SAM HOUSTON STATE UNIVERSITY
Department of Library Science
LS 596
Computer Science Applications to Librarianship

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Course Description

This course is designed for the preparation of school librarians **to gain factual knowledge** so that they may be the facilitators who bring the skills, information, and instructional resources of the global community into their schools through the use of library automation projects. The preparation includes **developing specific skills, competencies, and points of view needed by professionals in the field**. The course explores and evaluates automated programs for school library systems, including library automation programs and educational programs in a variety of formats. Evaluating automation programs, preparing for automation, and incorporating programs into the library will be emphasized. Active participation in the listservs to collaborate with librarians on a global basis will be required. In addition, planning and implementing staff development activities for use of the library automation system will be covered.

Required Texts (Will be provided for student checkout—Must be returned to LS Dept.)

Bilal, Dania. (2002). *Automating media centers and small libraries: A microcomputer-based approach,* 2nd ed. Englewood, CO: Libraries Unlimited. ISBN 1563088797.

Recommended Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association,* 5th ed. Washington, D. C.: APA. ISBN 1557988102.

Course Objectives

AASL/NCATE Standards Addressed:

- 1.1 Efficient and ethical information-seeking behavior
  - Candidates model strategies to locate, evaluate, and use information for specific purposes.
  - Candidates interact with the learning community to access, communicate and interpret intellectual content.
  - Candidates adhere to and communicate legal and ethical policies.
- 1.3 Access to information
  - Candidates support flexible and open access for the library media center and its services.
  - Candidates identify barriers to equitable access to resources and services.
  - Candidates facilitate access to information in print, non-print, and electronic formats.
  - Candidates comply with and communicate the legal and ethical codes of the profession.
- 2.3 Information literacy curriculum
  - Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.
- 3.1 Connection with library community
  - Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.
- 3.2 Educational leader
  - Candidates translate for the school the ways in which the library program can enhance school improvement efforts.
  - Candidates utilize information found in professional journals to improve library practice.
- 4.2 Managing program resources: Human, financial, physical
  - Candidates apply accepted management principles and practices that relate to personnel, financial, and operational issues.

Standards for the School Librarian Certificate:

May be accessed at http://www.sbec.state.tx.us

- Promote ongoing staff development for the learning community, particularly in the area of integration of information technology
- Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program
- Implement effective strategies and techniques to systematically perform library management operations such as: budgeting; purchasing; managing and maintaining facilities and resources; and overseeing circulation and inventory

- Monitor, assess, and employ existing and emerging technologies for management applications
- Employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs
- Exhibit effective communication through written, electronic expression
- Establish partnerships with a global community to strengthen programs and support campus goals
- Implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerizations and resource sharing
- Evaluate and select existing and emergent technologies in support of the library program
- Demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources
- Understand and model principles of intellectual freedom, information access, privacy, and proprietary rights
- Demonstrate ethical behavior in all professional contexts
- Work collaboratively with other information professionals in support of the library program

Knowledge:

- Provide sufficient rationale for automation in the school library.
- Describe the automation needs and process for implementation into a school library.
- Identify leading automation systems available for implementation for school libraries.
- Identify various ideas for staff development about technology that would be applicable to a school library setting.
- Describe the role of a technology contrarian.
- Identify differences among school library web pages, including their strengths and weaknesses.
- Develop and describe a philosophy regarding the use of technology in schools.

Skills:

- Identify elements necessary for an appropriate automation system for a school library.
- Evaluate automation systems for use in a school library.
- Select an appropriate automation system for use in a school library.
- Follow proper protocol for participation in an online global community listserv.
- Define a philosophy regarding the use of technology in a school.

Dispositions:

- Recognize the benefits and importance of using technology in a school.
- Provide sufficient reasoning and rationale for adopting a particular automation system.
- Recognize the benefits and importance for participating in a global online community listserv.
- Implement installation and updates for an automation system.

Course Requirements

More detailed instructions are to be found under the Assignment section of Blackboard for this course.

1. QUESTIONNAIRE
   Indicate your knowledge and understanding of certain technological applications.

2. STUDENT BLACKBOARD PAGE
   Create a homepage in Blackboard that introduces you to the rest of the group for when we are not meeting face-to-face.

3. TEXTBOOK READING AND RESPONSE
   Read all of the required text. Also, be sure to give the Glossary a thorough going through because many of the terms may be found on the TExES exam. Convince me that you have read the book in a document that you submit via Blackboard.

4. Professional Reading
   For seven years I have requred journal readings in both LS 591 and 596. At this point it seems to me I should expand your professional reading options. The bottom line is that I want you to inform yourself through varied professional publications. These are coming today in many formats besides journals. So I am revising the assignment, as follows:
   Read two journal articles, one blog, and one website, as described in Assignments Podcast.

