LBSC 749: Internship in School Libraries

Spring 2019 Course Syllabus*

PROFESSOR
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* 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: This course is designed to provide students with opportunities to observe in library programs offered at two different levels (elementary and secondary) and to participate in the operation and activities of the programs under the supervision of certified school librarians. Students will apply knowledge gained in LBSC 741 (School Library Program Administration) as well as in other courses in the MLIS program and critically analyze their performance and experiences. LBSC 749 (formerly LBSC 744) is the capstone course for the school library specialization.

Course Goals & Objectives: The school library internship will enable students to:
- Demonstrate the ability to function in a school library setting in a role with responsibilities, expectations, and supervision appropriate to an entry-level professional;
- Demonstrate the ability to understand, describe, and function in the roles of the school librarian: teacher, instructional partner, information specialist, leader, and program administrator, advocate;
- Identify and describe the characteristics of an effective library program that is integrated into all aspects of learning and teaching in a school;
- Demonstrate the ability to interact effectively and appropriately with other program candidates, teachers, administrators, parents, and others within the school district and the broader community both individually and in groups;
- Demonstrate the ability to interact appropriately and effectively with students, teachers, administrators, parents, and other patrons of the school library setting or operation, communicating clearly with individuals and groups;
- Demonstrate the ability to communicate clearly in standard written and oral English and to work effectively with a classroom teacher to create and deliver instruction that integrates information literacy skills into a content area;
- Demonstrate an understanding of the technical and operational aspects of a school library program as well as show that they can successfully organize and manage multiple work demands;
- Demonstrate that they can work within reasonable expectations defined by the profession and the school districts in which they work during their internship experience;
- Demonstrate that they have the physical stamina to meet the demands of managing an effective school library program;
- Reflect upon their visions and expectations for effective library programs prior to beginning their internship experiences and compare and contrast their expectations with the realities they find in the school in which they work;
- Demonstrate the ability to systematically describe and analyze effective library programs, services, and operations;
- Evaluate their strengths and weaknesses as school librarians and develop strategies to address the areas that need strengthening;
- Begin to build a professional network for support and future employment;
- Clarify individual professional goals, evaluate their strengths and weaknesses related to being an information professional, and develop strategies for continued professional growth and development.

Course Requirements: You are expected to observe and participate in the operation of library programs in two schools; one at the elementary level and one at the secondary level, for a total of 30 full school days. You must spend a minimum of 15 school days working in an elementary school and a minimum of 15 school days working in a middle OR high school. The hours you spend in school each day are to mirror your mentor librarian’s hours.
**Internship Attendance Expectations:** You are expected to meet all school-based requirements during internship placements **AND** you are expected to be in attendance for 15 *consecutive* days. If schools are closed for weather or other emergencies or if you are ill or experience a personal emergency preventing your attendance at the internship site, you must arrange to schedule “make-up” days to ensure that the requirement of 30 days in two schools is met.

**Course Delivery:** The seminar portion of 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, you must have:
1. Reliable access to the Internet.
2. The ability to record and upload text, audio, and video documents.

**Textbook/Readings:** There are no required textbooks or other readings for this course.
COURSE COMMUNICATION

Direct/Private Communication with Professor Hill: 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: rfhill@umd.edu

Discussion Boards: A “Faculty Office” discussion board is provided so that you may post questions of a general nature that you believe the entire class might benefit from knowing the answer to. 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.

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

Assignment Instructions: In addition to the activities you will participate in at your internship sites, you will also complete a number of activities and submit several assignments throughout your internship experiences. The culminating product is the electronic portfolio which will showcase your efforts and will be used for personal reflection and as a professional tool when you enter the job market.

Below are all assignments/activities/products for which you are responsible throughout the semester. Each item receives either a 0 (indicating incomplete/unacceptable) or a 1 (indicating complete/acceptable).

1. **Internship Information Sheet:** This brief document includes space for you to record descriptive information about each internship placement. Each sheet will be uploaded on our course site and will appear in your completed portfolio.

2. **Initial Vision and Expectations Paper:** You will prepare and submit a paper that summarizes your vision and expectations for an effective school library program and that analyzes the personal strengths/weaknesses that you believe will impact your effectiveness as a school library intern. Your paper should be two to five pages, double-spaced, with one-inch margins and 12-point font and must be submitted by the end of your first internship. Only one Initial Vision paper is required, so be sure to include expectations for both placements if you are completing both internships this semester.

3. **Collaborative Planning Form:** Please schedule an appointment with your mentor librarian(s) prior to beginning the internship. If this is not possible, please schedule time to meet as soon as both of you are able. During this meeting, be sure to discuss the objectives of the course with the librarian and to identify an instructional project that you might complete during the internship.

   Whenever possible, the instructional project should be collaboratively created, delivered, and evaluated with one or more classroom teachers and should incorporate one or more information/digital literacy skills into a content area. However, in some instances, it may be necessary to develop the project in collaboration with the mentor librarian, and in coordination with one or more classroom teachers but deliver it as a solo effort. It is also acceptable for you to take responsibility for a series of lessons or a unit taught in the school during the period during which you are at the site(s).

   You may submit the Collaborative Planning Document to me for comment electronically before the lessons are presented; however, this review is not required. Please plan to complete at least one instructional project during each internship experience. Use the Collaborative Planning template located on our course site. Once you have completed the collaborative instructional project, please ask the mentor librarian to complete the Collaborative Planning Process Rubric (at the end of the Collaborative Planning Document, mentor librarians can highlight or circle and scan the document).

4. **Lesson Plan(s) for Instructional Project(s):** Lesson plans from each instructional project are to be included in the portfolio. The lesson plans should follow the format generally used in the school. If no lesson plan template is available, you may use the Lesson Plan Template that is available on our course site. It is not necessary to include plans for every day of multi-day units; however, **at least one lesson plan from EACH instructional project in each school must be included in the portfolio.**

5. **Evaluation of the Instructional Project(s):** An evaluation of at least one instructional project must be submitted AND included in the portfolio. Whenever possible, this evaluation should be completed in consultation with the cooperating classroom teacher(s) and/or mentor librarian. Use the template available on our course site labeled Evaluation of Instructional Project.
6. **Journaling:** Reflection should be a fundamental part of the professional life of all educators—teachers and school librarians alike. To encourage the development of this “habit,” you are expected to keep a reflective journal for each day of the internship experience. The entries in the journal need not be lengthy, but should include insights/questions/frustrations/highlights that arise during the day. In order to generate a record of the activities experienced during the practicum, you are required to create and submit (via a Google doc) a log of the events, observations, and experiences that have occurred. You should record notes throughout each week of the practicum; by midnight Sunday of each week, submit your observations as a combined entry via your Google doc. An example format for journal entries appears on the course site. Please create a Google doc for the reflective journal and share it with me via my university email address: rfhill@umd.edu, by the end of the first week of your first internship.

For additional information about reflective practice, I strongly recommend reading the book *Becoming a Reflective Librarian and Teacher: Strategies for Mindful Academic Practice* written by Michelle Reale (2017).

7. **Reflective Vision & Expectations Paper:** Following the second internship placement, you will prepare and submit a paper that summarizes your vision and expectations as they relate to your role in creating an effective school library program. Any changes in your vision or expectations from the initial paper prepared for the course should be noted. The paper must include an analysis of personal strengths and weaknesses identified during the internship, and strategies for strengthening areas of concern. This paper must be two to five pages in length and must be double-spaced, with one-inch margin and 12-point font. Only one Reflective Paper is required, so include reflections that relate to both placements.

8. **Exit Interview:** You must schedule an appointment (in-person, Skype/Adobe Connect, or a phone call) with me following the completion of all internship hours and prior to the date of the final oral presentation to review and discuss the internship experience. The reflective vision/expectations paper is a pre-requisite for the exit interview; please do not schedule your interview until you have submitted the paper.

9. **Portfolio:** The portfolio must include the items noted in the chart below. Your submission will be an electronic portfolio (i.e. LiveBinder, Google Drive folder, Google Sites, a single bookmarked PDF file, etc.). In addition to required items, your portfolio may include other information that demonstrates your ability to function effectively as a school librarian and/or information that will be of benefit to you as you begin administering a school library program. You will submit your portfolio (or a link to it) during the last week of class during the semester that your second internship is completed.

**Remember:** Your portfolio is intended to display your experiences, interests, and strengths so it should be a creative and professional representation of you!
<table>
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<tr>
<th>ITEM</th>
<th>SUBMIT WITHIN CANVAS?</th>
<th>INCLUDE IN PORTFOLIO?</th>
<th>DATE DUE</th>
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<tbody>
<tr>
<td>1 Internship Information Sheet <em>(one for each site)</em></td>
<td>YES</td>
<td>YES</td>
<td>By second week of <em>each</em> internship</td>
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<td>2 Initial Vision &amp; Expectations Paper</td>
<td>YES</td>
<td>YES</td>
<td>By end of <em>first</em> internship</td>
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<td>3 Collaborative Planning Form</td>
<td>YES</td>
<td>YES (student portion only)</td>
<td>By end of <em>each</em> internship</td>
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<td>4 Lesson Plan(s) for Instructional Project(s)</td>
<td>YES (submit acknowledgement of completion)</td>
<td>YES (include actual lesson plans)</td>
<td>By end of <em>each</em> internship</td>
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<td>5 Evaluation of Instructional Project(s)</td>
<td>YES</td>
<td>YES</td>
<td>By end of <em>each</em> internship</td>
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<td>6 Reflective Journal</td>
<td>NO [Create Google doc to submit entries; submit acknowledgement of completion in Canvas]</td>
<td>NO</td>
<td>Entries written daily, submitted by 11:59 PM each Sunday for the duration of both internships</td>
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<td>7 Reflective Vision &amp; Expectations Paper</td>
<td>YES</td>
<td>YES</td>
<td>At the end of the <em>second</em> internship; prior to Exit Interview</td>
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<td>8 Exit Interview</td>
<td>YES (email Professor Hill to request interview then upload document acknowledging having made request)</td>
<td>NO</td>
<td>Following completion of the <em>second</em> internship and completion of the reflective vision/expectations paper</td>
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<td>9 Portfolio</td>
<td>YES (submit link to electronic portfolio)</td>
<td>Last week of semester during which second internship is completed</td>
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The chart below is intended to serve as a tool to help you manage the items that must be included in your electronic portfolio. You do not have to insert any information or submit it.

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<th>PORTFOLIO ITEMS CHECKLIST</th>
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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: The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301.314.7682, or adsfrontdesk@umd.edu. More information is available from the Counseling Center at  
https://counseling.umd.edu/ads/.
Please discuss your need for academic accommodations with me by the second week of class.

For a complete listing of all University policies, see the UMD Office of the President website:  
https://www.president.umd.edu/administration/policies.
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 in south Florida. I earned both my Master's and Ph.D. 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 feel very fortunate to have joined UMD's iSchool after having been a faculty member at Syracuse University for a number of years and am excited to live in the great state of Maryland. I am married to Thomas Hill and we have five children ranging in age from 5 to 26. I am a voracious reader who enjoys a variety of topics and genres—I am particularly proud of my collection of novels by African and African American authors.

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

- Dr. Mega Subramaniam who graciously shared resources and assisted me with structuring the elements of the internship seminar.
- You! For deciding to earn school library certification and for being committed to excellence in information provision for our valuable young patrons in K-12 schools.