**IST 675 – CURRICULUM AND SUPPORTIVE RESOURCES – SPRING 2009
DRAPER HALL, ROOM 146 THURSDAYS, 4:15-7:05**

**INSTRUCTOR: LINDA FASANO
CELL 518-505-5437 or WEEKDAYS 518-355-6255 X 2074****lfasano@sabrenet.net**

**\*For questions and concerns, I will be available after class for approximately one half hour.\***

**COURSE DESCRIPTION: ELEMENTARY AND SECONDARY CUSSICULUM AND THE SCHOOL MEDIA CENTER PROGRAM; ANALYSIS, APPRAISAL, SELECTION, AND USE OF CURRICULAR RESOURCES AND RELATED PRINT AND NON-PRINT MATERIALS. CONSULTATIVE AND INSTRUCTIONAL RESPONSIBILITIES. *PREREQUISITE: IST 605***

**REQUIRED TEXTS:**Subscription to SCHOOL LIBRARY MEDIA ACTIVITIES MONTHLY periodical

**NYS CURRICULUM STANDARDS**
http://www.emsc.nysed.gov/nysatl/standards.html

**AASL 21ST CENTURY STANDARDS**
<http://www>.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm

**ISTE STANDARDS**

* <http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm>
* http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\_for\_Teachers\_2008.htm

**SUGGESTED MATERIALS FOR CLASS:** FLASH DRIVE; 1”-2” BINDER W/DIVIDERS

**ATTENDANCE**

* Weekly attendance by students is expected. Three or more missed classes without excuses will possibly result in loss of points or a failure for this class. Responsibility for class attendance rests with the student. If you expect to be out on a particular date, e-mail me or put it in writing if you can.
* Work missed through absence must be made up. Permission to make up work is given at the discretion of the instructor.
* The University reserves the right to exclude from a graduate program, course, or final examination students whose attendance in classes is unsatisfactory to their instructors or to the Dean of Graduate Studies.

*\*If there is inclement weather and you are not sure whether class is cancelled or not, contact the Information Science Office or look on the U Albany website.*

**STANDARDS OF ACADEMIC INTEGRITY -** It is implied that you are aware and understand your responsibilities regarding this topic. If you need clarification, please see me. Your work must be original or appropriately cited when credit is due. It is also expected that your work will be presented in a professional, neat, and orderly manner.

**STANDARDS OF WRITING AND PRESENTATION** – All final work for class-related assignments and projects must be word processed, double-spaced if in essay format, presented in a neat and professional manner. Work from prior classes may not be used, unless it is a theme or topic that you’d like to expand on. This must be cleared with permission from the instructor.

**TENTATIVE SPRING 2009 CALENDAR - IST 675 CURRICULUM AND SUPPORTIVE RESOURCES**

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| **DATE** | **TOPIC** | **GUEST SPEAKERS** | **PROJECTS/MATERIALS/****DEADLINES** |
|  | Intro to the course; Syllabus review; Expectations for the course; Introductions; Relevant vocabulary; Role of the SLMS as teacher |  |  |
|  | NYS Learning Standards |  | *Bring to class: NYS Learning Standards (see link under Required Texts)* |
|  | 21st Century Skills ; Technology Standards |  | *Bring to class: AASL 21ST Century Skills ISTE Technology Standards (see link under Required Texts)* |
|  | Information Literacy Curricula – Examine various IL curricula locally and across the country |  |  |
|  | Information seeking Theories; Research Models; Big 6 |  |  |
|  | Periodical survey; Resources for teachers and librarians; Online resources |  | In Library or Lab? |
|  | Infusing Information Literacy throughout the curriculum |  |  |
|  | Collaboration; Instructional Support for teachers; Use of trade books in teaching; Role of booktalks across the curriculum; Using booktalks to introduce content; Inquiry-based research projects |  |  |
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|  | Reaching and motivating learners; Different types of learners; Teaching tools (using technology, databases, portaportal, etc) for students |  |  |
|  | Developing teaching units and lesson plans; Writing goals and objectives, assessing them, gathering evidence students are achieving them |  |  |
|  | Students share – Final project |  |  |
|  | Students share – Final project |  |  |
|  | Field Experience Sharing |  | **FIELD EXPERIENCE PORTFOLIOS DUE** |

**GRADING RUBRIC AND EXPECTATIONS**

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| **ASSIGNMENT #1****ARTICLE RESPONSE** | 10 POINTS |  |  |  |
| **ASSIGNMENT #2****ARTICLE RESPONSE** | 10 POINTS |  |  |  |
| **PROJECT #1** | 30 POINTS |  |  |  |
| **PROJECT #2** | 30 POINTS |  |  |  |
| **FIELD WORK PORTFOLIO** | 20 POINTS |  |  |  |
|  |  |  |  |  |
|  | **🗸+** | **🗸** | **🗸-** | **-** |
| **ATTENDANCE** | Attends all classes and is ready to participate with required materials | Misses one or more days and gets most of the work from the days missed | Misses 2-3 days and gets some of the work from days missed | Misses 3 or more classes and doesn’t get the work from days missed |
| **CLASS PARTICIPATION** | Participates as a fully contributing member of the class | Participates but in a more passive manner  |  | Does not participate at all in discussion and group sharing |
| **IN-CLASS GROUP PROJECTS AND SHARING** | Participates as a fully contributing member of the group | Participates but in a more passive manner |  | Does not participate at all in discussion and group sharing |



**Libraries**
 The University maintains library facilities on both campuses. The University Libraries provide an innovative learning environment that takes full advantage of emerging information technologies. Through a combination of computer-based user interfaces, electronic archives, and links to local and global computer networks, the University Libraries offer a broad range of powerful search and retrieval tools. New formats and new services are constantly being developed, evaluated, and offered to students, faculty, and staff. Library personnel are available to instruct and assist you in the use of these tools and services.
 ADVANCE, the University Libraries' on-line catalog, is designed to provide you with quick access to information about the university's collections. It offers a number of different search modes, and contains information on the nearly 2 million items in the University and Dewey Graduate Library collections, including books, journals, government documents, microforms, and other media. Additional databases, such as the Expanded Academic Index (an index to articles published in hundreds of journals), are also available through ADVANCE. New functions are continually being added to this system. Some current functions including: access to other libraries' catalogs, ability to place a hold or recall on an item that is currently charged out to another user, access to your patron record information about charged items, overdue fines, etc.
 Electronic resources, including directories, indexes to periodical literature, statistical databases, government reports and other reference materials are available in various formats to supplement the rich print collections. Librarians assist users to identify and use these sources, which cover disciplines in the arts, humanities, social sciences and sciences.
 The Dewey Graduate Library of Public Affairs and Policy, on the downtown campus, serves the Nelson A. Rockefeller College of Public Affairs and Policy. The Dewey Graduate Library facilitates and assists cross disciplinary, doctoral-level research. It provides both materials and access to information in a variety of formats and locations. Cooperative agreements on the local, regional, and national levels facilitate this flow of materials and information.
 Collection Development bibliographers in both libraries assist faculty and students in the selection and use of library materials. Other available services include tours, films, orientation sessions, and instruction in the techniques of bibliographic research. In addition, there are special facilities to aid the visually handicapped. The library on the uptown campus provides individual student carrels and study rooms for faculty and doctoral research.
 The Interactive Media Center (IMC), located in ULB-41 of the University Library, contains an impressive array of commercially produced software and media. Instructional media titles in optical and electronic format are available to be used on over 20 workstations (both DOS and Macintosh). Each workstation is equipped with a microcomputer, a videodisk player, and a videotape and CD-ROM playback unit.
 The University Libraries also have archival collections on particular subjects. Membership in the Center for Research Libraries provides access to the center's three-million-volume collection. The University is also a member of the Association of Research Libraries and The Research Libraries Group.
 All students may enter the buildings and use a number of library services and resources without registering. However, many of our services, such as borrowing books, checking out reserve materials, and using most IMC resources, require that you be a registered user of the Libraries. This is an easy process; simply bring your valid student ID card and stop at the Circulation Desk in either library. The staff will process your library registration.
 The University Library on the uptown campus, except for holidays, is open during regular sessions Monday-Thursday, 8:00 a.m. to 11:00 p.m.; Friday 8:00 a.m. to 10:00 p.m.; Saturday, 9:00 a.m. to 8:00 p.m., and Sunday from noon to 11:00 p.m. Further information is available by calling 518-442-3602.
 The Dewey Graduate Library, except for holidays, is open during regular sessions Monday-Thursday 8:30 a.m. to 10:00 p.m.; Friday 8:30 a.m. to 5:00 p.m.; Saturday 9:00 a.m. to 5:00 p.m., and Sunday noon to 8:00 p.m. Further information is available by calling 518-442-3693.
 If you have any questions about library resources or services, you can contact the University Library Reference Desk at 442-3558 or the Dewey Library Reference Desk at 442-3691. You may also use the e-mail reference service; send your questions to LIBREF@albany.edu.

**Information Technology Services**
 ITS provides technology systems and support for the University community. ITS is composed of 6 units which report to the Chief Information Officer: Client Support Services, Extended Learning, Research IT, Systems Management and Operations, Telecommunications and University Applications Development.
 ITS provides an extensive array of information technology tools and support. Visit the ITS website at [www.albany.edu/its](http://www.albany.edu/its) for an overview of products and services available for students, faculty and staff. This site contains extensive information about email and LAN services, ITS accounts, technology-equipped facilities, training opportunities, ITS policies and additional technology services available to the University community. Alerts and notices of service interruptions, as well as items of special interest are provided on the web. There is also more information about the individual units that make up the ITS organization and the services they provide.
 To learn more about our student, faculty and staff self-service web site MyUAlbany go to [www.albany.edu/myualbany](http://www.albany.edu/myualbany). This is the 'portal' through which students and faculty access information in the student records database. Students use MyUAlbany to enroll in courses, add or drop classes, view their academic record and update personal information. Faculty can use MyUAlbany to generate class rosters, enter grades and view advisee information. All Staff can update their demographic information, and professional staff can submit leave information to Time Records online.
 The HelpDesk located in LC-27 is available to assist with specific questions about technology. The Help Desk can be contacted by phone at 442-3700. Faculty and staff can direct email questions to ihelp@albany.edu; students can send email to Student HelpDesk at theshed@albany.edu.

**Services to Persons with Disabilities**-The University is particularly suited to the academically qualified person who has a physical or a learning disability. The main campus is modern and has been designed to be accessible to persons with disabilities. Disabled Student Services coordinates services for persons with disabilities, including pre-admission counseling, individual orientation for new students, personal and career counseling, coordination of assistants (e.g., readers, note-takers, and attendants), and a host of other services. The staff works with faculty and staff in other departments to ensure the maximum utilization of instructional and nonacademic programs by students with disabilities. For further information write to Disabled Student Services, Campus Center, Room 137, State University of New York at Albany, 1400 Washington Avenue, Albany, New York 12222, or call 518-442-5491 (voice) or 518-442-5499 (TDD).

**Graduate Grades** - Grades in graduate courses are recorded on University records according to the following scale:
*A*    4.0 *A-*   3.7 *B+*   3.3 *B*    3.0 *B-*   2.7 *C+*   2.3 *C*    2.0  *D*    1.0 (NA to a graduate degree)
*E*    *Failure:* (academic) *NR*   *No grade reported:* study in progress
*I*    *Incomplete: A* tentative grade given only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule. The date for the completion of the work is specified by the instructor. The date stipulated will not be later than one month before the end of the     session following that in which the Incomplete is received. The grade *I* is automatically changed to *E* or *U* unless work is completed as agreed between the student and the instructor.
*W*   *Withdrawn:* Assigned by the appropriate administrative officer for withdrawal from a course or from the University (without penalty).
*Z*   *Failing (penalty grade):* Assigned by the appropriate administrative officer for excessive absence, unofficial withdrawal, and like situations.

**ASSIGNMENTS AND PROJECT DESCRIPTIONS**

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| **ASSIGNMENT #1:** Read an article from a professional educational journal (preferably peer-reviewed and minimum one-page long) and write a minimum one-page response and evaluation to the article. Response should connect to the SLMS’ role or SLM program’s role in a school setting. Provide a copy of the article with your response. | **ASSIGNMENT #2:** Read an article from a professional educational journal (preferably peer-reviewed and minimum one-page long) and write a minimum one-page response and evaluation to the article. Response should connect to the SLMS’ role or SLM program’s role in a school setting. Provide a copy of the article with your response. |
| **PROJECT #1:** Create an electronic or print toolkit for teachers or students to use in scaffolding a skill set based in the foundation of information literacy skills. This project must incorporate the following:Big 6 or Bloom’s TaxonomyPurpose of the toolkitTarget grade(s) and curricular area;Targeted learning standards;Assessment tool – means for feedbackProject ideas: WebsiteInteractive research journal Feedback/Evaluation/Assessment toolkitCollaboration/ Planning toolkit | **PROJECT #2:**  |