

**MEDT 6465            SELECTION OF MATERIALS**

Semester Hours:        3

Semester/Year:

Instructor:

Office Location:

Office Phone

Home Telephone:

E-mail:

Distance Support:     Distance Learning Library Services -  
<http://www.westga.edu/~library/depts/offcampus/>  
Ingram Library Distance Learning Services -  
<http://westga.edu/~library/depts/offcampus/>  
Ingram Sullivan Ingram Library -  
<http://www.westga.edu/~library/info/library.shtml>

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this and your WebCt email several times a week to keep up-to-date on important information.

**COURSE DESCRIPTION**

An introduction to the criteria of evaluation and the tools/ techniques used in selecting all types of materials and equipment for school library media centers.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principals (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's Objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. identify and use recognized selection aids (Van Orden, 2001); (Decision makers, Knowledgeable, Proactive, Reflective; NBPTS propositions 1, 2, 3; LM III,V,VI).
2. understand the basics of building a collection (Van Orden, 2001); (Decision makers, Leaders, Culturally Sensitive, Knowledgeable, Proactive; NBPTS propositions 2, 3, 5; LM III,IV,V,VI,VII,IX)
3. list the components and design an effective selection policy (Van Orden, 2001); (Decision makers, Leaders, Lifelong learners, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive; Reflective; NBPTS propositions 1,2,3,4, LM III, VI, IX, X)
4. discuss and evaluate strategies for dealing with censorship (Simmons and Dresang, 2001); ( Decision makers, Leaders, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS Propositions 2,3,4; LM I,II,III,VI,VII,VIII,IX)
5. list the criteria for selection of print and non-print materials and equipment (Van Orden, 2001); (Decision makers, Leaders, Adaptive, Collaborative, Culturally sensitive, Lifelong learners, Knowledgeable, Proactive; NBPTS Propositions 3; LM III)
6. recognize stereotypes in all material formats (Hack, Hepler & Hickman, 1997); (Decision makers, Leaders, Adaptive; Culturally sensitive, Empathetic; Knowledgeable, Proactive; NBPTS Propositions: 1, 2, 3, 4, 5; LM III, V, VI, IX).

## **TEXT, READINGS AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Van Orden, P. and Kay Bishop (2001). *The collection program in schools (3rd ed.)*. Westport, CT: Libraries Unlimited.

**WebCT Student Help Site:** <http://www.westga.edu/~7Edistance/webct2/help/>

### References:

- Denman-West, M. (1998). *Children's literature: A Guide to information sources*. Westport, CT: Libraries Unlimited.
- Donham, Jean (1998). *Enhancing teaching and learning*. New York: Neal-Schuman.
- Gillespie, T., & Folcarelli, R. (1998). *Guides to collection development for children and young adults*. Westport, CT: Libraries Unlimited.
- Huck, C., Hepler, S., & Hickman, J. (1997). *Children's literature in the elementary school*. Madison, WI: Brown & Benchmark.
- Kearney, C. A. (2000). *Curriculum partner*. Westport, CT: Greenwood Press.
- Latrobe, K. et al. (2001) *Children's literature dictionary: Definitions, examples, and teaching activities*. New York: Neal-Schuman.
- Norton, D. (1999). *Through the eyes of a child*. Upper Saddle River, NJ: Prentice-Hall.
- Reichman, H. (2001). *Censorship and selection (rev. ed.)*. Chicago: American Library Association.
- Simmons, John S. And Eliza T. Dresang. (2001). *School censorship in the 21<sup>st</sup> century: A guide for teachers and school library media specialists*. Worthington, OH: Linworth Publishing.
- Van Orden, P. (2000). *Selecting books for the elementary school library media center: A complete guide*. New York: Neal-Schuman.
- West, M.(1997). *Trust your children: Voices against censorship in children's literature*. 2<sup>nd</sup> ed. New York: Neal Schuman.

Standard selection tools in the collections of the Ingram Library, Teaching Materials Center, and other libraries accessible to class participants will also be used extensively.

