

## LITE 518 Course Syllabus

Instructor	Office	Phone	Email
Andrea Paganelli	GRH: 1011  Office Hours: Tuesday and Thursday 10-2. Other times by arrangement.	270-745-4420	<a href="mailto:andrea.paganelli@wku.edu">andrea.paganelli@wku.edu</a>  E-mail is the best way to contact.

**Address: Western Kentucky University, GRH 1011  
1906 College Heights Blvd. #61030  
Bowling Green, KY 42101-1030**

**Prerequisite:** None

### **Required Textbooks:**

Mardis, M. (2016). The collection program in the schools: Concepts practices, 6<sup>th</sup> ed. Santa Barbara, CA: Libraries Unlimited.

Adams, H. Protecting Intellectual Freedom and Privacy in Your School Library  
(ebook) Literature-Based Reading Activities Engaging Students with Literary  
and Informational Text, Yop and Yop.

Essentials of Children's Literature (8th Edition) (Myeducationkit) 8th Edition by  
[Kathy G. Short](#), [Carol M. Lynch-Brown](#), [Carl M. Tomlinson](#)

***Standards for the 21st-Century Learner*** (free)  
<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

**Primary Course Website:** BlackBoard

### **Course Description:**

Materials available to meet the needs of children including outstanding authors,

illustrators, thematic/topical issues, and the review of children's books.

## **Websites Used in this Class**

Electronic: Resources from these sites will be utilized in this course.

- Online Library Resource - <http://www.kyvl.org/>
- [WKU Blackboard](#)
- [WKU Portal](#)
- [WKU's Homepage](http://www.wku.edu/) - <http://www.wku.edu/>
- [KY Core Academic Standards](https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx) - <https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>
- Other assorted websites related to Web 2.0 Tools as provided by the instructor.

## **Course Objectives and Outcomes:**

- The student will identify the types and forms of materials for children.
- The student will identify titles, authors, illustrators, and producers of children's materials.
- The student will compare and contrast materials for children by applying evaluative criteria.
- The student will demonstrate a commitment to promoting intellectual freedom.
- The student will evaluate the types and forms of materials for children used to meet the goals and objectives of the school.
- The student will use appropriate techniques for evaluating and selecting resources.
- The student will apply systematic techniques to maintain curriculum related resources and other internal holdings appropriate to individual learner characteristics and relevant to developmental needs of students.
- The student will identify curriculum related resources that reflect teaching styles and instructional strategies.
- The student will recognize the characteristics unique to different materials and select items according to their specific contributions to learning objectives.
- The student will identify strategies and creative uses of resources.
- The student will demonstrate knowledge of means of motivating and guiding students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning.
- The student will demonstrate knowledge of means of motivating and

guiding students in the development of appreciation for literature.

- The student will demonstrate knowledge of selection criteria and review procedures that ensure unrestricted access to information and ideas needed in a democratic society.
- The student will demonstrate awareness of concepts presented in basic access documents.

## **Instructional Methods and Activities**

1. My Virtual Elementary Library Collection: The library program description, overview and evaluation of school/community/data needs assessment assignment, circulation policies, fiscal issues, facilities and year end procedures

2. Children's Literature Genres Student Activity and Assessment Unit

3. Formats and Evidence of Quality Storybird Original Children's Literature Creation with emphasis on formats of children's literature and awards

4. Children's Literature and Evidence Based Strategy for Students with Technology Implementation to promote reading

5. Children's Literature and Universal Design lesson plan with Storybird Digital Story, Original Children's Literature

6. Evaluation, Modification and Selection of Books for a student based on Informatics Analysis of student data

## **Topics Covered in this Course**

### **Collection Development**

A. Function, structure, and components of the selection policy

B. Selecting and maintaining resources: relationship between school curriculum and collection development; guidelines for deselection; using standard collection development, review, and bibliographic tools

C. Developing and maintaining a professional collection

D. Selection criteria for all resources, including equipment and services, materials

acquisition sources, ordering and budgeting procedures  
E. Descriptive and subject cataloging, related tools, and digital cataloging data  
F. Purpose and format of MARC records  
G. Physical arrangement of resources  
H. Loan, renewal, and reserve procedures  
I. Promoting resources

## CONTENT OUTLINE

1. The qualities of universal literature
2. Significant developments in literature for children
  - a. Publishing b. Illustrating c. Writing d. Digital media including ebooks, audio books, Internet and its applications.
3. Developmental needs and children's literature
4. Realism and literary merit
5. Integration of trade material into the curriculum
  - a. Trade series
    - (1) Developing trends
    - (2) Contemporary works
  - b. Activities
    - (1) Reading aloud
    - (2) Individualized reading
    - (3) Reading motivation
    - (4) Real literature and the basal reader
    - (5) Nonprint media
  - c. Acquisition of values from children's perception
    - (1) Diversity perspectives
    - (2) Social implications of cultural perception
    - (3) Global literature
6. Children's magazines
  - a. Literary publications
  - b. Popular magazines
  - c. Children's versions of adult publications
  - d. Popular media tie-ins (movies, TV shows)
7. Censorship/Intellectual freedom
  - a. The nature of censorship/ intellectual freedom
  - b. Educators' roles
  - c. Handling censorship/ intellectual freedom controversies

1. Introduction to Librarianship types, roles and concepts. 2. Introduction to Informatics

definition, importance and positioning within school librarianship. 3. Introduction to Educational Technology definition, importance and concepts. 4. School Library Program Organization. 5. SLMC Management Plan; budgeting, alternative means of funding, managing staff and volunteers, behavior management, resources, collection, mission/goals, address demographics, evidence based assessment (part of research component) 6. Accessibility to all 7. Advocacy for library 8. LITE Masters program success.

1. Current issues in Librarianship. 2. Current issues in Informatics within the school library. 3. Current Issues in Educational Technology. 4. Issues within the School Library as they relate to Program Organization. 5. Reflective practice 6. Major court cases/legislation 7. Equal access to all 8. Professional Development, Leadership, and Advocacy

## Standards Addressed in this Course

Course Assignments	Student Learning Outcomes/Competencies	AASL and ISTE Standards	Praxis Elements

<p><b>My Virtual Elementary Library Collection: The library program description, overview and evaluation of school/community/data needs assessment assignment, circulation policies, fiscal issues, facilities and year end procedures.</b></p> <p><b>Children's Literature Genres Student Activity and Assessment Unit</b></p> <p><b>Formats and Evidence of Quality Storybird Original Children's Literature Creation with emphasis on formats of children's literature and awards.</b></p> <p><b>Children's Literature and Evidence Based Strategy for Students with Technology Implementation to promote reading.</b></p> <p><b>Children's Literature and Universal Design lesson plan with Storybird Digital Story, Original Children's Literature.</b></p> <p><b>Evaluation, Modification and Selection of Books for a student based on Informatics and Analysis of student data.</b></p>	<ol style="list-style-type: none"> <li><b>1. Use of Website Blog</b></li> <li><b>2. Discussion Board</b></li> <li><b>3. Wiki</b></li> <li><b>4. Multiple technologies chosen by students to create book advertisement</b></li> <li><b>5. TS-4 Digital Storytelling</b></li> <li><b>6. Storybird</b></li> </ol>	<p><b>AASL</b></p> <p><b>Standard 1: The Learner and Learning</b></p> <p><b>Standard 2: Planning for Instruction</b></p> <p><b>Standard 3: Knowledge and Application of Content</b></p> <p><b>Standard 4: Organization and Access</b></p> <p><b>Standard 5: Leadership, Advocacy and Professional Responsibility</b></p> <p><b>Elements</b></p> <p><b>1.2 Learner Diversity</b></p> <p><b>1.4 Learning Environments</b></p> <p><b>2.1 Planning for Instruction</b></p> <p><b>2.2 Instructional Strategies</b></p> <p><b>2.4 Assessment</b></p> <p><b>3.1 Reading Engagement</b></p> <p><b>3.2 Information Literacy</b></p> <p><b>3.3 Technology-Enabled Learning</b></p> <p><b>4.1 Access</b></p> <p><b>4.2 Information Resources</b></p> <p><b>4.3 Evidence-Based Decision Making</b></p> <p><b>5.3 Advocacy</b></p>	<p><b>I. Collection Development</b></p> <p><b>A. Function, structure, and components of the selection policy</b></p> <p><b>B. Selecting and maintaining resources: relationship between school curriculum and collection development ; guidelines for deselection; using standard collection development, review, and bibliographic tools</b></p> <p><b>C. Developing and maintaining a professional collection</b></p> <p><b>D. Selection criteria for all resources, including equipment</b></p>
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			<p><b>and services, materials acquisition sources, ordering and budgeting procedures</b></p> <p><b>E. Descriptive and subject cataloging, related tools, and digital cataloging data</b></p> <p><b>F. Purpose and format of MARC records</b></p> <p><b>G. Physical arrangement of resources</b></p> <p><b>H. Loan, renewal, and reserve procedures</b></p> <p><b>I. Promoting resources</b></p>
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## Kentucky Teacher Performance Standards (KTPS)

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	LITE518
Standard 1. Learner development	x
Standard 2. Learning differences	
Standard 3. Learning environments	x
Standard 4. Content knowledge	x
Standard 5. Application of content	x
Standard 6. Assessment	
Standard 7. Planning for instruction	x
Standard 8. Instructional strategies	x
Standard 9. Professional learning and ethical practice	
Standard 10. Leadership and collaboration	x

## AASL School Library Media

AASL Standards	LITE 518
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<b>Standard 1: The Learner and Learning</b>	<b>X</b>
<b>Standard 2: Planning for Instruction</b>	<b>X</b>
<b>Standard 3: Knowledge and Application of Content</b>	<b>X</b>
<b>Standard 4: Organization and Access</b>	<b>X</b>
<b>Standard 5: Leadership, Advocacy and Professional Responsibility</b>	<b>X</b>

### **AASL School Library Media**

<b>ISTE Standards Coaches</b>	<b>Course Alignment</b>
	<b>LITE518</b>
<b>1. Change Agent</b>	
<b>2. Connected Learner</b>	
<b>3. Collaborator</b>	

4. Learning Designer	
5. Professional Learning Facilitator	
6. Data-driven Decision-maker	
7. Digital Citizen Advocate	

## University/ Department Policies

### APA Style

All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: [APA Style Reference](http://www.apastyle.org/electref.html) <http://www.apastyle.org/electref.html>.

### Classroom Communication Policy

When referring to classroom observation experiences, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "people first" language. That means, that you always refer to a person first and the disability as secondary. For example, person with autism is correct –autistic student is incorrect. **Points will be deducted for misuse of people first language.**

### ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly

from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## **Title IX Compliance**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

[Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, 7 Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

## **WKU Plagiarism and Academic Integrity Policy**

Student work may be checked using plagiarism detection software. To represent the ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own and for this class. Students must give the author(s) credit for **ANY** source material used. Credit must be either at the bottom of the material’s page or in a list of references. To lift content directly from a source, even if it is from a website or friend’s work, without giving credit and/or quoting is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism or other act of academic dishonesty can and will result in an “F” for the assignment and possible dismissal from the university. All plagiarism must be reported to Student Affairs.

## **Field Work**

Admission to Teacher Education, a Criminal background check, TB test and a health screening are required prior to any work in the schools. Students are responsible for obtaining these through the office of Teacher Education –GRH 2052; (270) 745-4300. There is a fee, which may be paid through cash or check (Payable to KY STATE TREASURER). Contact [Teacher Admissions](http://www.wku.edu/teacherservices/teacher_admissions/index.php) at [http://www.wku.edu/teacherservices/teacher\\_admissions/index.php](http://www.wku.edu/teacherservices/teacher_admissions/index.php) for more information. If you have already completed these screenings for another course, such as EDU 250, you do not have to do it again for this course.

## Grading

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points. NO grade below C is accepted in the education program.

Percentage	Final Grade
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90 –100 =	A
80 –89 =	B
70 –79 =	C
60 –69 =	D
Below 69 =	F

## Technology Management

- All work must be typed unless otherwise noted. Word processing must be done either in Microsoft WORD .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details.
- Use your WKU email for all correspondence.

## WKU College of Education and Behavioral Science Dispositions

The Educational Professional demonstrates the following:

Values Learning as evidenced by:

- Class Participation
- Attendance
- Class Preparation
- Communication

Values Personal Integrity as evidenced by:

- Emotional Control
- Ethical Behavior
- Values Diversity
- Values Collaboration

Values Professionalism as evidenced by:

- Respect for school rules, policies and norms
- Commitment to self-reflection and growth
- Professional Development and Involvement
- Professional Responsibility

*Deficiencies in any of these areas may warrant a meeting with the professors. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.*

# Course Policies

## Writing Mechanics

Good grammar and spelling are expected for all assignments. Please take a look at these websites for a refresher course.

- [Guide to Grammar and Writing](http://cctc.commnet.edu/grammar/textonly.htm) at <http://cctc.commnet.edu/grammar/textonly.htm> From Capital Community College, Hartford, CT
- [Grammar Resources](http://www.uwstout.edu/lib/subjects/english.htm#grammar) at <http://www.uwstout.edu/lib/subjects/english.htm#grammar> from University of Wisconsin-Stout Libraries.

## APA Handbook

All work must be in APA format. [Owl at Purdue](http://owl.english.purdue.edu/owl/resource/560/01/) <http://owl.english.purdue.edu/owl/resource/560/01/>  
Complex sentences are frequently difficult to read. Make your communication clear. Run on sentences obscure good communication. Use the suggestions provided by your word processor as a guide but not a final authority.

**Punctuation is equally as important as grammar and writing.** Use commas and semicolons as needed. **Single space after period, double-spacing after periods is not acceptable when keyboarding.** **Format Font: Times New Roman Size: 12 point Double spaced 1 inch margin**