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| **IST 675 – CURRICULUM AND SUPPORTIVE RESOURCES – SPRING 2010 DRAPER HALL, ROOM 147 - THURSDAYS, 4:15-7:05**  **INSTRUCTOR: LINDA FASANO  CELL 518-505-5437 or WEEKDAYS (during the day) 518-355-6255 X 2074 Preferred contact:** [**lfasano@albany.edu**](mailto:lfasano@albany.edu)  **☺For questions and concerns, I will be available after class for approximately one half hour following class. Otherwise, contact me via e-mail or cell phone.☺** |
| **COURSE DESCRIPTION** |
| **ELEMENTARY AND SECONDARY CURRICULUM 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** |
| 1. **The Blue Book on Information Age Inquiry, Instruction and Literacy** by [Daniel Callison](http://search.barnesandnoble.com/booksearch/results.asp?ATH=Daniel+Callison), [Leslie Preddy](http://search.barnesandnoble.com/booksearch/results.asp?ATH=Leslie+Preddy). Libraries Unlimited, 2006. **ISBN-10:** 159158325X **ISBN-13:** 978-1591583257  **2. Empowering Learners: Guidelines for School Library Media Programs**  ISBN-13: 978-0-8389-8519-9, 2009, AASL  **3. \*NYS Learning Standards** <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>  **4. \*AASL 21ST Century Standards** <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf>  **5. \*ISTE (International Society for Technology in Education) Standards**  <http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm>  **\*Download these documents from the web from the site indicated.** |
| **ATTENDANCE** |
| * 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 review the policy on the University at Albany website. 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. |
| **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  *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 grade *I* is auto-matically 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. |

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| **GENERAL GRADING RUBRIC AND EXPECTATIONS** | | | | | |
| **ASSIGNMENTS THROUGHOUT THE SEMESTER [TBA]** | | | | 30 POINTS | |
| **PROJECT #1 [TOOLKIT]** | | | | 25 POINTS | |
| **PROJECT #2 [TBA]** | | | | 25 POINTS | |
| **FIELD WORK RESPONSE PORTFOLIO** | | | | 20 POINTS | |
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|  | **🗸+** | **🗸** | **🗸-** | | **-** |
| **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 |

**IST 675 – CURRICULUM AND SUPPORTIVE RESOURCES:** Elementary and secondary curriculum and the school library media center program; Analysis, appraisal, selection, and use of curricular resources and related print and non-print materials; Consultative and instructional responsibilities.

* Students will recognize the integral role of the SLMS as instructor and instructional partner and collaborator among their educator peers;
* Students will have the knowledge of resources, tools, and frameworks to fulfill the role of instructor and instructional partner and collaborator;
* Students will have a working knowledge of vocabulary pertaining to curriculum and library-related topics;
* Students will be familiar with information literacy, information fluency, a variety of research models, and related curricula;
* Students will continue to broaden their knowledge about literature that is connected with curriculum topics, and utilize their booktalking skills within the context of these curriculum topics;
* Students will be familiar with a variety of professional periodicals, websites, and resources that will enhance the SLMS’ instructional practice and support instructional partners;
* Students will have knowledge and keen understanding of the AASL Standards for the 21st Century Learner;
* Students will have general knowledge of the New York State Learning Standards and frameworks, as well as a general knowledge of school curriculum;
* Students will have general knowledge of the ISTE-NETS Standards (technology);
* Students will be able to interconnect the various frameworks and standards in order to create lesson plans and support for instructional partners;
* Students will have knowledge of Bloom’s Taxonomy of Cognitive Domain;
* Students will have knowledge of inquiry-based learning and teaching, and the concept of essential questioning;
* Students will have general knowledge of developing lesson plans, objectives, assessment, and differentiated instruction.