

**Chino Valley USD – Chino High School
CTE Library Science 2
Course Syllabus**

INSTRUCTOR: Ms. Dorinda Sullivan
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ROOM: Library/Media Center D218

COURSE SCHEDULE/MEETING DATES AND TIMES:

Monday-Friday*

- Period 1
- Period 2
- Period 3
- Period 4
- Period 5
- Period 6 Prep Period

*times may change based on school calendar, bell schedule, and late start/rally days.

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| COURSE CREDIT: | 5 credits per semester/10 credits total |
| COURSE HOURS: | 2 Semesters/172 Hours |
| CLASS HOURS: | 2 Semesters/129 Hours |
| LAB/FIELDWORK HOURS: | 2 Semesters/43 Hours |

COURSE DESCRIPTION:

This course builds on the introductory knowledge gained from CTE Library Science 1 and focuses on concentration skills used in school libraries. The CTE Library Science 2 course content provides instruction and hands-on experience in the completion of a library and textbook inventory using the library software system, writing succinct book reviews for patron recommendations, instruction and demonstration of new online technologies, and daily assistance of students and staff using traditional

and online resources. The course learning objectives also include daily essential library skills needed in the workings of a school library including customer service skills, business social interactions, and organizational procedures. This course will provide students with a foundation and understanding of library practices and prepare the student to pursue an entry-level position in a public or school library, a placement in a library science or library technology program at a junior college, or placement in a college-level program in the pursuit of a teaching credential in education and librarianship. Integrated throughout the course are California Common Core State Standards, California Model School Library Standards, ISTE Standards for Students, and AASL National School Library Standards for Learners, as well as career preparations CTE ECDFS standards, which include basic academic skills, communication and interpersonal skills, ethical responsibilities, problem solving, workplace safety, technology knowledge and technical skills, and career planning and education literacy.

CLASS GOALS:

- Students will experience and have an appreciation for the library and its team members.
- Students will understand the skills necessary in daily library operations and be able to perform those skills by the end of the course.
- Students will develop the skills necessary in completing a library and textbook inventory, writing succinct book reviews for patrons, library promotions, library technical mechanic skills, digital technology including appropriate use of social media, and community events.
- Students will gain skills necessary to gain employment in either a school library or public library.

STUDENT LEARNING OUTCOMES:

- Students will expand their customer service abilities by supporting library patrons.
- Students will perform the various skills necessary to work in any library including the technical mechanical skills, such as inventories and book reviews.
- Students will advance their development of technology and its role in education and the library.

CLASSROOM RULES:

- A. Library Rules are posted in the library.
 - a. Respect the instructor and classmates. (Students will be respectful of others property, in speaking and listening, and will follow all school and library rules and procedures.)
 - b. Follow directions the first time.
 - c. Ask for help.

- d. MP3/music players may be used only during individual work time at a volume that others cannot hear.
 - e. No food or drinks, except water in a closed container.
- B. Consequences: if you violate one of the classroom rules:**
- a. 1st time: Warning in class
 - b. 2nd time: Lunch Detention & written assignment
 - c. 3rd time: Call parents to discuss behavior issue
 - d. 4th time: Parent-Student-Teacher Conference
 - e. 5th time: Referral to the Administration Office
 - f. 6th time or severe offense (i.e., fighting): Removal from class

DISTANCE LEARNING CLASSROOM RULES:

- A. Students will use kind citizenship behavior and words when connecting with others online and in online classroom instruction.
- a. Respect the instructor and classmates. (Students will be respectful of others when speaking and listening.)
 - b. Ask for help.

TEXTBOOKS, READINGS, AND OTHER MATERIALS:

Every student is expected to be ready to work and prepared for every class with the following materials:

- Student portfolio (will be done electronically)
- Reflection journal (will be done electronically)
- Pen/pencil
- A good attitude and a smile!

COURSE REQUIREMENTS:

Class Participation: Class participation is dependent on class attendance. Class participation includes paying attention in class, sharing in class discussions, and taking part in class activities/team projects/fieldwork.

