

MEDT 6466 MEDIA PROGRAM

Semester Hours: 3

Semester/Year:

Course meets:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

Distance Support: WebCT Vista Home Page: <http://WebCT.westga.edu>
UWG Distance Education Helpline:
(678) 839-6248. Monday – Friday 8:00 a.m. – 5:00 p.m.
WebCT Vista Help & Troubleshooting:
<http://help.view.usg.edu>
UWG Distance Learning:
http://www.westga.edu~distance/WebCT_Vista/support/html
Distance Learning Library Services
<http://www.westga.edu~library/depts/offcampus>
Ingram Library Services
<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

This course provides an overview and practical experiences in designing and implementing the total school library media program. Integration of information literacy skills throughout the school curriculum is emphasized.

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 programs necessary for a vital library media center. (ALA & AECT, 1998; Haycock, 1999; Loertscher, 2000; Morris, 2004; NEMA, 2000; Prozano & Prozano, 1999; Woolls, 2004).
(D2 Leaders, D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive; NMPTS Propositions:1, 3, 4; LM III, IV, V, X; AASL:1.4, 2.1, 3.2, 3.3, 4.3)
2. plan for the instructional, in-service, production, technological, and public relations programs of the library media center and the evaluation of these programs (Davies, 1979; Everhart, 1998; Farmer, 1999; Flowers, 1998; Haycock, 1999; Loertscher, 2000, Morris, 2004; NEMA, 2000; Woolls, 2004.)
(D1 Decision makers, D2 Leaders; D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive; NBPTS: 1, 3 4; LM III, V, X; AASL: 1.4, 2.1, 2.2, 3.2,3.3, 4.1,4.3).
3. explore and propose ways to integrate the library media program into the total school curriculum including programming for special populations (Davies, 1979; Cleaver & Taylor, 1983; Haycock, 1999; Morris, 2004; Smith, 1989; Woolls, 2004).
(D5 Collaborative: NBPTS: 1,3; LM I, IV, VI, IX, X; AASL: 1.2,1.3, 1.4, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3)
4. understand the leadership role of the library media specialist (Hartzell, 1994; Haycock, 1999; Morris, 2004; NEMA, 2000; Woolls, 2004).
(D2 Leaders: NBPTS: 1, 3; LM X ; AASL: 3.1, 3.2, 3.3)
5. discuss the theory of communication and the role of communication skills in developing a library media program . (Haycock, 1999; Loertscher, 2000; Morris, 1992; NEMA, 2000).

D2 Leaders, D5 Collaborative, D7 Empathetic, D8 Knowledgeable, D9 Proactive; NBPTS: 1,2,3,4,5; LM IV, V, VI, VIII, X; AASL: 3.1, 3.2, 3.3)

6. understand the research studies that show library media program's impact on student achievement. (Lance studies; Lance & Loertscher, 2002)
D2 Leaders, D8 Knowledgeable; NBPTS: 4; LM III, V, X ; AASL: 3.1, 3.2, 3.3)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

ALA & AECT. *Information power: Partnerships for learning*. (1998). Chicago & Washington, DC: Author.

Georgia DOE 2006 Library Media Program Self-Evaluation Rubric.

<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/mediaspec/exemploary/Rubric07.pdf>

Martin, A. M. (2005). *Seven Steps to an Award-Winning School Library Program*, Westport, CT: Libraries Unlimited.

References:

