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   *Instructor: Joette Stefl-Mabry, PhD  
   Time: Tuesdays 4:15 – 7:05PM  
   Room: Husted 008.2*

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IST675: Curriculum and Supportive Resources Syllabus

Instructor: Joette Stef-Mabry, PhD
Time: Tuesdays 4:15 – 7:05PM
Room: Husted 008

Required Textbooks

Suggested Additional Reading

IST675 Course Description and Rationale
This course is designed as an inquiry-based learning experience focused on the development and assessment of information literacy curriculum and resources for elementary and secondary schools. The class format will include lecture and a variety of hands-on practical teaching and learning experiences to provide students opportunities to develop lesson plans, design assessments, deliver instruction, and provide and receive constructive feedback. Several of the assignments will involve presenting lessons to the class. Some of these lessons may be video taped, these tapes will then be shared with the students who have presented so that they can reflect upon, and improve their instructional practice.

Attendance, Communication, Grading & Academic Honesty

Attendance:
Attendance will be taken each week. In the unavoidable event of an absence, students should make arrangements with other students to pick up class notes and assignments. Time will be given during the first meeting of class for students to find study partners. Students who miss more than 2 classes will have their final average dropped by five points for each additional absence. This course will depend heavily upon student involvement. This class meets for approximately three class contact hours each week. Homework should take at least three hours per each contact hour. You will need to devote at least 12 hours per week to this class (3 hours in class and 9 hours outside of class).

Snow Contingency Plans
In the event of inclement weather the instructor will hold class "online" for the missed course.
session(s). Students will be notified as early as possible via email that the class has been canceled and online activities will be provided.

Communication
Each student is expected to have an Albany e-mail account for this class. Please see the instructor if you do not have an account or if you have questions about how to get one. Students will need to check e-mail several times a week. This is also the best method of communication with the instructor concerning assignments, questions, readings and office hours. E-mail accounts can be applied for and accessed in the Draper user room (UNIX). See the door of the computer room for times. Each student should also subscribe to IST-L, the Department of Information Studies' listserv.

Grading
The instructor will give a grade of "R" (rewrite) for any paper that does not meet graduate level standards. Students will have one week to rewrite the paper and resubmit it (together with the first graded submission). The "R" grade will be removed at that time if the rewrite is substantially improved. Remembering to hand in the rewrite is the student's responsibility. Late rewrites will NOT be accepted. A grade of "B" will be given for student performance that meets all course requirements on time and is judged satisfactory at the graduate level. Other grades will be determined in relation to the standards of a "B" grade. Please proofread all papers carefully before submitting.

Academic Honesty
Due to the exploratory nature of this course, students are encouraged to form working groups and to talk about and read each other's assignments - in effect to "share knowledge." Learn by interacting with one another-collaborate, support, and help one another. Nonetheless, students are expected to give credit where credit is due, citing the work and ideas of others in papers that they write. As a policy for this course, plagiarism or cheating will result in a failing grade for the course. In addition, the instructor will pursue further disciplinary action at the University level. Plagiarism will result in a zero for the assignment in which the plagiarism occurred, a zero for the course and a referral to the Dean of Undergraduate Studies. After two referrals to the Dean's office for plagiarism students are automatically referred to the Office of Judicial Affairs. Please read the "Standards of Academic Integrity" in the Undergraduate Bulletin 1999-2000 at: http://www.albany.edu/tree-tops/docs/undergraduate_bulletin/regulations.html. The standards described in this document will be upheld in this course.

Becoming a Participant in this Learning Community

Your participation is the learning experience. This is not a passive experience. You are invited to design, shape, and pursue learning experiences that meet your needs and benefits your classmates and me. To that end, there are some things that would quickly erode our community and so must be avoided. These will be sufficient reason for you to fail the course immediately.

- Missing more than 2 classes without **prior** permission from me or the dean of graduate studies
- Lateness without **prior** permission from me
- Abusiveness toward instructors, classmates, or our learning partners
- Non-class related use of mobile phones, instant messenger, email, or other non-class related resources on the computers

## Course Goals and Objectives

IST 675 is designed to help students to meet the following goals and objectives of the Department of Information Studies and will be aligned to the following formative and summative assessments

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| 1. Demonstrates a sense of professional identity by applying the concepts and principles of library and information sciences and related disciplines. | • Field Notes with appropriate APA citations  
• Theory in Practice Research Project  
• Information Literacy Curriculum Project  
• edTPA |
| 2. Knows the history of the information professions and understand the changing roles of information professionals in a global environment | Practicum aligns local, state (NYS), and national associations’ professional standards  
• New York State Learning Standards  
• Common Core Standards  
• AASL Information Literacy Standards, and  
• International Society for Technology in Education (ISTE) Standards  
• Field Notes with appropriate APA citations  
• Information Literacy Curriculum Project  
• Professional Workshop Project |
| 3. Creates, selects, acquires, organizes, describes, manages, preserves, retrieves, and disseminate information using relevant theories and practices. | • Theory in Practice Research Project  
• Information Literacy Curriculum Project  
• Adaptive Technology Project  
• Professional Workshop Project |
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<td>4.</td>
<td>Assesses the information needs of diverse and underserved populations and provides resources and instruction to meet those needs.</td>
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| 5. | Recognizes the crucial role of users in the development and delivery of user-centered information systems and services. | • Field Notes with appropriate APA citations  
• Adaptive Technology Project  
• Information Literacy Curriculum Project  
• edTPA  
• Field Experience |
| 6. | Formulates, interprets, and implements information policy including issues of privacy, equity, intellectual property, and intellectual freedom. | • Field Notes with appropriate APA citations  
• Information Literacy Curriculum Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Field Experience |
| 7. | Promotes and demonstrates the use of ethical standards in the creation, management, and use of information. | • Information Literacy Curriculum Project  
• Field Experience  
• Professional Development Workshop |
| 8. | Conducts and applies research to develop, maintain, and evaluate information content and assess information services. | • Field Notes with appropriate APA citations  
• Information Literacy Curriculum Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Field Experience |
9. Understands, implements and uses appropriate technologies in the delivery of information content and services.

   - Field Notes with appropriate APA citations
   - Field Experience
   - Information Literacy Curriculum Project
   - Adaptive Technology Project
   - Professional Development Workshop

11. Understands the information environment and builds collaborative relationships to strengthen library and information services and literacy.

   - Field Notes with appropriate APA citations
   - Field Experience
   - Information Literacy Curriculum Project
   - Adaptive Technology Project
   - Professional Development Workshop

Course Assignments

Assignment #1: Virtual Introduction

Introduce yourself on the Class Wiki (5%)

- Within a week after the first class meeting, post your photo and a brief introduction on the Virtual Introduction page.
- Include a current photo
- What would we be surprised to know about you?
- Create a metaphor that describes your view of learning and learning and provide a brief explanation
- Read the ENTIRE edTPA handbook
- Take notes about any questions you may have and add the questions to the discussion list on Blackboard
- Read “Making Good Choices” handbook (see: http://www.edtpa.com/Content/Docs/edTPAMGC.pdf)
Assignment 2: Chapter Summaries

Chapter summaries (20%) (2-3 pages) will be collected in class each week. Using a K-W-L (Ogle, 1986) create a chapter summary of each week’s readings. Chapter summaries (2-3 pages) will be collected at the beginning of class each week. Be sure to generate a list of questions that you still have after reading the text. See: http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html.

The questions you generate will be explored during class each week.

Assignment #3: Field Notes

Field Notes (15%) will be collected 3 times during the semester. Please use the field note template for your field notes. A field note rubric will be used to assess your field notes.

- First set of field notes are due February 11th (week 3) (5%)
- Second set of field notes are due March 11th (midterm) (5%)
- Third set of field notes are due April 29th (week 14) (5%)

Please send your field notes via Blackboard and label your field notes as follows: last name, first nameFN-1 (for the first set - lastname refers to YOUR last name!)

Assignment #4: Information Search Models and Frameworks

Date due: February 18th - 10%

Purpose: To provide graduate students the opportunity to explore research in information seeking, understand how it supports information literacy instruction, and learn how to use theory to explain and support instruction.

Student Learning Outcomes:

- To help preservice school librarians to understand the connection between theory and practice.
- To help preservice school librarians to use research to inform instructional design and justify the selection of instructional resources.
- To help preservice school librarians understand the theoretical concepts and lines of research that support/inform their instructional decisions.
- To help preservice school librarians to support assertions they make about their students and decisions they make regarding students’ learning needs.

Using your text as a starting point (Chapter 3: The Information Search Process) provide a detailed 4-6 page overview of the theories, models and/or frameworks of any three (3) of the following researchers who are listed below with their corresponding models:

1. Kuhlthau: Information Search Model
2. Callison: Free Inquiry Model
3. Stripling & Pitt: REACTS Model
4. Joyce and Tallman: I-Search Model
You must include references to the text and to *at least two articles* written by each of the 3 researchers in your paper, and describe how their research relates to you as a school librarian. Please use APA format for citations. Five points will be deducted from papers that do not conform to APA format. In addition please include:

- A wiki site designed to facilitate the sharing of information on information search models
- A one page summary sheet of the researchers’ models to share during the in-class presentation
- Each person will complete a [group assessment rubric](#) on each member of the group as well as on themselves.

**In Class Presentation**

- A 20-minute presentation to the class sharing the major highlights of the research with each group member actively participating (5%)
- An in-class assessment activity for the class to do after the presentation to determine how well we’ve learned the material presented
- A question and answer session
- A [writing rubric](#) will be used to evaluate the paper (10%)
- A [teacher observation rubric](#) will be used to grade each presenter’s teaching performance.

**Reflection (1 page)**

- Was this a useful assignment? Reread the purpose of the assignment. Did the assignment help you attain the *Student Learning Outcomes* that were listed? Why or why not?
- What was the most challenging part of this assignment?
- What would you change about this assignment?

**Assignment #4: Children and Poverty**

**Date Due March 4th: 4-6 pages (10%)**

**Purpose:**
To provide graduate students with information about how poverty hurts children, families and communities and how they, as school librarians can to improve the academic achievement of disadvantaged students.

**Student Learning Outcomes:**

- To challenge preservice school librarians existing beliefs regarding students and families who are living in poverty.
- To help preservice school librarians understand the consequences of chronic exposure to poverty.
• To provide school librarians with effective and practical strategies to help disadvantaged students attain academic success.
• To help preservice school librarians identify resources that can help make change happen in schools.

**Assigned Readings:**


Before reading the Jensen (2009) and the articles by Morgan (2012), and White, Mistry & Chow (2013) complete #1 below: Explore and Connect:

1. **Explore and Connect: Prior to reading the text:**
   • Describe what you already know or think you know about the impact of poverty on children.
   • What do you know, or think you know about the impact of poverty on children’s behavior and academic performance?
   • What is epigenetics?
   • What do you know about consistent sustainability?

2. **Inquiry Phase: Focus**
   • As you read through the text and the articles keep track of your “reactions”.
   • Create a “Glossary of Definitions” for the book and each of the articles.
   • What concerns/questions do you have as you read through the material?
   • How did the readings challenge your mental models re: teaching, learning and culture?
   • Was the information presented in the text and/or articles useful to you as a school library media specialist? Be specific: Do you envision using the information in as a teacher/librarian? How? Why?

2. **Write your paper**
   • Highlight what you learned and
   • Explain how might this knowledge impact you and your students as well as your future work with K-12 teachers and students.

3. **Reflect:**
• Was this a useful assignment? Reread the purpose of the assignment. Did the assignment help you attain the Student Learning Outcomes that were listed? Why or why not?
• What was the most challenging part of this assignment?
• How would you change about this assignment?

**Assignment #5: Professional Development Workshop**

Date Due: March 25th (10%)

In groups of 2 you and a partner will teach the class a lesson highlighting any two of the tools listed on the AASL’s Best web sites for teaching and learning - [http://www.alaaasl/guidelinesandstandards/bestlist/bestwebsiteslistop25](http://www.alaaasl/guidelinesandstandards/bestlist/bestwebsiteslistop25). After the presentation you will post the following information to your wiki page:

• Create a lesson plan geared for adults (teachers and school librarians) using the edTPA Lesson Handbook¹.
• Create assessment(s) to determine whether participants have achieved your intended learning outcomes.
• Share assessment results with class.
• Evaluate the effectiveness of your presentation based on your assessment results.

