Course Syllabus: IST675: Curriculum and Supportive Resources
Instructor: Dr. Joette Stefl-Mabry
Online: Wednesday January 20th – Wednesday May 4th, 2016

Required Textbooks and Downloads

Texts to Purchase
3. *Empire State Information Fluency Continuum: Benchmark Skills for Grades K-12 Assessments/Common Core Alignment.* Developed by the New York City School Library System. [Free download available at: http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf](http://schools.nyc.gov/NR/rdonlyres/1A931D4E-1620-4672-ABEF-460A273D0D5F/0/EmpireStateIFC.pdf) This is a large file; if you don’t have a hard copy already, please make sure that you create one for yourself. You will be using this to create lesson plans throughout the semester.

Required Downloads

Strongly Suggested Additional Readings

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1 I strongly recommend that you print out this large document (466 pages) and put it into a binder. You should be using it as a reference for your assignments throughout this course, IST673 and your internships.
IST675 Course Description and Rationale

This course is designed as an inquiry-based learning experience, grounded in theory and practice, and focused on how to develop, assessment and evaluate of information literacy curriculum and resources for elementary and secondary schools.

The class format will include a variety of research-based practical online teaching and learning experiences to provide students opportunities to plan and implement edTPA learning segments (see: https://www.edtpa.com/Content/Docs/edTPAMGC.pdf), design effective assessments, and conduct educational assessment and evaluation. Several of the assignments will involve presenting lessons to your peers and using edTPA rubrics to peer and self-assess the lessons. Some lessons may be video taped to enable self-reflection and improvement of professional practice.

Attendance, Communication, Expectations, Grading & Academic Honesty

Attendance:
Students are expected to check in and participate each week during the academic semester (see http://www.albany.edu/registrar/spring-2016-academic-calendar.php) in course activities including discussions, postings, presentations, chats, etc. In the unavoidable event that you must miss a week of online activity, students need to notify the instructor via email and make arrangements with other students re: distribution of group work.

Students who miss more than 1 week of active participation in online learning activities will have their final average dropped by five points for each week of nonparticipation.

Communication
Each student is expected to have an Albany e-mail account for this class. Please contact 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 and Blackboard several times a week. This is also the best method of communication with the instructor concerning assignments, questions, readings and online office hours. E-mail accounts can be applied for and accessed through the IT department see: http://www.albany.edu/myualbany/index.php

Each student should also subscribe to IST-L, the Department of Information Studies' listserv.

Expectations
This course will depend heavily upon student involvement. You will need to devote at least 18 hours per week to this class. You are expected to give and receive regular self and peer feedback to your colleagues on a weekly basis. This class isn’t just about your learning; it’s about you contributing in a meaningful fashion to the building of our learning community.

Grading
The instructor will give a grade of "R" (redo) for any assignment that does not meet graduate level standards. Students will have one week to redo the assignment and resubmit it (together with the first graded submission). The "R" grade will be removed at that time if the redo is
substantially improved. *Remembering to submit (and label) a “redo assignment” is the student's responsibility.* A late redo will NOT be accepted.

A grade of "B" will be given for student performance that meets all course requirements, is on time and is judged to be satisfactory and reflective of graduate level work. Other grades will be determined in relation to the standard of a "B" grade. Please proofread all assignments carefully before submitting, this includes posting to discussion threads and other online activities. I strongly suggest writing your responses using a word document (and/or other word processing software) and then copying and pasting your responses to Blackboard. Typically there is a detailed rubric for each assignment, use that as a checklist before submitting assignments and postings.

**Field Experience**

Students are expected to complete at least 25 field experience hours for this course, unless otherwise directed by the instructor. A certified and tenured school library media specialist must mentor you doing your field placement. You must contact Sheila DiMaggio to set up your field experience placement: mailto:sdimaggio@albany.edu Please set up your field placements before the course begins on Wednesday, January 20th, 2016.

**Communicate with your K-12 Mentor Early and Often!**

Early on during the spring semester discuss with cooperating school librarian and/or teacher what will be taking place during the month of April – re: information literacy instruction during that time. Please be sure to check the school's academic calendar and schedule this with your school librarian and/or mentoring teacher well in advance. Let them know that you would like to teach TWO CONSECUTIVE LESSONS TO THE SAME GROUP OF STUDENTS.

_Your learning segment should be at least two consecutive lessons for the same group of students. You will be implementing your lessons during your field experience placement sometime during the month of April._

PLEASE WORK WITH YOUR K-12 MENTOR(S) AND PLAN ACCORDINGLY AS ALL COMPONENTS OF THIS ASSIGNMENT MUST BE COMPLETED BY Monday May 2nd.

**Academic Integrity**

Please review the resources provided by the University at Albany Libraries to familiarize yourself with the standards of academic integrity at the University at Albany: [http://library.albany.edu/infolit/integrity](http://library.albany.edu/infolit/integrity) and view the video on what constitutes plagiarism: [http://www.albany.edu/eas/104/plagiar.htm](http://www.albany.edu/eas/104/plagiar.htm)

Due to the exploratory nature of this course, students are encouraged to form working teams and talk about and read each other's assignments – in effect to collaborate and 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 all assignments. 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 Graduate Studies. After two referrals to the Dean's office for plagiarism students are automatically referred to the Office of Judicial Affairs.

**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 will benefit 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, and may also result in your dismissal from the school library media program:

- Missing more than one week of online activity (postings, etc.,) without written **prior** permission from me and/or the dean of graduate studies
- Lateness in turning in assignments without permission from me
- Abusiveness toward instructors, classmates, or our K-12 learning partners, either online and/or in the field
- Failing to notify your K-12 mentors when you are not able to attend your pre-arranged schedule of meeting days/times

Please dress and act appropriately when you are in the field. You are representing the University at Albany and the School Library Media Program.
## Course Goals

IST 675 is designed to help students meet the following goals of the Department of Information Studies and will be determined by your success on the following student learning outcomes (assignments)

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<th>Goal</th>
<th>Student Learning Outcomes</th>
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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  
• Information Search Project  
• Adaptive Technology Project  
• Professional Development Workshop Project  
• K-12 Information Literacy Learning Segment  
• Peer evaluations and feedback |
| 2. Knows the history of the information professions and understand the changing roles of information professionals in a global environment | Curriculum projects are aligned to local, state (NYS²), 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  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment |
| 3. Creates, selects, acquires, organizes, describes, manages, preserves, retrieves and disseminates information using relevant theories and practices. | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment |

² If you are enrolled in this course and are teaching in another state please let the instructor know. This is important as state standards are not always the same, and your curriculum projects need to align to the state in which you are teaching.
| 4. Assesses the information needs of diverse and underserved populations and provides resources and instruction to meet those needs. | **Field Notes**  
**Information Search Project**  
**Adaptive Technology Project**  
**Professional Workshop Project**  
**Information Literacy Learning Segment**  
**Field Experience** |
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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**  
**Information Search Project**  
**Adaptive Technology Project**  
**Professional Workshop Project**  
**Information Literacy Learning Segment**  
**Field Experience** |
| 6. Formulates, interprets, and implements information policy including issues of privacy, equity, intellectual property, and intellectual freedom. | **Field Notes**  
**Information Search Project**  
**Adaptive Technology Project**  
**Professional Workshop Project**  
**Information Literacy Learning Segment**  
**Field Experience** |
| 7. Promotes and demonstrates the use of ethical standards in the creation, management, and use of information. | **Field Notes**  
**Information Search Project**  
**Adaptive Technology Project**  
**Professional Workshop Project**  
**Information Literacy Learning Segment**  
**Peer feedback** |
| 8. Conducts and applies research to develop, maintain, and evaluate information content and assess information services. | **Field Notes**  
**Information Search Project**  
**Adaptive Technology Project**  
**Professional Workshop Project**  
**Information Literacy Learning Segment** |
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| **9. Understands, implements and uses appropriate technologies in the delivery of information content and services.** | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment |
| **10. Understands the information environment and builds collaborative relationships to strengthen library and information services and literacy.** | • Field Notes  
• Information Search Project  
• Adaptive Technology Project  
• Professional Workshop Project  
• Information Literacy Learning Segment  
• Peer evaluations and feedback |