

**William Paterson University College of Education  
Elementary and Early Childhood Education Department**

*Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application*

**1. COURSE TITLE AND NUMBER OF CREDITS:** Information Sources and Services in School Library Media Centers (ELLM 517), Three Graduate Credits

**2. COURSE DESCRIPTION:** A general conceptual foundation for client-centered information services and instruction in library media centers. Includes discussion of the accessibility to all types of resources and equipment by identifying, establishing, and using delivery systems to retrieve information in all formats. Special emphasis is placed upon developing positive attitudes towards reading, both in school and at home. Students examine sources in the humanities, social sciences, and technology with the view of meeting the information needs of various targeted audiences.

**3. PREREQUITES AND RESTRICTIONS:** None

**4. COURSE OBJECTIVES:** The course is designed to acquaint the student through lecture, laboratory experiences, and a field trip with the principles and practices of providing information services and instruction in library media centers according to the concepts found in Information Power. To that end the student will be able to:

A. Identify and integrate the nine information literacy standards and skills from Information Power into the library media center curriculum by preparing a model course of study for a specific school setting based upon the N.J. core curriculum content standards.

B. Prepare a written selection policy which includes the concepts presented in the basic AASL and ALA access documents, including precepts of diversity and inclusion.

C. Identify the role of the library media program in enhancing children's access to attitudes regarding reading and love of literature by preparing a visual representation of three methods of stimulating reading. This will be facilitated as part of an in-class assignment.

D. Identify the six functions of reference services and define the relationship of reference sources and services to the other areas of the library media center by preparing a chart of the services of the library media center.

E. Show an understanding of the role of the media specialist as collaborator in instruction through the course of study assignment.

F. Compare and evaluate reference sources by applying standards of evaluation as enumerated in professional manuals and guidelines.

G. Identify the types and classes of reference materials and juvenile literature by compiling a bibliography of evaluated annotated of selected resources in each category for a school library media center.

H. Evaluate the reference area of a school library/media center by applying criteria discussed in class. The William Paterson University Curriculum Materials Center collection will be used as an example for this activity. Field trips to diverse schools will also stress evaluation.

I. Conduct reference interviews, including the ability to analyze reference questions as to selection of appropriate sources most helpful in supplying the information sought and to protect

confidentiality as demonstrated in class presentations.

J. Understand the importance of cooperation/networking by sharing and critiquing student learning assessments and interlibrary cooperative activities observed during the field experience visits.

**5. RELATIONSHIP TO COE GLOBAL STUDENT LEARNING OUTCOMES:** At the conclusion of the course, the student will be able to:

A. Demonstrate a willingness and ability to be a life-long learner of the activities and philosophy of the library media center as evidenced by the preparation of answers to the case studies. (COE ,GLSO, A.20

B. Use methods of planning that are consistent with the exemplary professional practices in the library media center through the selection and evaluation of sources including those of diversity and inclusion compiled in the annotated bibliography. COE, GSLOD, D.4)

C. Demonstrate understanding of the cultural and political contents of their profession and the institution of the library media center in which they work by answering questions on case studies relating to those issues. (COE, GSLO,B3,C.4)

D. Integrate the concepts of diversity, collaboration for instruction, information literacy standards, and reference work through the preparation of the course of study assignment. (COE, GSLO, B.3,C.4)

**6. COURSE CONTENT:** All concepts are presented within the context of *Information Power, 1998*

A. Information/library skills instruction, what, why, and how: integrating the NJ core curriculum standards and the AASL information literacy standards.

B. Role of the library program in providing access to and enhancing the enjoyment of reading:

1. Stimulating the use of materials:

Storytelling

Reading aloud

Book talks

Reviews, annotations

1 Home/school connection.

2 Community support for reading programs.

C. Introduction to reference work:

1 Reference service

2 The functions of reference service.

D. The study of reference materials.

1. Characteristics of reference books.

2. Study and evaluation of reference books and juvenile literature, including the concepts presented in basic access documents of privacy, confidentiality, and diversity.

E. Types of general reference sources:

1. Bibliographies

2. Dictionaries and atlases.

3. Encyclopedias.

4. Yearbooks, handbooks, and manuals

5. Biographical sources.

6. Serials and indexes.

- 7. Books of curious facts, customs, folklore, and mythology.
- 8. Non-book materials.
- F. Computerized reference services, including on-line and CD Rom.
- G. Cooperative networking.
- H. The research paper.

**7. TEACHING/LEARNING METHODS:**

- A. Lecture/ class discussion
- B. Use of multi-media and reports
- C. Demonstrations and hands on laboratory experiences including critiqued reference interviews.
- D. Visits to school library media centers to see comprehensive resource collection and modeled teaching collaboration methods and assessments which include concepts of diversity, copyright, privacy, and confidentiality

**8. EVALUATIONS AND PERFORMANCE REQUIREMENTS:**

Students are expected to attend all lecture and laboratory experiences. The grade (assuming

mastery requirements are met) will be based on the following:

- |  |     |                    |
|--|-----|--------------------|
| A. Answering questions on four reference case studies                          | 20% | A=93-100 Excellent |
| B. Compiling an annotated bibliography of reference and teacher aids materials | 35% | B=85-92 Very good  |
| C. Preparation of a course of study  | 35% | C=77-84 Average    |
| D. Attendance  | 5%  | D=69-76 Weak       |

Incident participation 5% are governed by University policy and are unacceptable. Assignments will be judged on content, accuracy of information, grammar, spelling, and APA format.

**9. RECOMMENDED TEXTS/READINGS:**

- Job, A. G. & Schnare, M.K. (1996)*Reference work in school library media centers: a book of case studies*. Lanham, MD: Scarecrow Press (On reserve and for sale in the book store).
- Bopp, R.E. & Smith, L.D. (2001).*Reference and information services: An introduction*. 3rd ed. New York: Libraries Unlimited. (On reserve)
- Lanning, S. & Bryner, J. (2004).*Essential reference services for today's school media specialist* Littleton, CO : Libraries Unlimited (on reserve)

**10. PREPARER'S NAME AND DATE:** Dr. Amy G. Job, April 29, 2005

(w) 973-720-2140  
 (h ) 973-697-5131 (fax)  
 973-720-2585 (e-mail)  
 joba@wpunj.edu

**11. DEPARTMENT APPROVAL DATE:**

**12. REVISER(S) NAME(S) AND DATE:**

### 13. DEPARTMENT REVISION APPROVAL DATE:

### 14. BIBLIOGRAPHY

*American reference books annual.* (1970-). Littleton, CO: Libraries Unlimited.

American Association of School Librarians. (1988). *Information power*. Chicago: The Association.  
Donelson, K L. & Nilsen, A.P. (1997). *Literature for today's Young Adult*. Glenview, IL: Scott, Foresman.

Educational Media Association of New Jersey (2004) *School library media program : catalyst For efficient implementation of core curriculum content standards K-12*  
<http://www.NJASL.org>

Eisenberg, M.B. *Curriculum initiation, big 6 skills : information problem-solving approach*

<<http://big6.co/examples.html>> Gates, J.K. (1994). *Guide to the use of books and libraries*. Lanham, MD : Scarecrow. *Information power video* (videorecording). (1988). Chicago: Encyclopedia

Britannica. *Information searcher – information literacy*

<[http://www.inforsearcher.com/info\\_literacy.html](http://www.inforsearcher.com/info_literacy.html)> Jweid, R & Rizzo, M. (1998). *The*

*library-classroom partnership: Teaching library media skills in middle and high schools*. Lanham, MD. : Scarecrow. *Learning through literature* (videorecording). (1988) . Chicago: Scholastic.

Loertscher, D.V. (1996). *Collection mapping in the LMC: Building library media center collections in the age of technology*. Denver, CO : High Willow Research. *New Jersey core curriculum content standards* <<http://www.state.nj.us/njded/cccs/index.html>> *New Jersey curriculum frameworks*

<http://www.state.nj.us/njded/frameworks/index.html> New Jersey Department of Education. *Standards and assessment* <<http://www.nj.gov/njded/stass/>> Norton, D.E. (1997). *Through the eyes of a child: An*

*introduction to children's literature*. 3<sup>rd</sup> ed. Columbus, OH : Merrill. Safford, B.R. (1998) *Guide to reference materials for school library media centers*. 5<sup>th</sup> ed. Englewood, CO: Libraries Unlimited.

Sutherland, Z., Monson, D.L. & Arbuthnot, M.H. (1996). *Children and books*. 9<sup>th</sup> ed. New York : Scott, Foresman.

Taylor, M.T. & Powell, R.P (1990). *Basic reference sources*. 4<sup>th</sup> ed. Lanham, MD : Scarecrow.

Wood, R.J. & Hoffman, F. (1995). *Library collection development policies: Reference and writers handouts*. Lanham, MD: Scarecrow.

Wynar, B.K.S. (1999). *Recommended reference books for small and medium sized libraries*  
Littleton, CO. : Libraries Unlimited

ciem folder:ciem517aa