### Listservs

- AECT-L – <http://www.aect.org/lists/> - Association for Educational Communications & Technology listservs
- EDTECH – <http://www.h-net.org/~edweb/list.html> - K-12 focus on educational technology
- LM\_NET – [http://www.eduref.org/lm\\_net/](http://www.eduref.org/lm_net/) - School media/ instructional materials
- MEDIA-L – <http://www.dymaxion.ca/medianet/MAILLIST.HTM> - Includes several lists
- GA MEDIA – <http://www.georgiamedia.net/mailman/listinfo/georgiamedia> - K-12 focus

AASL-L - <http://libr.unl.edu:2000/archives//aasl-1.html> - K-12 focus

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES**

### **Link to Conceptual Framework**

The focus of this course is to use evaluative criteria and selection tools/techniques in selecting all types of materials and equipment for school library media centers. The overall evaluation of this course is structured so that each assignment builds on the idea of building a strong library collection of materials and equipment that supports the school curriculum, and provides strategies for dealing with censorship issues as they arise. In this class, students use criteria to select materials and equipment and learn to recognize stereotypes in all material formats. As students complete their assignments, they will have developed skills in decision making: identifying and using recognized selection aids to select materials, understanding the basics of building a media center collection of materials, designing a selection policy for their school library media center, and learning strategies for dealing with censorship and recognizing stereotypes in all material formats. (course activities 2.1, 2.2, 2.3, 2.4, 2.5); leadership: taking responsibility for developing a media center collection of materials that support the school curriculum and dealing with potential censorship through developing reconsideration of materials strategies. (course activities 2.2, 2.3, 2.4, 2.5) lifelong learners: studying how to develop selection policies that reflect the needs of the faculty, students and administrators, ordering materials and using effective selection criteria (course activities 2.2., 2.3, 2.4); being adaptive: changing educational practices to meet students' and faculty needs (course activities 1, 2.2, 2.3, 2.4, 2.5); collaboration: working with colleagues to plan and carry out policies and procedures about selection (course activities 1, 2.2, 2.3, 2.4); cultural sensitivity: adapting interventions and innovations to meet the needs of diverse students, faculty, and administrators when selecting materials (course activities 1, 2.2, 2.4, 2.5); empathy: demonstrating sensitivity to the needs of individual, family, and community needs (course activities 1, 2.2, 2.3, 2.4); knowledgeable: drawing on pedagogical, content, and professional knowledge, including knowledge from others' posting on the online bulletin board when planning and administering a school library media program (course activities 1-2); being proactive: implementing new interventions and innovations in media programs to better serve children, faculty and administrators (course activities 1-2); and reflection: engaging in ongoing, continuous reflection related to media programs to determine effectiveness of interventions/innovations and school changes that are needed to more effectively integrate school library media programs into the total school curriculum (course activities 2.6).

### **Activities and Assessments:**

#### **1. Class Attendance and Class Participation (5%)**

Face-to-face class requirements

- Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.

- **Absence from on campus sessions** will lower a student's cumulative point total by **5 points**. For example if you have 98% in class and miss one face-to-face class your final grade would be 93%. If you miss two classes your final grade would be 88%.
- Failure to complete online assignments will be counted as 'class' absences. Late assignments, for which there is no legitimate reason, will be assessed a **10% penalty per day late**. This includes late online assignments.  
(Objectives # 1,2,3,4,5,6; disposition; teacher observation)

On-line class requirements

**Students will complete the assigned online activities by the specified timelines. If students have any technical problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance.**

- Do not wait to ask for help with WebCT VISTA. Seek assistance immediately.
- Failure to complete online assignments and accesses will be counted as 'class' absence. Late assignments, for which there is no legitimate reason, will be assessed a **10% penalty per day late**.
- Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates.

**For the optional group projects, group leaders are expected to post information to the professor via private WebCT VISTA e-mail. Group leaders are also responsible for posting information for their group to the WebCT VISTA bulletin board. It is each group member's responsibility to get information to the group leader ahead of time so the assignments will not be posted late. Students are expected to communicate with their group members regularly by WebCT VISTA e-mail and to communicate with their group leader to determine how the group will proceed on the group projects. Students must respond to formative and summative assessments built into the course to provide the instructor with timely feedback on how well the course is going and suggested revisions.**

Students will attend class and be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in any WebCT VISTA bulletin board discussions, and respond to topics. Note that Internet and WebCT VISTA access is required.

(Course Objectives 1, 2, 3, 4, 5, 6; Teacher Observation, WebCT VISTA BB postings, Online chats)

## **2. Student Work:**

**All student work submitted during the course is required to be original. All projects must be completed to be graded.**

**Project 2.1 Selection Tools Evaluation (Individual project) (15%)**

Examine four selection tools, and complete the provided Evaluation Guide for Selection Tools form for each. Your four must include: School Library Journal, Booklist and 2 other assigned titles. You will provide a completed evaluation guide for each of the four tools to the Professor, and create a visual of some sort for each member of the class (such as a bookmark, flyer or brochure, etc.). **Your WebCT VISTA Discussion Board posting will not include SLJ and Booklist**, even though you will examine and prepare an **evaluation guide** for all four. Be prepared to give a one-minute recommendation/non-recommendation for your two unique sources in class. **Four evaluation guides in one continuous document due to professor by midnight, Friday, June 29.** After receiving approval from professor, **post two unique evaluation guides to WebCT VISTA bulletin board. Presentations of the two individual tools are on July 16 at face-to-face meeting, along with visual for each class member.**  
(Course Objective 1; instructor observation, peer observation, rubric)

### **Project 2.2 Selection Policy (Group of 3 project.) (20%)**

#### **2.2.1 Selection Policy**

Prepare this for your policy and procedure project. You may begin with one already written and update and edit that document. The original must be included. Clearly mark/highlight any changes you make on the original copy. A clean copy should be submitted to the Professor along with the highlighted document. (Do not confuse a selection policy with a collection policy ) **Assignment due to professor's private WebCT VISTA e-mail by midnight, June 29.** After receiving approval from professor, **post to WebCT VISTA Discussion Board. You are to highlight sections of any original, district or school policy that you changed [addition, modification, etc]. Using Word, you will need to activate the Formatting toolbar and select highlight. If you are submitting a district or school policy that is in place and that you must adhere to, then a two-page discussion of the document is required from each of the team members. All sources used in the development/creation of your policy must be credited in APA format. These guidelines are for all three sections of this policy project.**

(Course Objectives 2,3,4,5,6; rubric).

#### **2.2.2 Reconsideration Policy - Procedure for Handling Complaints**

Prepare this for your policy and procedure project. You may begin with one already written and update and edit that document. The original must be included. Clearly mark/highlight any changes you make on the original copy. A clean copy should be submitted to the Professor along with the highlighted document. **Assignment due to professor's private WebCT VISTA e-mail by midnight, June 29.** After receiving approval from professor, **post to WebCT VISTA Discussion Board. See 2.2.1 for specifics of documenting your work on this project.**

(Course Objectives 2,3,4,5,6; rubric).

#### **2.2.3 Selection Criteria for Non-book Materials & Equipment**

Prepare this for your policy and procedure project. You should include selection criteria for selection of non-book materials and basic equipment. Media examples for the project

include magazines, equipment, videos/DVD, computer software, maps/globes, models/realia, prints/pictures, kits, sound recordings, CD-ROMs, etc. Basic equipment examples include television, slide projector, VCR/DVD player, video projector, overhead projector, etc. (no computer equipment). **Assignment due to professor's private WebCT VISTA e-mail by midnight, June 29. After receiving approval from professor, post to WebCT VISTA Discussion Board. See 2.2.1 for specifics of documenting your work on this project.**

(Course Objectives 5,6; instructor observation, rubric)

### **Project 2.3 Media Reviews (This is an individual project.) (20%)**

**2.3.1 Students will review eight pieces of media.** All should be new to you and as recent as possible (preferably 2000 copyright or later). Three should be materials that reviewers consider outstanding. Three should be materials that might bring a request for reconsideration from the school or community. Choose your titles by reading reviews, visiting your local public library, or checking the shelves in your own LMC. Include both fiction and non-fiction as well as at least one item appropriate for elementary, middle, and high school. You will have two lists: 1. outstanding materials, and 2. controversial materials. List each set of three on separate pages with an identifying header. Give complete bibliographic information in APA format plus reading level for each item. Follow with an annotation of a few pithy sentences (not "it was good" or "I liked it"). **Send reviews in one file to Professor's private WebCT VISTA e-mail by midnight, July 14. After receiving approval from professor, post to WebCT VISTA Discussion Board.**

**2.3.2 Double Review** – Choose a new title and write two detailed annotations for it. One should be addressed to fellow media specialists and one to age-appropriate readers. **Send to Professor in one file on private WebCT VISTA e-mail by midnight, July 14. After receiving approval from professor, post to WebCT VISTA Discussion Board.**

**2.3.3 Comparative Review** – Choose a new title and locate at least two published reviews for it. **DO NOT READ THEM.** Write the best review you can as if it were to be printed in SLJ or Booklist. After you have written your review, read the published reviews. Write a paragraph comparing your evaluation with those two published reviews. Turn in the complete package---your review, where you found the two published reviews (so I can locate them), and your comparison. Post to WebCT after the professor has read the reviews. **Send all reviews in one continuous document to professor on private WebCT VISTA e-mail by midnight, July 14. After receiving approval from professor, post all reviews in one continuous document to WebCT VISTA Discussion Board.**

(Course Objectives 1,2,3,4,5,6; rubric)

The total number of books to be read for the media reviews assignment will be eight: 3 outstanding, 3 controversial, 1 double review (write one for peers and one for patrons), and 1 comparative review (include 2 professional reviews or locations of the reviews). Elementary, middle and high school levels must be included in the total of eight.

**Project 2.4 Collection Analysis and Materials Order (This is an individual project) (20%)**

**2.4.1 Conduct a collection map.** Make a visit to a local school or public library. You need to plan to map the assigned section of the collection. Using the OPAC, search by Dewey number and pull up all items in the assigned section. Select every 10<sup>th</sup> title and record the copyright date. After recording all 10<sup>th</sup> item copyright dates, average them. Prepare a short report of your findings and information gathered from the librarian or library media specialist (less than one page). Include the average copyright date of that section, the oldest copyright date, and the most recent copyright date. Discuss with the librarian or media specialist your results. You need to know if the librarian feels that this section is current enough, if it is used frequently, and if there are plans to update/expand this section based on patron needs. (Instructions on collection mapping and electronic analysis will be posted to WebCT and demonstrated in class.) **Assignment due date to professor's private WebCT VISTA e-mail by midnight, July 13. After receiving approval from professor, post to WebCT VISTA Discussion Board.** (Course Objectives 1,2,6;rubric). **Part of this assignment is included in your Field Experience.**

**2.4.2 Prepare an instructional materials order.** Develop a \$1,000 order for instructional materials useful to you in your situation. Select items to support one main instructional theme, topic, or idea. You will need to prepare a one-page justification sheet explaining why this is an instructional need. Reference the GPSs or QCCs in your justification. You will prepare purchase orders for items from at least two (2) different companies. Any item priced over \$100 must have a sentence of justification for such an expensive purchase. No single purchase of over \$500 may be made. A variety of instructional media should be included in this order, not just print. You will actually order over \$1000 worth of materials and instruct the vendor "DO NOT EXCEED" \$1000 on the total of the orders. **Assignment due date to professor's private WebCT VISTA e-mail by midnight, July 13. After receiving approval from professor, post to WebCT VISTA Discussion Board.** (Course Objectives 1,2,6;rubric).

**Project 2.5 Stereotyping in Literature / Video (Group of 3 project.) (5%)**

Locate one article from a reliable resource on stereotyping in literature or video. Prepare a short write-up on the article listing bibliographical data, a paragraph describing the content, a paragraph of reaction to the article, and at least two titles that reflect stereotyping of this nature and two on the same topic that treat the subject without stereotyping. **Assignment due date to professor's private WebCT VISTA e-mail by midnight, June 29; After receiving approval from professor, post to WebCT VISTA Discussion Board. Part of this assignment is included in your Field Experience.**

**Project 2.6 Online Scenario Responses based on Van Orden text (Group of 3 project.) (10%)**

You will complete three “on-line scenarios” that address the Van Orden text sections. **These papers should reference information covered in the text.** Submissions should be double-spaced with 1” margins and include a header with student name. These should be no more than 4 to 5 pages each, depending on the scenario.

**Assignments due to WebCT VISTA Discussion Board:**

**Online scenario response 1 – June 14 to professor’s email; Post to Discussion Board after approval**

**Online scenario response 2 – June 29 to professor’s email; Post to Discussion Board after approval**

**Online scenario response 3 – July 9 to professor’s email; Post to Discussion Board after approval**

(Course Objectives 1,2,3,4,5,6; checklist)

**Project 2.7 Reflections (This is an individual project and includes the Field Experience listed below.) (5%)**

Each student is to respond to a formative and final course reflection document. Also, if you participate in a group for optional group projects, a group evaluation form will be posted where you must evaluate group members on the group projects. **The reflection documents (formative and final) are due to the anonymous WebCT VISTA Discussion Board by midnight on June 19 (formative) and July 15 (final). Group member evaluation and Value of the Course statement are due to Professor’s WebCT VISTA private e-mail by midnight July 15. The Value of the Course statement is a minimum of one-page reflection of the assignments, projects, interactions, and readings that have most influenced your learning in this subject area of media education. This is to be a serious document that shows your learning and your concepts in this subject area. This should be prepared according to the instructions in your Field Experience information.**

#### **Evaluation Procedures:**

Students are evaluated in the following areas:

<b>Activity</b>	<b>% of Final Grade</b>	<b>Type of Assessment</b>	<b>Due Dates/Location</b>
1 WebCT / Class Participation	5%	Teacher Observation	On-going
2.1 Selection Tools Evaluations (4)	15%		June 29 & July 11 Present
2.2 Selection Policy (Group) Reconsideration Policy Selection Criteria Non-book	20%	Checklist	June 29
2.3 Media Reviews Double Review Comparative Review	20%	Checklist	July 14
2.4 Collection map Materials Order and part of <b>Field Experience</b>	20%	Checklist	July 13

2.5 Stereotyping in Literature and Video (Group) and part of <b>Field Experience</b>	5%	Teacher Observation	July 29
2.6 On-line scenarios (Group)	10%	Check Offs	# 1 June 14 # 2 June 29 # 3 July 9
2.7 Reflections (Individual/Group) Value of the Course Statement (part of Field Experience) <b>Field Experience</b>	5%	Check Off	June 19 July 15

### **GRADING POLICY:**

The grading scale is as follows: A= 92-100%, B= 91-82%, C= 81-70%, F=69% and below.

### **CLASS POLICIES:**

#### **1. Submitting Assignments.**

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

#### **2. Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at class meetings).

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If

there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

### **DISABILITY POLICY:**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs, defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dservice/>. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. In addition certain accommodations are available to all students, within constraints of time and space.

### **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the 2005-2006 Connection and Student Handbook and the Graduate Catalog

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

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### **CLASS OUTLINE**

This class is delivered using face-to-face instruction and WebCT VISTA at <http://www.mywebct.westga.edu>. There will be three face-to-face meetings in which students are expected to be participants as well as optional class meetings and online chats. Students are expected to use WebCT VISTA for corresponding with each other and the Instructor.

**Assignments: All evaluation checklists are listed in WebCT VISTA.  
Submit all projects to professor's WebCT Vista email; post to WebCT VISTA  
Discussion Board after approval.**

