LIBM 409/509 Library Methods Course Syllabus
Black Hills State University
Summer 2018
2 credits (undergraduate/graduate)
Course Dates: 5/7/2018 - 6/29/2018

Instructor’s Contact Information:  Emily Benvenga, M.Ed.
Office Hours: As this is an online only class, students may schedule teleconferences with the instructor if needed.
Email: Emily.Benvenga@bhsu.edu or ebenveng@spearfish.k12.sd.us

Email is checked daily and will be responded to within twenty-four hours; however, any emails sent over weekends or holidays should not expect an immediate response.

Course Description: This course is an introduction to the methodology behind the daily activities and techniques that make up a library. A variety of library activities will be represented and will incorporate collaboration, implementation of standards, and social media.

Course Prerequisites:
- Previous courses/experience: none (undergraduate credit); BS/BA degree from an accredited College/University (graduate credit)
- Technology skills: basic understanding of the Internet and digital tools

Description of Instructional Methods: Classroom instruction will be provided through Desire2Learn, the Board of Regents’ integrated learning platform for higher education. Online instructional methods will include class discussion, social media communication, independent work and other use of online resource tools.

Course Requirements:
Required textbook(s) and other materials:
- This Book is OverDue!: How Librarians and Cybrarians Can Save Us All by Marilyn Johnson, ISBN 978-0-0614-3161-6
- Personal computer or tablet
- Supplementary materials: links and examples of various online resources will be provided

Graduate Requirements: Students taking this course for graduate credit should contact me to receive the additional coursework.

Grading: All assignments are due each week by Sunday at 11:59pm CST, 10:59pm MST.
- Participation (60%): Assignments, Book Discussions, Twitter
- Library Visit Report (20%)
- Library Method Project (20%)

Make-up Policy: It is at the discretion of the instructor whether or not the student will be allowed to make-up work. The student is responsible for contacting the instructor in regard to this matter.
Course Goals:
Student Learning Outcomes: Students will be able to comprehend, discuss and apply concepts concerning teaching and learning in the 21st century library related to:
- Resource curation and collection
- Integration of library standards
- Effective use of digital tools

Academic Dishonesty/Plagiarism: Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University’s Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

ADA Statement: “Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Mike McNeil, at 605-642-6099 (Woodburn 134), fax number 605-642-6095, or via email at mike.mcneil@bhsu.edu for more information. Additional information can also be found at: http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx.”

Freedom in Learning: “Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.”
## Course Outline/Schedule:

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<tr>
<th>Date</th>
<th>Weekly Topic</th>
<th>Textbook Readings &amp; Supplemental Materials</th>
<th>Discussion</th>
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| **Week 1: 5/7** | Future Ready Libraries | - [https://futureready.org/program-overview/librarians/](https://futureready.org/program-overview/librarians/)  
- Download and study the Future Ready Librarian Framework.  
- Download and study library standards related to your library of choice.  
  - School  
  - Academic  
  - Public  
- Read & Discuss *OverDue!*: Ch. 1 & 2, “The Frontier” & “Information Sickness”  
- DUE: Library Philosophy Paper | Weekly book discussions will be on D2L discussion threads.  
Week 1 will include two threads – an introduction to your fellow classmates and the Week 1 chapters.  
Week 7 will also include two threads – the week’s chapters and responses to your classmates’ library visits. |
| **Week 2: 5/14** | Reading | - TED Talk: How to design a library that makes kids want to read by Michael Bierut  
- Article: “Establishing a Community of Readers in a Secondary Library” by Amanda Kordeliski  
- Read & Discuss *Making*: Preface, About the Author, Introduction, Ch. 1  
- Read & Discuss *OverDue!*: Ch. 3, “On the Ground”  
- DUE: Twitter Followers | |
| **Week 3: 5/21** | Book Reviews & Awards | - Explore the following for Book Reviews & Awards:  
  - Kirkus [https://www.kirkusreviews.com/](https://www.kirkusreviews.com/)  
  - School Library [https://www.slj.com/](https://www.slj.com/)  
  - Goodreads [https://www.goodreads.com/](https://www.goodreads.com/)  
  - Book Awards:  
    - Book & Media Awards [http://www.ala.org/alsc/awardsgrants/bookmedia](http://www.ala.org/alsc/awardsgrants/bookmedia)  
    - YALSA top ten [http://www.ala.org/yalsa/teenstopten](http://www.ala.org/yalsa/teenstopten)  
    (Children’s – SD Prairie Bud, Bloom, Pasque)  
    (MS/HS – SD YARP)  
    - Are there any awards specific to your state?  
- Read & Discuss *Making*: Ch. 2 & 3  
- Read & Discuss *OverDue!*: Ch. 4 & 5, “The Blog People” & “Big Brother and the Holdout Company” | |
| **Week 4: 5/29** | Research | - How I Accidentally Started a Wikipedia Hoax About Amelia Bedelia by EJ Dickson (online)  
- View [http://radcab.com](http://radcab.com) to learn about “Your Vehicle for Information Evaluation.”  
- Nudging toward Inquiry: Moving Beyond Loch Ness | |
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<th>Week</th>
<th>Topic</th>
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<tr>
<td>5: 6/4</td>
<td>Mindset</td>
<td>- Adding Friction: How to Design Deliberate Thinking into the Research Process by Debbie Abilock (EBSCO)</td>
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<td>- School Librarians Teach Subject Area 10: Computer and Information Sciences by Mirah Dow (ProQuest)</td>
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<td>- Read &amp; Discuss <em>Making</em>: Ch. 6 &amp; 7</td>
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<td>- Read &amp; Discuss <em>OverDue!</em>: Ch. 7, “To the Ramparts!”</td>
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<td>- DUE: Growth Mindset Assignment</td>
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<td>6: 6/11</td>
<td>Collaboration</td>
<td>- Collaboration and Coteaching: A New Measure of Impact by David Loertscher (ProQuest)</td>
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<td>- Read &amp; Discuss <em>Making</em>: Ch. 8 &amp; 9</td>
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<td>- Read &amp; Discuss <em>OverDue!</em>: Ch. 8 &amp; 9, “Follow that Tattooed Librarian” &amp; “Wizards of Odd”</td>
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<td>- DUE: Collaboration Idea &amp; Library Visit Report – Submit report to dropbox AND compose a discussion thread so that others may tour the library as you did.</td>
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<td>7: 6/18</td>
<td>Library</td>
<td>- Read <em>Environment Matters</em> by Carl A. Harvey II (ProQuest)</td>
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<td>Environment</td>
<td>- Read &amp; Discuss <em>Making</em>: Ch. 10 &amp; 11</td>
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<td>- Read &amp; Discuss <em>OverDue!</em>: Ch. 10, “Gotham City”</td>
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<td>- DUE: Twitter Retweets, SlowChat &amp; Library Visit Discussion posts</td>
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<td>8: 6/25</td>
<td>Makerspace</td>
<td>- InnovatED podcast by Don Wettrick: Second Thoughts on The Maker Movement available on iTunes (#5)</td>
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<td>- Read &amp; Discuss <em>OverDue!</em>: Ch. 11-12 &amp; Epilogue, “What’s Worth Saving?” &amp; “The Best Day”</td>
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<td>- DUE: Personal Learning Reflection &amp; Library Methods Final Project</td>
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Assessments: In addition to weekly book discussions, students will complete the following:

- **Library Philosophy Paper (2 pg minimum, 12 pt, double spaced):** Describe your philosophy on libraries. What are and have been your personal experiences with libraries? How have libraries impacted your life? Why are libraries important? How have you seen libraries change? What does the library of the future look like? Etc.

- **Twitter:** Using a [professional](#) account on Twitter (create one if you don’t have one), students will complete the following:
  - Weekly formative assessment responses by tweeting a response or retweeting a related resource to the week’s topic. When tweeting for this class, be sure to include the hashtag #libm409.
  - Students will follow at least 20 other people associated to the library world, retweet at least four tweets sharing valuable instructional resources. Tell us why it’s worth retweeting. Be sure to follow the SD State Library at @librarysd and your instructor at @spartan_library.
  - Explore Tweet Deck: [https://tweetdeck.twitter.com/](https://tweetdeck.twitter.com/) “TweetDeck offers a more convenient Twitter experience by letting you view multiple timelines in one easy interface. It includes a host of advanced features to help get the most of Twitter: Manage multiple Twitter accounts, schedule Tweets for posting in the future, build Tweet collections, and more.” (from [https://help.twitter.com/en/using-twitter/how-to-use-tweetdeck](https://help.twitter.com/en/using-twitter/how-to-use-tweetdeck))
  - Slow Chat: You will participate in a slow chat throughout this course. There are numerous edchats out there to participate in via twitter. Some happen every Tuesday evening for example. Ours will take place throughout the duration of the course hence, a slow chat. I will tweet out a question using Q1: …; you will tweet back an answer using A1: … etc. And, of course, we will continue to use #libm409.

- **Database Lesson:** Create a lesson that teaches one of the SD State Library or BHSU databases (ProQuest, EBSCO, SIRS, explora, WorldBook, etc.) to patrons of your library of choice. Describe the database, the library where you would teach the lesson, the audience, and outline the lesson details.

- **Growth Mindset Assignment:** Screenshot your progress at least three times within the mini course. Include the screenshots and a short reflection (approx. 250 words) about what you learned, what you thought of the information, and how this applies to your work in libraries and with library patrons.

- **Collaboration Idea:** Describe a situation where you would collaborate with another entity in your library of choice. With whom will you collaborate? What would you collaborate on? What resources will you need? How will your stakeholders benefit? Etc. (1 pg minimum)
• Library Visit Report: Find a time to visit either a public or school library. If you are already working in a library setting, you must visit a different library to gain a new perspective. Spend enough time to observe the methods of this library. You are an observer for this assignment - observe. What seems to be working? What areas are innovative? Then, interview a library staff member. Ask the same questions and more. Ask them about collaboration with the community, other teachers or community members, other libraries, etc. Take pictures (Ask for permission). Create a report that includes (1) a detailed description of your visit including the photos, (2) interview notes, and (3) a personal reflection.

• Personal Learning Reflection: Using the method of your choice, design a presentation of six-word memoirs that reflect upon your personal learning experiences during this course. These are concise statements/phrases that display your thoughts and reflections throughout the course. No less than 8 six-word memoirs as there are 8 weeks to the course. Also include a 150 word summary of how your library philosophy from the beginning of the course has evolved. This assignment should be a fun one and could be adapted to use in the library!

• Library Methods Final Project:
  o Students will complete a final project on the library topic of their choosing and the library setting of their choosing. This final project will serve as a cumulative final exam of the student’s application of key aspects of school library methods. The goal of this project is for you to explore an idea that you can easily implement in your library. The project will be collaborative in nature and will include valuable resources. The goal is for this to be useful to you someday.
  o Include professional ideas, resources, links and any other notes you would use within the library. Make it your own. There are no set requirements for the format of this project.
  o The following must be addressed:
    ▪ Your Idea
    ▪ Implementation Details
    ▪ Standards & Objectives
    ▪ Teacher/Staff Resources and Student/Patron Resources
  o Helpful Resources: