording</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Library funds &amp; budgeting</td>
<td><strong>READ</strong></td>
<td><strong>Discussion leaders post</strong></td>
</tr>
<tr>
<td>10/30-11/5</td>
<td></td>
<td>1. Farmer, ch. 8</td>
<td><strong>week 10/11 prompt</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini lecture or other recording</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Effective communication</td>
<td><strong>READ</strong></td>
<td><strong>Engage in Week 10/11 discussion</strong></td>
</tr>
<tr>
<td>11/6-11/12</td>
<td>Library marketing</td>
<td>1. Farmer, ch. 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini lecture or other recording</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Teaching information literacy</td>
<td><strong>READ</strong></td>
<td><strong>Discussion leaders post</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hamilton, B. (2014)</td>
<td><strong>Submit assignment #3:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong></td>
<td>Infographic (due 11:59 PM, 11/19)</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>HAPPY</strong></td>
<td><strong>THANKSGIVING!!</strong></td>
<td></td>
</tr>
<tr>
<td>11/20-11/26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Leadership</td>
<td><strong>READ</strong></td>
<td><strong>Engage in Week 12/14 discussion</strong></td>
</tr>
<tr>
<td>11/27-12/3</td>
<td></td>
<td>1. Farmer, ch. 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini lecture or other recording</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Semester wrap-up</td>
<td><strong>READ</strong></td>
<td><strong>Week 15 Final discussion posts</strong></td>
</tr>
<tr>
<td>12/4-12/10</td>
<td>Final reflections</td>
<td>No readings</td>
<td>[Professor Hill posts prompt]</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VIEW</strong></td>
<td><strong>Submit assignment #4:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrap up lecture</td>
<td>Personal Growth Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(due, 11:59 PM, <strong>Friday</strong>, 12/15)</td>
</tr>
</tbody>
</table>
Reading List

Below is the list of the items you must read this semester. The list also contains optional materials.

**WEEK 1: WELCOME & COURSE INTRODUCTION**
1. Course syllabus

**WEEK 2: SCHOOL LIBRARIAN’S ROLES/DEVELOPING YOUR TEACHING PHILOSOPHY**
1. Farmer, chapters 1 and 4

**WEEK 3: SCHOOL LIBRARY’S FUNCTIONS/MISSION & VISION**
1. Farmer, chapter 2; chapter 3, pp. 25-34.

**WEEK 4: ANALYZING SCHOOL COMMUNITY & LIBRARY RESOURCES**
1. Farmer, chapter 3, pp. 36-43; chapter 5, pp. 61-63; chapter 6, pp. 81-86.

**WEEK 5: LIBRARY STAFFING/COLLABORATING WITH OTHER EDUCATORS**
1. Farmer, chapter 9.

**WEEK 6: MANAGING RESOURCES PART 1: COLLECTION DEVELOPMENT, ACQUISITIONS, SELECTION**
1. Farmer, chapter 6, pp. 92-98.

**WEEK 7: MANAGING RESOURCES PART 2: PROCESSING, ACCESS, CIRCULATION, Deselection**

**WEEK 8: CLASSROOM MANAGEMENT**

**WEEK 9: DESIGNING SPACES TO MEET LEARNERS’ NEEDS**
2. Farmer, chapter 7.

**WEEK 10: LIBRARY FUNDS & BUDGETING**
1. Farmer, chapter 8.

**WEEK 11: EFFECTIVE COMMUNICATION/LIBRARY MARKETING**
1. Farmer, chapter 11.
WEEK 12: TEACHING INFORMATION LITERACY/ PROMOTING INQUIRY & INDEPENDENT READING

WEEK 14: LEADERSHIP & ADVOCACY
1. Farmer, chapter 12

WEEK 15: SEMESTER WRAP UP
**No readings**
ABOUT YOUR PROFESSOR

Dr. Renee F. Hill

I am passionate about and committed to researching and teaching about issues that involve examining methods for increasing understanding of diversity issues in Library and Information Studies. My work focuses on examining information needs and information access as they relate to diverse populations (e.g., members of various racial/ethnic groups, individuals with disabilities).

I earned a Bachelor’s degree in Exceptional Student Education at Florida Atlantic University and taught middle school special education for a period of time. Both my Master's and Ph.D. were earned in Library and Information Studies at Florida State University.

On a personal note, I was born in Houston, TX and raised in Fort Lauderdale, FL. I have joined UMD’s iSchool after having been a faculty member at Syracuse University since 2007 and am excited to move to the great state of Maryland. I am married to Thomas Hill and we have five children ranging in age from 3 to 24. I am a voracious reader and I enjoy a variety of topics and genres.

**Acknowledgements**: My sincerest thanks go to:

- Lindsay Sarin and Erin Zerhusen who continue to help me get acclimated to my new "home" at the iSchool.
- All of you for enrolling in this class, being engaged learners, and conscientious information specialists who care about educating and working with K-12 students.