**Tentative Class Schedule  
Both Sections: Ed. Lab 205**

Week	Activities	Assignment Due
<p><b>1</b></p> <p><b>June 4</b></p> <p><b>Face-to-Face</b></p> <p><b>Ed. Ctr.</b></p>	<p>Overview of course, introduction to topics, and projects.</p> <p>Selection of group members; groups of 3</p> <p>Each student has four reviews/evaluations to complete. Examine the Evaluation Guide and determine how to complete it. Start looking for selection and reconsideration policies on the Internet or from a school system.</p> <p>Begin reading books for your media review assignment due near the end of the term. You must read a total of 8, representing elementary, middle and high school levels.</p>	<p><b>Face-to-Face</b></p> <p><b>Post introductory information to WebCT VISTA Discussion Board by midnight, June 6 (or prior to first class meeting if possible)</b></p> <p>Begin reading Part I Van Orden (110 pages)</p> <p><b>See Selection Tools For Examination handout posted on WebCT VISTA for this week – you will examine 4 titles; 2 to be assigned in the F2F class on June 4. Everyone will examine and review <i>BookList</i> and <i>School Library Journal</i>, so locate those now.</b></p>
<p><b>2</b></p> <p><b>June 18</b></p> <p><b>Face-to-Face</b></p> <p><b>Ed. Ctr.</b></p>	<p>Guest speakers about selection issues/resources</p> <p>David Starnes, Follett Titlewave representative, generalized jobber</p> <p>Bill Early, Bound to Stay Bound specialized jobber</p>	<p><b>Face-to-Face</b></p> <p>Discussion of selection issues</p>
<p><b>2</b></p> <p><b>June 14</b></p>	<p>Scenario 1 due.</p> <p>Complete evaluation guides for the selection aids.</p>	<p>Optional WebCT VISTA online chat</p> <p><b>Submit Scenario 1 to professor by midnight. After approval, post to BB.</b></p>
<p><b>3</b></p> <p><b>June 18</b></p>	<p>Evaluation guides (all 4) due to professor by <b>June 29</b>. Post to WebCT VISTA Discussion Board after approval from professor. Complete anonymous formative assessment</p>	<p><b>Evaluation guides due to professor by June 29.</b></p> <p>Begin reading Part II Van Orden (106 pages)</p>
<p><b>3</b></p> <p><b>June 18</b></p>	<p>Begin work on Scenario 2</p>	<p><b>Issues in selection of materials:</b></p> <ul style="list-style-type: none"> <li>Intellectual Freedom</li> <li>Censorship</li> <li>Videos</li> <li>Sexual content</li> <li>Language</li> <li>Creationism vs. Darwin Theory</li> <li>Homosexuality</li> <li>Violence</li> <li>Occult</li> </ul>

		<p>Stereotypes in Literature  Gender, race, ethnic, victim  <b>Scenario # 2 due June 29. Send to Professor, after approval post to Discussion Board.</b>  <b>Submit anonymous formative assessment to WebCT VISTA Discussion Board</b></p>
<p><b>4</b> <b>Jun 25</b></p>	<p>Begin work on final draft of selection and reconsideration policies and criteria for selection of non-book media and equipment.</p> <p>Continue work on clean copy of selection policy and reconsideration policy and highlight original policy retrieved from the Internet or from a school system.</p> <p>Continue work on assigned non-book materials and equipment assignment.</p>	<p>Spend time working on selection and reconsideration policies and criteria for evaluation of non-book media and equipment for your handbook. Look at the parts of the selection policy you are using. Determine what content needs to be added to make it a stronger policy.  ** Look at textbook as a beginning resource for the non-book media and equipment assignment. Check the Internet, Ingram Library, and Teaching Materials Center, as well as other media resources in your school district.</p>
<p><b>4</b> <b>June 25</b></p>	<p>Continue work on Selection Policy for emailing to professor</p>	<p>Begin reading Part III Van Orden (78 pages)  <b>Selection and reconsideration policies and criteria for selection of non-book media and equipment assignment due to professor by midnight June 29.</b>  <u><b>After approval, post documents to Discussion Board.</b></u></p>
<p><b>5</b> <b>July 2</b></p>	<p>This is not a class date.  Continue working on all assignments still due.</p>	
	<p><b>July 4 Holiday</b></p>	
<p><b>6</b> <b>July 9</b></p>	<p>Stereotyping assignment due</p>	<p><b>Submit Stereotyping in Literature and Video assignment</b></p>

	<p>Continue work on collection analysis/materials order assignment. Prepare purchase order for this assignment. You may copy a purchase order or make your own for this assignment.</p> <p>Continue work on media review assignment.</p> <p>Scenario 3 due</p>	<p><b>Submit Scenario 3 by midnight. After approval, post to Discussion Board.</b></p>
<b>July 9</b>	<p>Continue work on materials order. You may submit printed orders from either Follett, Bound to Stay Bound, or other online company. You must also include a purchase order for each order. Continue working on collection analysis/map.</p>	
<b>July 11</b>	<p>Face-to-face meeting Presentations and distribution of visual materials to fellow classmates.</p>	
<b>July 13</b>	<p>Complete the Course Evaluation form on main WebCT page Students are to submit the Reflective Document [Value of the Course] and individual team member's evaluations to the Professor on private e-mail by <b>midnight of the 15th.</b></p> <p>Group members are to submit evaluations of class participation of members to Professor <u>on private e-mail</u> by <b>midnight of the 15th.</b></p> <p><b>Failure of any team member to carry his or her part of the team's work on any assignment will lower that individual student's grade on the assignment.</b></p> <p><b>Team work is an essential part of media work due to the collaborative nature of the in-service SLMS's daily work.</b></p>	<p><b>Collection map and materials order assignment due to professor by midnight tonight. After approval, post to Discussion Board.</b></p> <p><b>Completion of Assignments – Post evaluations:</b></p> <p><b>Reflective document</b></p> <p><b>Group evaluation (if necessary)</b></p> <p><b>UWG Course evaluation</b></p>

<p><b>7</b> <b>July 14 - 16</b></p>	<p>Reviews project due the 14<sup>th</sup>. All information on the Field Experience for Practicum will be submitted by 15<sup>th</sup> to your professor. You also must preserve and retain this Field Experience for entrance into the appropriate format to confirm experiences for the Practicum requirements.</p>	<p><b>Reviews assignment due to professor by midnight tonight. <u>After approval, post to Discussion Board.</u> Submit to professor by midnight all appropriate and required materials for the Field Experience.</b></p>
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Due dates:

**Immediately:** Read Van Orden and Bishop text  
 Locate selection tools, *School Library Journal* and *Booklist* for evaluation (Other two tools will be assigned at first face-to-face meeting)  
 Begin reading books for your reviews due near the end of the semester.  
 Begin locating policy, selection, and reconsideration policies for your group to discuss and evaluate.

- June 14      Scenario 1 due to professor, after approval post to Discussion Board
- June 19      Formative assessment to professor
- June 29      Evaluation guides, created visual (or write up), after approval post to Discussion Board – Presentations of products to classmates on July 11
- June 29      Submit Stereotyping in Literature and Video assignment
- Selection Policy to professor, after approval post to Discussion Board
- Evaluation guides document due to professor/presentation at final f2f meeting
- Scenario 2 due to professor, after approval post to Discussion Board
- July 9        Scenario 3 due to professor, after approval post to Discussion Board
- July 11      Face-to-face final presentations and distribution of visuals for Selection tools

July 13	Collection Analysis / Materials order to professor, after approval post to Discussion Board
July 14	Reviews assignment to professor, after approval post to Discussion Board
July 15	Post final course evaluation to professor
July 15	Complete UWG Course Evaluation on WebCT VISTA
July 16	Last day to submit all materials relating to Field Experience for Practicum

### **SCHOOL LIBRARY MEDIA FIELD EXPERIENCE INTRODUCTORY INFORMATION**

The University of West Georgia preparation program for school library media specialists focuses on the development of applicable knowledge and skills that school library media specialists must possess for successful media programs that will positively impact school improvement. The field experiences involve students in PreK-12 settings that provide opportunities to learn how newly gained and refined knowledge, skills, and dispositions can be applied in school library media centers. Each of the MEDT courses in the program incorporate field experiences that require students to apply specific aspects of each course. The field experience component of the program includes a semester long practicum course (MEDT 6487) in which the students complete the development of their electronic portfolio documenting their course and field work.

#### **Eligibility for Field Experience**

Students who are new to the M.Ed. or certification program in school library media and are taking course work for the first time beginning Summer, 2007, will be required to complete the field experience component of their program in this program long format. Those hours will be applied toward their Practicum.