5. LIBRARY AUTOMATED SYSTEMS--INTRODUCTORY ASSIGNMENT
   Locate two school libraries with their online catalogs available via Internet. Compare and contrast the two catalogs, including strengths and weaknesses you think you encounter. Be sure to provide the URL for each school library page and catalog. Did you find a catalog but no library page to go with it? Then search again! Part of this assignment is to have you see other schools' library pages. Because one goal of this exercise is to expose you to a variety of systems, do NOT select an online catalog that is the same as the one you use for the next assignment.

6. READING A FORMAL STUDY: Locate and read one formal study. It should be fairly lengthy, around 15-20 pages at least. Tell whether it is qualitative or quantitative. Discuss conclusions, and your own opinions. Tell how this can or should affect library or classroom instruction. You can use this reading as one of the sources for the paper you will be writing, but you do not have to do so. One excellent place to look is PEW Research Foundation. Also, any scholarly journal will have studies that may interest you. You may also read a dissertation.

7. VIRTUAL CLASS PARTICIPATION
Write a brief, 3-4 sentence description of what you did as your part to make your group presentation a success. If you carried the brunt of the work, it will probably be clear. You do not need to even submit this as a Word document. Instead, write your response in the "Comments" box for assignment submission. Do not hesitate to make it clear what you did do.

8. Exploring Library Web Sites AND Catalogs—see detailed Blackboard instructions for this.

9. LIBRARY AUTOMATION--READING ASSIGNMENT
Fuller, D. *School library journal & San Jose State University 2006 automation survey*. http://www.schoollibraryjournal.com/article/CA6376081.html
Just write a short paragraph convincing me you read it. It is primarily to inform you for your group assignment and general knowledge. I will be happy with a half page summary.

10. TECHNOLOGY RESEARCH PAPER
Option One:
Write a paper describing your philosophy regarding the use of technology in schools with an emphasis on library use. Include the points required in the Assignment section of Blackboard.
Option Two:
Write a paper intended for publication. It should be about some aspect of librarianship. Contact Mrs. Weimar for more information if you would like to do this.

11, FORMAL PAPER: CURRENT TREND

The purpose of this assignment is twofold:

- To provide the experience of writing a formal paper using APA guidelines.
- To increase awareness of current trends in technology and education/librarianship as required by NCATE standards.

What to do:

- Explore a current trend in librarianship and/or K-12 instruction that involves the use of technology. The trend can be positive (such as the use of e-books) or negative (such as excessive filtering).
- Write a paper that is no more than 7 and no less than 5 pages in length.
- Provide a Works Cited page which does not count as one of the minimum of 5 pages.
- Provide citations in text as required by APA. " Provide no less than four sources in Works Cited.
- Include your own feelings about the topic as well as describe the information you cite. Include your predictions as to how this trend will continue to develop. Do personalize your remarks and make the discussion your own.
- I do not want to see a lot of replication of topics or of sources used.
- You may write in first person or may choose to use third person as you prefer.

Possible topics

- Censorship
- Filtering
- Social networking
- Podcasts
- Interactive whiteboards
- Online instruction K-12
- Use of course software such as Blackboard
- Digital Cameras
- Virtual field trips

11. LM_NET PARTICIPATION
    Join and participate in LM_NET. You will provide proof of participation.

12. WEB SITE DEVELOPMENT
    Design and post a web site using Freewebs.com or Google Pages. You will need to have at least three separate pages. The site should be instructional in nature, with an audience of either K-12 students or teachers. Software and additional stipulations will be discussed in class at the first meeting.

13. BLACKBOARD DISCUSSION
    Maintain and ONGOING and active participation in the Discussion Board. This is especially important since we will not have all five face to face meetings.

Course Evaluation: A=235+
                                B=220-234
                                C=210-219

Class Policies

1. <u>Late work is not accepted</u> unless the student has a compelling reason and the instructor is notified in advance. This will be determined at the instructor's discretion.

2. Attendance is strongly encouraged and roll will be taken. Absences <u>exceeding three hours</u> will result in a serious grade reduction. The only excused absence occurs when students are involved in university sponsored activities and obtain approval from the Instructor. Consistently being late for class or asking to leave early is akin to being absent.

3. All assignments are to be submitted via the Blackboard Assignment Section.   I will NOT accept work via my email accounts or hard copies of assignments. Failure of your hardware or software is not sufficient reason for late work. It is your responsibility to ensure that work arrives on time. Please retain a copy of all material submitted in the form of an email so that you can resend and prove promptness, if necessary.

4. <u>Plagiarism is not tolerated</u> and is subject to the rules and regulations of the university. Work that is plagiarized will not be graded because it is not the student's work. Paraphrasing and work quoted should give credit to the original author(s). Without proper credit, the work will be considered plagiarized, and could result in the failure in the ability to pass this course and possible expulsion from the university. Persons caught plagiarizing will be reported to the proper university officials.

5. Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

6. Students need to be aware of the drop dates for the semester. It is the student's responsibility to either withdraw from the university (drop all classes) or drop this course by deadlines published in the catalog and online at www.shsu.edu .

Please refer to the Blackboard web site (you may link there from the SHSU home page) for examples of completed assignments, deadlines, and other important information for this class.

YOUR NOTES: