



CENTRAL WASHINGTON UNIVERSITY

Department of Education
Library Media Endorsement
EDCS 526 Summer 2006

Instructional Methods for Library Media

Monday – Friday 9:00 AM – 12:00 PM July 18th – 31st
Black 134

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Course Materials:

Textbooks

Information Power: Building Partnerships for Learning. Chicago: American Library Association and Association for Educational Communications and Technology, 1998.

Taylor, Joie. *Information Literacy and the School Library Media Center*. Westport, CT: Libraries Unlimited, 2006.

Articles through class website: http://www.selah.k12.wa.us/jc/engvall/edcs_526_06-07/

Literature Links: <http://www.selah.k12.wa.us/JC/Engvall/LitLinks/index.htm>

Personal LiveText Account: all students are required to have their own active LiveText account, which may be purchased online at www.livetext.com. When online and asked to "Select Service", choose the "College LiveText edu solutions - Student Edition, \$89 – 3 years service details" option (price indicated is as of June 28, 2006).

Note: If you already have an active LiveText account from another class, you do not need to purchase an additional account.

Course Description: EDCS 526. In this course, prospective Teacher-Librarians will learn the various roles they play and the instructional methods that are used in the day-to-day activities in the library/media center. To be discussed will be such areas as independent learning skills, literacy appreciation, visual literacy, reading motivation, creative drama, puppetry, storytelling, authoring software, presentation skills, information skills, The New Information Power, the research process, technology skills, pathfinders, fixed vs. flexible schedule, and others.

Course Rationale: The teacher librarian is called upon to do many activities in their busy day. This course will attempt to equip you with some of the skills need to survive and provide a quality program in

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the modern library media center. As class needs arise, additional activities may be discussed to equip the teacher librarian with skills to be a vital and efficient part of the curricular nature of the school library.

Methods of Instruction: The course will consist of direct instruction, lectures/ presentations, class discussions, class group work, and class activities. There will be group and individual assignments, both in and out of the class.

Core Competencies:

1.0 Professionalism	The ability to demonstrate a commitment to personal professionalism.
2.0 Communication and Group Dynamics	The ability to communicate effectively with students, faculty, staff, administrators, parents and other colleagues and the general public.
3.0 Collection Management	The ability to apply basic principles of evaluating, selecting, and maintaining resources and equipment to provide a collection of internal holdings and external access points the supports the educational goals of the school.
4.0 Production Management	The ability to assist faculty and students with design, production and evaluations of resources.
5.0 Administration	The ability to develop, implement, and evaluate school library media programs to meet educational goals, including the management of personnel, resources and facilities.
6.0 Instructional Leadership	The ability to serve as a leader and facilitator of learning within schools and as a leader of staff, administrators, and students in the development of effective teaching and learning strategies.
7.0 Access	The ability to develop a school library media program dedicated to providing access to information and ideas.

Course Topics

- Role of the Library Media Center (1, 2, 5, 6, 7)
- Information Skills/library skills (1, 2, 3, 5, 6, 7)
 - Information Power
 - Collaboration
 - Methods of library scheduling
 - Information skills processes
 - Curriculum mapping
- Pathfinders (2, 3, 5)
- Literature connections (2, 5, 6)
 - Puppetry
 - Storytelling/reading
 - Booktalks
 - Creative drama/reader’s theatre

Because Student Achievement IS the Bottom Line

Class Expectations:

1. Students will attend all classes, be on time and participate in class discussions. If you are unable to attend, it is your responsibility to obtain notes and other materials from another student.
2. Students will be expected to enter into discussion regarding Instructional Methods. This involves keeping up with the readings assigned and completing daily assignments.
3. Complete projects as assigned. You must complete all assignments to complete the course. Some assignments have a rubric and will also require an oral report to the class. Read each rubric carefully to determine if you have fulfilled the requirements. Assignments will be discussed in class, also.

Attendance-Because this is a short intensive course, daily attendance is expected. Make-up work for pre-arranged absences will be decided on a case-by-case basis.

Text Responses-Due daily, these sheets are used to help focus the assigned reading and providing insights and questions to help you be an active participant in the daily discussions.

Content:

- Your name and date
- Page(s) or article title on which found
- Brief summary of concepts and your reflections, observations, 'ah-ha's or questions for clarification
- Please cite with page numbers any quotations you may use in your response

Format:

No more than 1 page, word-processed preferred (12-14 size font); multiple articles for the day may be included on a page or pages as long as each is clearly identified

Evaluation:

Each is worth 2 points; each chapter's readings count as 1 response. Each article will count as 1 response

Class discussions-Students will be expected to participate in class discussions. Participation may include questions for clarification, agreement or dissent to readings, or general comments.

1. **Article Presentations**-Students will select articles to summarize for the class. These articles are available via the class web page. Articles have been selected to enhance the topics to be covered each day. Grading will follow the same format as the response sheets and discussions.
2. **Projects** – throughout the class there will also be written projects that will also require a short presentation to the class. The written forms of these may be included as artifacts in your Live Text file. These include:

Present a Book talk – choose a favorite book that you would like to 'sell' to us. Be sure to tell us the intended audience of the book talk.

OR

Tell a story/Read a story – choose a short story or a short chapter or selection from a chapter book. Remember to prepare a lead in or introduction as you would in your library.

Create a Pathfinder – choose a curricular area from your school and create a pathfinder. Rubric. LiveText document

Sample - <http://www.ipl.org/div/pf/entry/48526>

***Create a PR document** – this can be a flyer, announcement, web page or presentation. It should highlight what you as a teacher librarian and your program can do to for your staff and or students. It can be either broad or specific in scope.

Assignment Due Dates and Scoring

Date Due	Assignment	Points
Day 1 July 18 th Tuesday	IP – Preface, Chapter 1, Chapter 2 IT – Chapter 1, Chapter 2 Article - In class writing TBA	4 4 2 10
Day 2 July 19 th Wednesday	IT – Chapter 3, Chapter 4 Article	4 2
Day 3 July 20 th Thursday	IP- Chapter 3 IT – Chapter 5, Chapter 6 Articles (4 articles, 1 paper)	2 4 2
Day 4 July 21 st Friday	IT – Chapter 7, Chapter 8 3 articles (1 each on Pathfinders, Graphic Organizers, Public Relations)	4 6
Day 5 July 23 rd Monday	IP – Chapter 4 and Chapter 5 Article: Research Methods – choose 1 to share	4 2
Day 6 July 24 th Tuesday	3 Articles (choose 3 and share) In class: Reader’s Theatre	6 6
Day 7 July 25 th Wednesday	DUE: Book Talk or story presentation	25
Day 8 July 26 th Thursday	DUE: Pathfinder presentation (plus written and this goes onto Livetext) 1 Article – Access	rubric 24 2
Day 9 July 27 th Friday	DUE: PR document to present	25
July 30 th Monday	IT – Chapter 9 In class writing	2 10
	Attendance	50
	Total	200

Grading Scale

<u>Total Points</u>	<u>Percentage</u>	<u>Grade</u>
190-200	95	A
180-189	90	A-
170-179	85	B+
160-169	80	B
150-159	75	B-
140-149	70	C+

Course Syllabus

Date	<i>Topics and Activities</i>	Assignments
DAY 1 Tuesday July 18th	<ul style="list-style-type: none"> • Introductions: who we are, what we do, why are we here • Course requirements & syllabus • WAC 180-46 • Information Power – Our national guidelines • Information Literacy Standards • Learning & Teaching Principles <ul style="list-style-type: none"> ○ Teacher ○ Instructional Partner ○ Information Specialist ○ Program Administrator • ‘Library skills’ = Information Literacy/Skills 	<p>In class writing assignment</p> <p><u>Info Power:</u> Preface, Chapters 1 (Vision) & 2 (Standards) (Text Response)</p> <p><u>Info Lit:</u> Chapters 1 (Info Lit) & 2 (Info Standards)</p> <p>Article: <u>Impact of school library media programs on student achievement</u> (TR)</p>
DAY 2 Wednesday July 19th	<ul style="list-style-type: none"> • ‘Library skills’ = Information Literacy/Skills 	<p><u>Info Lit:</u> Chapter 3 & 4</p> <p><u>Article:</u> Information Literacy – choose one to share (assignment made in class)</p>
DAY 3 Thursday July 20st	<ul style="list-style-type: none"> • Elementary vs. Secondary • Scheduling - Fixed vs. flex • Curriculum map • Collaborative planning 	<p><u>Info Power:</u> Chapter 3 (Collaboration, Leadership & Technology)</p> <p><u>Info Lit:</u> Chapters 5 (Collaboration) & 6 Flexible Scheduling)</p> <p><u>Articles</u> See required reading list – Day 3</p> <ul style="list-style-type: none"> • WRITE a one page paper responding to all – include a paragraph about what you have in your library (if you have a library) and what YOUR opinion is...
DAY 4 Friday July 21st	<ul style="list-style-type: none"> • Pathfinders • Graphic Organizers • Public Relations • Booktalks assignment (intro) 	<p><u>Info Lit:</u> Chapter 7 (Process) & 8 (Learning)</p> <p>Articles to read: Choose 1 from each section (and be prepared to share)</p> <p style="padding-left: 40px;">Pathfinders Graphic organizers Public Relations</p>
DAY 5 Monday July 24th	<ul style="list-style-type: none"> • Research Methods <ul style="list-style-type: none"> ○ Big 6, FLIP It, etc 	<p><u>Info Power:</u> Chapter 4 (Learning & Teaching) & Chapter 5 (Access & Delivery)</p> <p><u>Articles:</u> Research methods</p>

<p>DAY 6 Tuesday July 25th</p>	<ul style="list-style-type: none"> • Literature <ul style="list-style-type: none"> ○ Storyreading/ Storytelling ○ Reader’s Theatre ○ Book award promotions ○ WCCPBA ○ Sasquatch ○ Evergreen ○ NWPL Young Reader’s Choice ○ Caldecott / Newbery ○ Battle of the Books • Review of weblinks 	<p>Articles: Choose 3 articles (and be prepared to share)</p> <p>In class Reader’s Theatre presentation</p>
<p>DAY 7 Wednesday July 26th</p>	<ul style="list-style-type: none"> • Booktalk / story presentations (plus written) <p>Nancy Keane</p>	<p>DUE: Book talk or story presentation</p>
<p>DAY 8 Thursday July 27th</p>	<p>Pathfinder presentations(plus written)</p>	<p>DUE: Pathfinder</p> <p>Articles to read: Access Public Relations</p>
<p>DAY 9 Friday July 28th</p>	<p>Public Relations presentation (plus written)</p>	<p>PR document due</p>
<p>DAY 10 Monday July 31st</p>	<p>Tying up loose ends...</p> <p>Assessments</p>	<p>Info Lit: Chapter 9 - Assessment</p>

ADA Statement

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or the ADA Compliance Officer on campus at (509) 963-2171 for additional disability-related educational accommodations.

Bibliography of additional materials:

Buzzeo, Toni. *Collaborating to Meet Standards- Teacher/Librarian, Partnerships for K-6*. Worthington, Ohio: Linworth, 2002.

Buzzeo, Toni. *Collaborating to Meet Standards – Teacher/ Librarian, Partnerships for 7-12*. Worthington, Ohio: Linworth, 2002.

Eisenberg, Mike and Bob Berkowitz. *Information Problem-Solving: The Big6 Skills Approach to Library and Information Skills*. Worthington, Ohio: Linworth, 1990.

Vandergrift, Kay. *Power Teaching: A Primary Role of the School Library Media Specialist*. Chicago: ALA, 1994.