#### **Description of Field Experiences**

The field experience component the school library media program is program long and has required field experiences incorporated into each of the following MEDT courses:

MEDT 6461 Administration of School Library Media Center

MEDT 6463 Technical Services

MEDT 6464 Reference Sources and Services

MEDT 6465 Selection of Materials

MEDT 6466 Media Program

MEDT 6467 Technology for Media Services

MEDT 6487 Practicum in Media

MEDT 7461 Instructional Design

## MEDT 7465 Materials for Children and Young Adults

Students are expected to complete a minimum of 100 clock hours of field experiences during the program with a minimum of 15 clock hours per course. Each of these courses has embedded field experiences that students complete and record. In each of the courses there are specific field assignments as well as general day to day operational tasks. In addition to the incorporated field experiences within each course, an electronic portfolio is completed in MEDT 6468, Practicum in Media, in which the students complete the documentation of their course and field work. Students are required to maintain this electronic portfolio as they progress through the courses. The proper completion of the electronic portfolio is necessary in order to complete the requirements of the program.

### **MEDT Course Field Experience Process**

Each MEDT course has a number of required field experience activities. The following procedures are followed in each course regarding the field experience activities.

1. A Field Experience Information Form must be submitted and **approved** by the course professor prior to undertaking a field experience.
2. The Time Log Form must be maintained and submitted to the course professor at the end of the semester.
3. The Reflections from Section V of the Field Experience Assignment for the course must be submitted to the course professor at the end of the semester.
4. All approved field experience documentation for each MEDT course (15 hours) must be submitted to the course professor at the time designed by the professor but no later than the end of the semester in which the course and the field experience activities are completed. Final grades for the course will not be submitted until all field experience documentation has been submitted.
5. During Fall and Spring semesters the field experience activities must be completed in school library media centers where the media specialists hold a clear renewable Georgia certificate in school library media. MEDT instructors will be able to help students locate appropriate field experience sites.
6. During Summer semesters the field experience activities are completed in a slightly different manner. There are some media centers that are open for student and teacher use during the summer. Those media centers may be willing to accept volunteer help. Instructors for the MEDT courses will have a list of media centers that are willing to have MEDT students in their media centers. Other opportunities in the Teaching Materials Center and Reading Clinic in the College of Education will be available during the summer semesters. MEDT instructors will have sign up sheets so that students can sign up to complete field experience hours in those settings.

### **SCHOOL LIBRARY MEDIA FIELD EXPERIENCE**

**Number and Title of Course: MEDT 6465 Selection of Materials****Assignment Title: Field Experience Interview**

## Description of field assignment

Identify and use recognized selection aids for school library media centers. Evaluate basic collections and make recommendations for improvement. Examine censorship issues and stereotyping in literature. Focus on collection analysis and development of print and non-print materials.

Suggested procedures and time allocation – *5 hours*

- Discuss selection issues with library personnel: selection policy, copyright policy, reconsideration policy, circulation procedures, etc.
- Examine the collection thoroughly, taking note of weak or incomplete areas.
- Review selection policies.
- Review selection tools.
- MEDT Field Experience Checklist:
  - Create newsletter / brochure, flyer
  - Prepare an order
  - Circulate non-print materials
  - Circulate media equipment
  - Receive an order
  - Repair books or other materials

**III. Check list of additional activities to be completed in the field – 10 hours**

- 1 – Examine the LMC collection in-depth / Shelf reading
- 2 – Plan/collaborate with teachers
- 3 – Teach information literacy skills (Dewey, orientation, etc.)
- 4 – Assist students with research needs
- 5 – Assist students in locating materials
- 6 – Assist students with multimedia productions
- 7 – Shelve books
- 8 – Check books in and out
- 9 – Collect fines and issue overdue notices
- 10 – Catalog / Process materials

**IV. Suggestions of how to prepare for activity**

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interviewing and visiting.
- Become familiar with course assignments so you can work on final products while you are in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

**V. Required assignment documentation to be submitted for course**

Brief description of what was done in narrative form OR an annotated outline (check sheet and other artifacts should be attached). Include the job titles of the person(s) involved in the activity such as SLMS, media coordinator, teacher, etc.

Brief description of two or three most significant learnings with statements of future applicability of what has been learned (reflection).

Reflective critique that addresses specific selection issues:

- Based on readings and surveying library media specialists, how do selection / reconsideration policies safeguard the library media collection?
- Collection analysis and development – how is it best accomplished?
- Censorship in our school library media centers
- Stereotyping in our school library media center collections

**VI. Required entry in electronic portfolio**

Field Experience Information Form

Time Log

Reflections from Section V