Your peers will evaluate your lesson and provide you with feedback and suggestions for improvement. The instructor, for evaluation purposes, may videotape curriculum presentations.

**Assignment #6: Adaptive Information Technology Presentations**

Date Due: April 1st (10%)

• Create a lesson plan geared for adults (teachers, school librarians and parents) using the edTPA Handbook as a guide to teach one or two adaptive technology tools/apps.
• Teach the class the lesson highlighting one or two adaptive technology tools/apps.
• Create assessment(s) to determine whether participants have achieved your intended learning outcomes.
• Share assessment results with class.
• Evaluate the effectiveness of your presentation based on your assessment results.

**Assignment #7: Information Literacy Learning Segment**

To be implemented during your field experience placement in April²

**Task 1: Identify a class/group**

• Identify one group/period/class for your edTPA learning segment

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¹ The edTPA Handbook and the edTPA Support Guide for edTPA candidates should be
² Please be sure to work closely with your K-12 mentors and let them know in advance when you will be presenting your lesson(s) so that they can put it on their calendars.
• Collect data for the learning context information (i.e., students, strengths/needs, etc.) to demonstrate how what you know about this particular group of students informs your curriculum and instruction
• Examine the school report card for your school placement (see https://reportcards.nysed.gov/)

**Task 2: Context for Learning**
• Assemble information for the *Context for Learning Information* section (see pages 35-36 in edTPA handbook)
• Create a bibliography (arranged by topic) of sources (texts, readings, websites, etc.) that you will use to provide connections to principles of research and theory re: the development of your curriculum, design of assessment(s) and choice of instruction (use APA format)

**Task 3: Curriculum Resources**
• Review curriculum and resources, etc. with cooperating school librarian and/or teacher
• Create bibliography of curriculum resources (texts, journals, videos, etc.) that you plan to use for your learning segment (use APA format).

**Task 4: Know your students**
• Demonstrate your depth of knowledge of your students in *relation to the information literacy learning segment you plan to teach.*
• Describe the class’s demographics, significant subgroups of students with similar characteristics, and students’ varied strengths (including personal, cultural, and community assets) and their learning needs. Your written commentary and lesson plans should reveal what you plan to do in the learning segment to capitalize on their strengths and meet their varied needs.
• Read all IEP/504 plans
• Discuss adaptations/accommodations with school librarian and/or teacher

**Task 5: Collaborate with Cooperating Mentors**
• Discuss with cooperating school librarian and/or teacher where students will be during April re: information literacy instruction
• Review curriculum with your cooperating school librarian and/or teacher and identify a *learning segment* to plan, teach and analyze.
• Select a *learning segment of 2-3 lessons* (or, if within a large time block, about 2-4 hours of connected instruction). The lessons should build one upon another toward a central focus, with a clearly defined beginning and end.
• Define and describe a *learning task* including activities, discussions or other modes of participation that engage students to develop, practice and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and will often include formative assessment (to inform instruction).
• Plan for, and be explicit in your plans, to differentiate during the lessons.

**Task 6: Central Focus**
• Identify a central focus.
The central focus should support students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
• Identify broad learning goals and practical learning objectives (student learning outcomes – SLOs) that you would like the students to attain as you present the lessons. Practical learning objectives are written at a level appropriate for and specific to individual lessons or units as opposed to broad learning goals. The presence of a perfectly aligned assessment can be a good indicator of the desired level of specificity re: practical learning objectives.

**Task 7: Language Function**

• **Choose one language function.** Identify a learning task where students use that language function. Identify the language that students will be expected to use to engage in the learning task and your instructional supports.

• Align broad learning goals and SLOs to local, state and national standards and/or appropriate research.

**Task 8: Review Literature on teaching and learning**


**Review literature on assessment:**


• Harada, V. H., Kam, L., & Marks, L. (2007). School librarians help students achieve: Here's

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3 This reading list is by no means exhaustive. You should review all texts, resources and materials from all school library courses (including of course the education courses) **BEFORE** you begin working on your edTPA. You will need to explain the theoretical concepts and research that support/inform your curricular, assessment and instructional decisions.
the evidence. [Article]. *MultiMedia & Internet@Schools, 14*(2), 25-28.