- Cleaver, B., & Taylor, W. (1983). *Involving the school library media specialist in curriculum development*. Chicago: American Association of School Librarians.
- Davies, R. A. (1979). *The school library media program* (3rd. ed.). NY: Bowker.
- Edwards, K. (2001). *Teen library events: A month-by month guide*. Westport, CT: Libraries Unlimited.
- Eisenberg, M., & Berkowitz, R. (1988). *Curriculum initiative: An agenda and strategy for library media programs*. Norwood, NJ: Ablex Publishing.
- Jay, M.E, and Jay, H. (1998). *Ready-to go reading incentive programs for schools and libraries*. New York: Neal-Schuman.
- Joyce, M., & Tallman, J. (1997). *Making the writing and research connection with the I search process*. New York: Neal Schuman.
- Lance, K. C. & Loertscher, D. V. (2002), *Powering achievement: School library media programs make a difference: The evidence mounts*. 2nd ed. San Jose, CA: Hi Willow Research and Publishing, 2002.
- Loertscher, D. (2000). *Taxonomies of the school library media program*. Littleton, CO: Libraries Unlimited.
- Loertscher, D. with Todd, R. J. (2003). *We boost achievement! Evidence-based practice for school library media specialists*. San Jose, CA: Hi Willow Research & Publishing.
- Milam, P. (2002). *InfoQuest: A new twist on information literacy*. Worthington, OH: Linworth Publishing.
- Morris, B. J. (2004). *Administering the school library media center*. Westport, CT: Libraries Unlimited.
- Pappas, M. & Tepe, A. (2002). *Pathways to knowledge and inquiry learning*. Westport, CT:

- Libraries Unlimited.
- Prostano, E. & Prostano, J. (1999). *The school library media center*. Littleton, CO: Libraries Unlimited.
- Rodney, M. J., Lance, K.C. & Hamilton-Pennell, C. (2003). *The impact of Michigan school librarians on academic achievement: Kids who have libraries succeed*. San Jose, CA: Hi Willow Research and Publishing.
- Smith, J. B. (1989). *Library media center programs for middle schools*. Chicago: American Library Association.
- Stripling, B. & Pitts, Judy. (1988). *Brainstorms and blueprints: Teaching library research as a thinking process*. Westport, CT: Libraries Unlimited.
- Turner, P. & Riedling, A. M. (2003). *Helping teachers teach*. 3rd ed. Westport, CT: Libraries Unlimited.
- Wilson, P.P. & Leslie, R. (2002). *Center stage: Library programs that inspire middle school patrons*. Westport, CT: Libraries Unlimited.
- Wilson, P.P. & Leslie, R. (2001). *Igniting the spark: Library programs that inspire high school patrons*. Westport, CT: Libraries Unlimited.
- Wilson, P.P. & Leslie, R. (2001). *Premiere events: Library programs that inspire elementary school patrons*. Westport, CT: Libraries Unlimited.
- Woolfs, B. (2004). *The school library media manager*. 3rd ed. Englewood, CO: Libraries Unlimited.
- Yucht, Alice H. (1997). *Flip it! An information skills strategy for student researchers*. Worthington, OH: Linworth Publishing.

Research studies:

- http://www.ala.org/aaslTemplate.cfm?Section=Resource_Guides&Template=/ContentManagement/ContentDisplay.cfm&ContentID=14760
- <http://www.iema-ia.org/IEMA119.html>
- <http://web.simmons.edu/%7Ebaughman/mcas-school-libraries/Baughman%20Paper.pdf>
- <http://www.districtadministration.com/page.cfm?p=960> (Published article)

Information Literacy Websites:

- <http://www.wlma.org/instruction/processmodels.htm>
- <http://big6.com/>
- <http://eduscapes.com/info/pathways.html>
- <http://ictnz.com/infolitmodels.htm>
- <http://www.fno.org/dec99/rcycle.html>
- <http://www.asis.org/Bulletin/Feb-99/kuhlthau.html>
- <http://www2.cumberlandcollege.edu/library/Li/infolit.htm>

Listservs

- AEECT-L – listserv@wvnm.wvnet.edu - Association for Educational Communications & Tech
- EDTECH – <http://www.h-net.org/~edweb/list.html> - K-12 focus on educational technology
- LM_NET – http://www.eduref.org/lm_net/sub.html - School media/ instructional materials
- MEDIA-L – http://www1.medialiteracy.com/community_media_1.jsp - Media literacy listserv

- GA DOE Listserv - <http://www.coDB.k12.ga.us/~mediaservices/Profdev/Online/Listservs/doemedialistserv.htm> - Listserv for Georgia Department of Education, Media Division
- GEORGIAMEDIA - <http://www.georgiamedia.net/mailman/listinfo/georgiamedia> - All Georgia library media specialists

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is to design media programs in schools that promote reading, teaching of information literacy skills, and teacher/ school media specialist collaboration. The overall evaluation of this course is structured so that each assignment builds on the idea of creative media programs that are supported by the administration, connects the media center with the classroom, and increases student academic achievement in schools. As students complete their assignments, they will have developed skills in decision making: choosing media programs that enhance the school library media program and teacher/school library media specialist collaboration (course activities 2.6, 2.7); leadership: taking responsibility for informing the principal of research studies related to student achievement and the leadership role of the school library media specialist; surveying media specialists to determine contemporary examples of library media programs; designing book talks to enhance reading and literature appreciation and determining communication skills needed to communicate with media center stakeholders. (course activities 2.2, 2.3, 2.4, 2.5);. studying how to teach others to be lifelong learners: book talks to enhance the love of reading and to promote lifelong learners; a resource-based unit that teaches information literacy skills; being adaptive: changing educational practices to meet students' and faculty needs. (course activities 1, 2.3, 2.6). collaborative: working with colleagues to plan and carry out instruction (course activities 1, 2.2., 2.3, 2.5); cultural sensitivity: adopting interventions and innovations to meet the needs of diverse students, faculty, and administrators. (course activities 1, 2.1, 2.5); empathy: demonstrating sensitivity to the needs of individual, family and community needs. (course activities 1, 2.2, 2.5); knowledge: drawing on pedagogical, content, and professional knowledge, including knowledge from others' posting on the online bulletin board. (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 in determining appropriate interventions/innovations and school changes that are needed to more effectively integrate school library media programs into the school curriculum. (course activities 1-2).

Activities and Assessments:

1. Class Attendance and Class Participation:

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 also be counted as 'class' absences. Late assignments, for which there is no legitimate reason, will be assessed a **10% penalty per day**. This includes late online assignments.
(Objectives # 1,2,3,4; disposition; teacher observation)

On-line class requirements

- Students are required to check WebCT Vista at least 3 times each week. If students post questions in WebCT Vista, responses will be sent within 48 hours of student posting.
- Students must participate in WebCT Vista discussions.
- Students will complete the assigned online activities by the specified timelines. If students have any problems they are to contact the Distance Office for assistance (678-839-6248) 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 plan 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' absences.
- Students will attend class and be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in WebCT Vista bulletin board discussions, and respond to topics presented. Note that Internet and WebCT Vista access is required.
- Free MS software is available to UWG students. For details, go to <http://www.westga.edu/~mcastu/>.
(Course Objectives 1, 2, 3, 4, 5, 6; Teacher Observation, WebCT Vista DB postings)

2. Student Work

All student work submitted during the course is required to be original. Original means that the work is done this semester and has not been done by another person. All projects must be completed to be graded.

Questions should be posted to the DB under Questions topic area. It is each student's responsibility to read these questions on a regular basis (at least 3 times per week) because they may pertain to students' common questions.

Students are expected to research all assignments thoroughly, using books, audiovisual materials, and the Internet. Any reference lists are to be done in APA style. These projects are described individually in WebCT Vista.

The following are general descriptions of the projects required for the course. (These projects are described in separate documents for each project in WebCT Vista. Please see the Tentative Class Schedule for specific due dates.)

Project 2.1: Class Participation, Attendance and Reflections (20 points)

Students are required to attend all scheduled face-to-face classes and online chats. As part of the participation grade, students will complete an introduction form, a formative evaluation and a reflective summary.

(Objectives 1,2,3,4, disposition, teacher observation)

Rubric included on assignment sheet.

Project 2.2: Program Surveys, WebCT Vista Discussions (Individual/Group) (20 points)

Students will document an example of a school library media program in action. Survey instruments have been posted to WebCT Vista. You will conduct a survey/interview involving the school library media specialist, a parent, an administrator, a teacher, and a student in one school. This should be done **face-to-face with the interviewees**. Responses should be analyzed so that you can determine which areas have low ratings. You will write up a “report” on your findings for each interviewee. Indicate consensus or conflict in responses. (Paper should be a total of 2 to 4 pages.) Directions are posted in WebCT Vista.

You will also prepare reaction papers to specified readings assigned in WebCT Vista. You will complete reading assignments from the class text, along with GA DOE printout, and share in discussions on these readings with your group in the WebCT Vista Discussion Board. Discussions will be on-going throughout the semester.

(Course Objectives 1, 3, 4; instructor observation, peer observation, rubric).

Rubric included on assignment sheet.

Project 2.3: Book talks (Individual/Group) (20 points)

Students will present a book talk (5 – 6 minutes timed) designed to spark student interest in at least three related books from a typical library media center. This project needs to be started near the beginning of the semester. Before preparing the book talk, read “Tips for Terrific Book Talks” for guidance. Your book talk needs to be one that sparks the interest of your students, and should be recorded before a live audience. Use some attention-getting strategy to make the book talk more interesting. The book talk will be timed and points will be deducted for those that go over the time limit. **Each person is required to do a book talk.** The group will decide upon one book talk to be presented live before the class.

Book talks will be submitted to the professor as a group on one VCR tape, OR you may submit them in digital files (Windows media, Real media or QuickTime formats). Digital files are preferred.

One group member will present during final face-to-face session.

(Course Objectives 2, 3, 5; instructor observation, peer observation, rubric)

Rubric included on assignment sheet.

Project 2.4: Principal's PowerPoint (Individual, with possible use of Group research) (10 points)

Students will research several studies related to media center programs and student achievement. Incorporate *Information Power's* defined role of the LMS as well as research studies identifying ways the SLMP impacts student learning into this presentation. Based on the research found, the student is to design a PowerPoint presentation to present to principals showing the results of the research studies and the media specialist's leadership role in helping the school to improve academic achievement. Students need to design the presentation according to the audience: the principal. Directions are posted in WebCT Vista.

Each student should create and submit his/her own PowerPoint presentation. However, it is permissible for group members to share research for the project.

(Course objectives 4, 6: instructor observation, peer observation, rubric).

Rubric included on assignment sheet.

Project 2.5: PR Tips for Stakeholders (Group) (10 points)

Students will develop strategies to effectively communicate with stakeholders in the school, the community, and other agencies or individuals that affect the success of the library media program. Groups will create a two-page tip sheet of strategies of effective communication ideas for school library media specialists to use with a specific target group of our stakeholders. PR groups will be assigned at the first face-to-face class session. Directions are posted in WebCT Vista.

One group member will present during final face-to-face session.

(Course Objective 5; instructor observation, peer observation, rubric)

Rubric included on assignment sheet.

Project 2.6: School Wide Media Program (Group) (20 points)

Students will design a school wide media program – based on one theme – that addresses all levels, subject areas, and special populations of the school community. The chosen school level must be identified with the submission. At least 8 special populations must be included and appropriate QCCs / GPSs should accompany the activities.

One group member will present this project in a 3-5 minute presentation at the last face-to-face session.

(Course Objectives 1, 3, 5; instructor observation, peer observation, rubric)

Rubric included on assignment sheet.

Project 2.7: Two-Year Media Program Plan and Reflection (Group) (20 points)

Students will design a two-year media program for a school. Choose ideas from class discussion or readings that address potential programs you might implement the first and second year in the media center. The written component will include a detailed description of at least EIGHT (8) programs to be implemented (theme, age-appropriate activities, content area activities), timeline for the events, PR advertisements you will use, and a bibliography of all resources used in APA format. Each section of the plan must include the group member's name who contributed that section of information. Oral component will include: 3 to 5 minute presentation describing the program and suggested PR advertisements.

One group member will present during final face-to-face session.

(Course Objectives 2, 3, 5; instructor observation, peer observation, rubric).
Rubric included on assignment sheet.

Project 2.8: Readings (20 points)

For selected reading assignments, students will provide a summary of the content plus evaluative comments (describing usefulness in this course, application to your individual work environment or anticipated work environment, whether you agree or disagree with the author, etc.) Generally 300-350 words.

(Course Objectives 1-6)

Project 2.9: Field Experience assignment (Individual) Collaboration with Teachers to Develop School-Wide Plan and Instruction of One Group Activity (10 points)

I. Description of field assignment

Collaborate with classroom teachers to develop a program, based on one theme, that addresses several specific populations within the school. Work directly with teachers who supervise/teach targeted groups to gain insight into the types of activities that will lead to the development of a love of reading and life-long learning skills in students. Conduct one of the instructional activities with the associated group of students.

II. Procedures and time allocation – 10 hours

- Determine a theme that could lead to the involvement of various populations within the school.
- Identify specific groups within the school that would be served well by completing activities based on the theme.
- Conduct one of your planned instructional activities with its identified group.
- MEDT Field Experience Checklist:
 - Planning/collaborating with teachers
 - Assist in scheduling outside speakers
 - Assist in organizing book fair and other promotional programs

- Teach information access skills (Dewey, orientation to LMC, etc.)
- Teach information literacy skills
- Conduct a book talk
- Assist students with research needs and location of materials
- Assist with staff development / in-service training

III. Check list of additional activities to be completed in the field – 5 hours

- 1 – Examine the LMC collection in-depth / Shelf reading
- 2 – Assist students with multimedia productions
- 3 – Shelve books
- 4 – Check books in and out
- 5 – Collect fines and issue overdue notices
- 6 – Catalog / Process materials

IV. Suggestions of how to prepare for activities:

- Determine a theme for your media program.
- Contact the SLMS and specific teachers within your school to schedule a time to collaborate about student needs and possible activities based on your theme.
- Identify one group for conducting one of the activities and prepare materials to follow through with the students.
- Conduct the instructional activity and prepare your write-up based on your collaborations with the teachers and results of the interaction with the group of students.

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 school media program issues:

- Evidence of application of learnings into course assignments (relating activities to GPS/QCC standards, identification of strong media programs, good PR strategies, etc.)
- Awareness of the administration regarding the role of the LMS and academic implications of a strong media program
- The importance of LMS and teacher collaboration and co-instruction in the development of student information literacy skills

VI. Required entry in electronic portfolio

Time Log listing location(s) and name of supervisor(s)

Reflections from Section V

Evaluation Procedures:

Activity	Points	Type of Assessment
• Student participation & attendance, formative evaluation (survey), reflections	20	Teacher observation
• Program surveys, WebCT Vista Discussions	20	Rubric
• Book talk	20	Rubric
• Principal's PowerPoint	10	Rubric
• Tips for Stakeholders	10	Rubric
• School wide media program	20	Rubric
• Two year media program plan	20	Rubric
• Readings	20	Rubric
• FE Collaboration & Instruction	10	Reflection
	150	

Grading Policy:

The grading scale is as follows: A= 138-150 points, B= 123-137 points, C= 105-122 points, F=104 points 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 or chats will result in a loss of points. (See number 1 under Activities and Assessments.) All assignments are due by **midnight** unless otherwise indicated.

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:

- Actively 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.
- 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).

Students who display a lack of professionalism will be contacted by the instructor immediately 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/~dserve/>. 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 latest 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.

CLASS OUTLINE

This class is delivered using face-to-face instruction and WebCT Vista at <http://WebCT.westga.edu>. There will be 3 face-to-face meetings for the class as well as availability for online chats for student groups. Students are expected to use WebCT Vista for corresponding with each other and the professor.

Tentative Class Schedule:

Session	Class Activities	Assignment	Post
<p>1 Jan. 11</p>	<ul style="list-style-type: none"> ◆ Follow online instructions in WebCT Vista 	<p>Read Snapshot and Step One of text (Martin, pages 1-28) and GA DOE rubric (http://www.glc.k12.ga.us/passwd/trc/ttools/attach/mediaspec/exemploary/Rubric07.pdf)</p> <ul style="list-style-type: none"> ◆ Contact participants regarding surveys ◆ Sign up for group membership 	<ul style="list-style-type: none"> ◆ Introduction form posted this week prior to face-to-face class
<p>2 Jan. 18 FACE-TO-FACE UWG Room 243</p>	<ul style="list-style-type: none"> ◆ Overview of course ◆ Review groups (discuss roles of members) ◆ Program survey results ◆ Sample book talk ◆ Topics of discussion: Role of the LMS / Academic Impact <i>Information Power</i> (information literacy) Legislative Issues / Standards / Funding Organizations / Position Statements Listservs / GLC Conferences 	<ul style="list-style-type: none"> ◆ Book talk planning (Text focuses on the National School Library Media Program of the Year Award – LSLMPY; we will review this text focusing on the Georgia Department of Education Exemplary Library Media Program of the Year Award.) ◆ Conduct surveys and write up results 	<ul style="list-style-type: none"> ◆ Group responsibilities (to Instructor's private WebCT Vista email)
<p>3</p>	<ul style="list-style-type: none"> ◆ Book talk planning 	<ul style="list-style-type: none"> ◆ Meet with group as needed 	<p>Group discussion: GA</p>

Jan. 25	& videotaping schedule ♦ Work on Principal's PPT	for book talk assignment ♦ Read Steps Two and Three (Martin, Pages 29-50)	Exemplary LMC Printout and Step One Program survey write-up
4 Feb. 1	♦ Continue work on book talk and videotaping schedule	♦ Meet with group as needed for book talk assignment ♦ Readings 1	Principal's PowerPoint
5 Feb. 8	♦ Continue working on book talk & video ♦ Begin work on tip sheet for stakeholders	♦ Meet with group as needed for book talk videotaping coordination	Group discussion: Steps Two and Three
6 Feb. 15	♦	♦ Meet as needed for work on tips for stakeholders ♦ Readings 2	Formative Assessment Readings 1
7 Feb. 22		♦ Gather program ideas for your school-wide program assignment and your 2-year program plan assignment ♦ Readings 3	PR Tip Sheet for Stakeholders
8 Mar. 1 FACE -TO- FACE Carrollton Schools	♦ Carrollton Elementary (6:30) ♦ Carrollton Junior High (5:30) ♦ Carrollton High (7:30)	♦ Read Step Four (Martin pages 51-63)	Readings 2
9 Mar. 8	♦ Begin work on school wide media program	♦ Meet with group as needed for work on school wide media program	Readings 3
10 Mar. 15	♦ Continue work on school wide media program ♦ Begin work on 2 year media plan	♦ Meet with group as needed for work on school wide media program ♦ Read Steps Five and Six (Martin pages 65-81)	Group discussion: Step Four
11 Mar. 22	♦ SPRING BREAK		

12 Mar. 29		<ul style="list-style-type: none"> ◆ Meet with group as needed for work on school wide media program ◆ Work on 2 year media plan 	◆ School wide media program
13 Apr. 5	◆ Continue work on 2 year media plan	<ul style="list-style-type: none"> ◆ Meet with group as needed for work on 2 year media plan ◆ Read Appendices (Martin pages 95-120) ◆ Readings 4 	Group discussion: Steps Five and Six Post group member assignments for next week
14 Apr. 12 FACE -TO-FACE Carrollton High School	<ul style="list-style-type: none"> ◆ Complete work on 2 year media plan <p>Group presentations:</p> <p>Book Talk</p> <p>School wide media Program</p> <p>2 year media plan</p> <p>PR Tip Sheet</p>	Presentations should be <u>20 minutes MAX per group.</u> (Points will be deducted for going over the time limit! Class will go over the time limit if groups take more than the allotted time.)	<ul style="list-style-type: none"> ◆ Book talk video ◆ 2-year media plan
14 Apr. 19	<ul style="list-style-type: none"> ◆ Work on field experience log and reflection ◆ Work on reflective summary ◆ Work on group evaluation 		Group discussion: Appendices Readings 4
15 Apr. 26			<ul style="list-style-type: none"> ◆ UWG Course Evaluation ◆ Field experience log and reflection ◆ Group evaluation ◆ Reflective summary
16 May 3			