**Task 9: Student Engagement**

- When designing your lesson plans consider factors such as explicit reference to the use of best-practice, research-based methods such as: multi-modal approach based on multiple intelligences; student-centered activities such as discussions, reflections, cooperative work, student choice; interactive technology; hands-on activities; real vs. rhetorical questions; frequency of feedback; problem-based and/or project based learning; authentic learning; etc.

*Refer to the edTPA rubrics continuously! Make sure you are providing what is asked of you.*

**Task 10: Assessments**

- Create assessments to determine students’ level of attainment for each learning objective (outcome) in the learning segment.

  - **Remember that a valid assessment is one that provides precisely the information that is needed to judge whether the learning objective (outcome) has been attained**

  - Provide directions for all assessments. Assessments should be written and formatted in an unambiguous way conducive to easy and reliable replication.

  - Describe how assessment results will be shared and used with students.

**Task 11: Lesson Planning**

- Work with collaborating school librarian and/or cooperating teacher to create lesson plans that will support student attainment of the learning objectives (outcomes).

  - Be sure that lesson plans are written and formatted in an organized unambiguous way that can be easily replicated or adapted by others.

  - Be sure that lesson plans are clearly directed to support student attainment of *ALL* the student learning objectives (outcomes).

**Task 12: Differentiating Instruction**

- Design lessons to secure the attention of all students

  - Design lessons that are cognitively appropriate and sensitive and tailored to the cognitive needs and characteristics of the targeted student population

  - Design lessons that are developmentally appropriate to the developmental needs and characteristics of the targeted student population.
Task 13: Documenting evidence
• Take photos of anything in the classroom that you refer to (manipulatives, charts, materials, etc.).
• Make copies of any worksheets or handouts
  o Label all copies with the lesson # and your name; number the copies
  o Emphasize the academic language (from your lesson plans) throughout your teaching.
• Make sure that you are differentiating instruction during each lesson based on students’ background, cultural characteristics, experiences AND learning strengths and needs.
• Make sure that the central focus of your lesson supports students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information.
• Collect assessment data from every student during at least one of the lessons – doing this during each lesson is strongly recommended.

Task 14: Assessment Analysis
• Include examples of assessment results. These should include pre-assessment results, formative assessment results and/or summative assessment results.
• Summarize and present the results of the assessment results by individual students and aggregate the results the assessments as a whole.
• Include both quantitative and qualitative assessment results. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings and/or perceptions and interpretations that underlie quantitative patterns.
• Describe how assessment results inform instruction (while teaching) and/or help to shape future instruction.
• Select one assessment from your leaning segment that you will use to evaluate your students’ developing knowledge and skills. It should be an assessment to be completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work form a group task.
• The assessment should provide opportunities for students to demonstrate their ability to become any or all of the following:
  o Critical thinkers
  o Enthusiastic readers
  o Skillful researchers
  o Ethical users of information
• Organize the assessment data
• Analyze the data from the whole class
• Create a table or chart with the data

Task 15: Use Assessment to Inform Instruction
• Gather all materials needed to write the Assessment Commentary
• Scan the student work samples
• Collect examples of student work from the same 3 students
• Copy and scan the student work samples
• Based on your analyses of student learning presented in prompts 1c-d, describe next steps for instruction:
  o For the whole class
  o For the three focus students and other individuals/groups with specific needs (see page 28).
• Explain how these next steps flow from your analysis of student learning.

**Task 16: Evaluation of Assessment**
Evaluate the efficiency of each assessment instrument that was utilized during the learning segment using the following criteria:

• Was the assessment given in the context of or concurrently with instructional activities in the classroom?
• Was the data from the assessment useful in directing the next lesson?
• Did the assessment consume the least amount of effort for obtaining, displaying and analyzing results that are a desired level of quality?
• Re: timeliness of the assessment: Were the results of the assessment available to plan the next day’s instruction? (the following week? A week or more?)
• Did the assessments produce useful results? For example, were assessment results used to improve some feature of the learning segment? Future instruction?
• Were the assessments reliable? How do you know? (you could/should ask your cooperating school librarian and/or teacher to independently assess the project and compare results).

Were assessment results used to produce inferences, conclusions and recommendations to improve the learning segment’s assessment instruments or practices?

**Assignment 8: Complete and Compile Learning Segment**

**Task: Edit and revise and submit your learning segment for your edTPA portfolio (20%)**
– Due Date April 22

• Using the **Library Specialist Evidence Chart** as a checklist, make sure you have completed and compiled all the “Artifacts and Commentary Specifications” (see pp. 37-39).
• Make sure all documents follow guidelines for font, margins and page length
• Make sure you have answered all prompts – do not copy and past sections, refer to the rubrics to determine what is being asked of you.
• Proofread, proofread, proofread
• Make sure all the files are named appropriately
• Make a list of all files and contents, including images and scans of student work
• Refer to pages 5-7 in the handbook and make sure that you have everything required (double and triple check)
• Share and review your portfolio with a selected peer group, making note of any sections that need to be edited, revised, and rewritten.
• Share and review copies with Professor Stefl-Mabry
Assignment 9: Peer Review of Learning Segment

Due Date: April 29th: Evaluate your lesson using the *Indicators of Quality for the Learning Segment* as well as appropriate edTPA rubrics provide with feedback and suggestions for improvement. The instructor, for evaluation purposes, may videotape curriculum presentations.
## IST675 Course Calendar Spring 2014

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| Tues, January 28  | 1. Introduction, overview of course syllabus, requirements, expectations, assignments  
                   2. Information literacy: applying research to practice: value and benefit  
                   3. edTPA  
                   4. Defining curriculum, assessment and instruction  
                   5. Distinguishing educational assessment from testing and grading  
                   6. Distinguishing educational assessment from educational evaluation  
                   Assignment #1: Virtual Introduction (5%) |
| Tues, February 4  | 1. Chapter 1: Reference traditions: From “Personal Assistance” to Instructional Intervention pp. 1-14  
                   3. edTPA  
                   Assignment: Chapter Summaries for Chapter 1&2 |
| Tues, February 11 | Assignment: 1st set of field notes (5%)  
                   Chapter 3: The Information Search Process: Kuhlthau's Legacy pp. 33-59  
                   Assignment: Chapter Summary for Chapter 3 |
| Tues, February 18 | Assignment #3: Information Search Models and Frameworks (10%)  
                   Chapter 4: Alternative frameworks for Process Instruction pp. 59-76  
                   Assignment: Chapter Summary for Chapter 4 |
| Tues, February 25 | Assignment: Chapter Summary for Chapter 5  
                   Chapter 5: Evolving context for Teaching and Learning pp. 77-90 |
| Tues, March 4     | Assignment #4: Children and Poverty 4-6 pages (10%)  
                   Chapter 6: Diagnosing Informational and Instructional Needs pp. 91-126  
                   Assignment: Chapter Summary for Chapter 6 |
| Tues, March 11    | Assignment: 2nd set of Field Notes (5%) MIDTERM  
                   Chapter 7: Building Information Competence: Designing Instruction for Today's Learners pp. 127-157  
                   Assignment: Chapter Summary for Chapter 7 |
<p>| Tues, March 18    | CLASS SUSPENDED |</p>
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<tr>
<td>Tues, April 15</td>
<td>CLASS SUSPENDED</td>
</tr>
<tr>
<td>Tues, April 22</td>
<td>Task: Edit and revise and submit the Learning Segment for your edTPA portfolio (20%)</td>
</tr>
<tr>
<td>Tues, April 29</td>
<td>Assignment: Review of Learning Segment: Using the Indicators of Quality for the</td>
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<td>Learning Segment as well as appropriate edTPA rubrics review your learning segment</td>
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<td>and make suggestions for improvement.</td>
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<tr>
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<td>Assignment: 3rd set of field notes (5%)</td>
</tr>
<tr>
<td>Tues, May 6</td>
<td>LAST DAY OF CLASSES</td>
</tr>
</tbody>
</table>