Classwork: Classwork will be assigned daily as reflection journals, activities, and projects. All work will be done in class. Students will be given time to complete all projects and computer work in class. There will not be any homework in this course. This is why attendance is essential to this course!

Projects: There will be individual projects, 1 class novel, teamwork projects, and a whole class project. Projects will be due on the assigned dates given. Any deviations from the assigned dates need to be discussed with the instructor in advance.

Assessments/Quizzes: There will be assessments after each unit or skills learned. Assessments and projects are a majority of the student's grade. Most assessments will be in small group or one-on-one with the instructor for understanding and competency.

Fieldwork/Lab: Fieldwork or lab performance will be assessed by the instructor during class and will be based on skills performed, interaction with patrons, library staff, and classmates.

COURSE POLICIES:

- Entering the Classroom/Library: Students are to enter the library in an orderly fashion. There is no food or drinks allowed in the library except water in a sealed container. Water/books/technology do NOT mix well together! Any students who enter the library roughhousing or loud will be asked to leave and reenter. When the bell rings, the student should have logged on to a computer and be accessing the electronic classroom for their daily reflection journal.
- Leaving the Classroom: Students will be dismissed from the library by the instructor NOT THE BELL. It is expected for students to return all materials used in the library that day, their computer station area cleaned and logged off, and their trash thrown away prior to leaving the library.
- Tardies: Students who are not in the library when the bell rings will be considered tardy and must sign-in upon entering the library.
- Absences: Attendance is an essential part of education. In the event of an absence, students are responsible for the missed work, including skills learned while absent. When a student returns to class, they are to check our electronic classroom for missed work assigned. It is NOT the instructor's responsibility to remind the student to make up the work, IT IS THE STUDENT'S RESPONSIBILITY TO MAKE UP ANY WORK. Students will need to coordinate with the instructor if essential skills were missed and will need to be made up during lunch period, after school, or upon arrangement. If a student misses an assessment or quiz, they will have the amount of days absent to prepare for the test. I am here to encourage, engage, and teach you not only Library Science but also to be responsible students but I will need your help too!
- Class Participation: In the classroom, students are expected to be respectful of others. Language and behavior should be modified so that all students are shown respect for their beliefs. All questions are valid questions! Group discussions and exchanges are a vital part of this course.
- Class Group Work: When a class assignment calls for group work, the students are expected to participate equally in the activity.
- Homework: There will not be any homework assigned in this course. Attendance is essential to success in this course.
- Student Portfolio: Each student will be developing an electronic portfolio to be updated and maintained in this course. The portfolio is an essential tool used to show employers the abilities and skills learned in this course.
- Grading: Students will receive grades on their reflection journal, individual and group projects, assessments/quizzes, and fieldwork. If a student disagrees or has a question about their grade they should set up an appointment with the instructor during lunch, nutrition, or before/after school.
- Special Accommodations: Students who need special accommodations should contact me early in the semester, so I can ensure that your learning needs are met appropriately. If you do not tell me your needs, I cannot help you become the best possible student you can be.
- Academic Integrity: Honest behavior is an expectation for all students at Chino Valley Unified School District. The purpose of this regulation is to create and maintain an ethical academic atmosphere. Academic dishonesty such as:

cheating on written quizzes, plagiarism, and/or transfer of any test materials will not be tolerated. Depending on the severity of academic dishonesty, the following consequences may occur:

- Referral to the Assistant Principal/Principal and parent/guardian will be contacted.
- Loss of all credit for the assignment/assessment with no make-up permitted.
- Placement on probation with a contract for the remainder of the class.
- Dropped from class with no credit.
- Suspension from school.

TYPES OF ASSESSMENTS:

Assessments/Quizzes: Most assessments and quizzes will be on skills learned and practiced in class. All skills will be practiced before an assessment is made. Attendance is essential in this course.

Individual Projects: Individual projects will receive an individual grade based on the student's work.

Group Projects: Group projects will receive a combination of an overall group grade and an individual portion grade for the work contributed by each group member. Evaluations will be given by group members on the extent and participation of each group member. The instructor will combine these evaluations along with their own observations in determining the individual portion grade.

GRADING:

The grade breakdown is as follows:

- Attendance and Participation 15%
- Reflection Journal 10%
- Portfolio, Write-ups, Lab/Fieldwork 30%
- Quizzes/Assessments, Projects 45%

Grading Scale

| Grade | Student Performance |
|--------------|----------------------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

SAFETY:

The library requires the use of lifting and carrying textbooks. Students will never be required to carry an unsafe load. Carts will always be available for moving materials around the library. Students will also be instructed in safe work practices while working in the library.

COURSE SCHEDULE:

Unit 1 (August): Class introduction, Safe Work Practices, Resume Update, and Patron Services

- Students gain an introduction to the course material, supplemental online learning environment, and safe work practices.
- Students learn class expectations, the course syllabus, attendance, daily journaling, and grading expectations.
- Students begin a portfolio of their work for future employment.
- Students will introduce themselves. Students will update their resumes and career pathway and demonstrate a clear educational plan. Students will expand on their resume skills by completing a cover letter expressing what they know, what they need to know better, and what they would like to learn in the advanced course.
- Students will expand on their lab hours by assisting in beginning of school year activities with Library Staff, Counseling, and Administration.

Unit 2 (August - May): Library Classification Systems, Library Inventories, and Online Public Access Catalog (OPAC)

- Students will investigate the purpose of inventories, the different types of inventories (library and textbook), and their symbiotic relationship to the library classification system and library software.
- Students will differentiate between the types of fiction and nonfiction materials and the inventory process.
- Students will continuously construct shelving areas, the responsibility of shelving and inventorying sections, and the assistance with CTE Library Science 1 students shelving responsibilities.
- Students will accurately differentiate the Dewey Decimal Numeration and Fiction classifications, perform redistribution of materials inaccurately shelved, and explain their process.
- Students will assist in the inventorying of library materials in the fall semester and textbook inventory in the spring semester.
- Students will correlate the need of inventories with the educational task of projections and forecasting.
- Students will formulate their inventory schedule, journal their progress, formulate site related library procedures for classifications and their impact on the library collection, and give relevant suggestions to the addition of the collection.

Unit 3 (August - May): Patron Services

- Students will discourse with all library visitors with honesty, courtesy, and respect.
- Students will build upon their prior knowledge, answering the phone and greeting visitors appropriately, as well as distinguishing the type of help needed to assist the patron.
- Students will conduct a successful patron interview process 90% of the time.
- Students will support and critique CTE Library Science students with their patron interviews.
- Students will differentiate the interview process of different age groups and discuss the importance of good communication skills.
- Students will cite examples of ineffective skills and formulate examples for correction.
- Students will perform multiple interviews throughout the course.
- Students will identify the genres and their location in the collection to assist patrons in selecting materials.
- Students will assist in conducting and reviewing CTE Library Science 1 mock interviews and write-ups, producing a personal write-up of their own for their portfolio.

Unit 4 (January/February): Age Appropriate Reviews, Recommendations, and Class Novel

- Students understand the importance of age appropriate materials and review recommendations for a library.
- Students will choose the novel of their choice from the banned book list and explore the reasons why the book was requested to be banned.
- Students will create a student quiz for the novel they chose. (Project shows competency of Unit 5 Technology)

Unit 5 (February/March): Technology in the Library & Classroom

- Students will advance their knowledge of technology applications and their use in the classroom and library.
- Students will discuss the advantages, disadvantages, concerns, and examples with using technology in the library and classroom.
- Students will differentiate between available applications and demonstrate appropriate applications based on specific patron needs.
- Students will be introduced to many new websites, expanding on their prior knowledge.
- Students will use this knowledge, demonstrating their use to assist patrons as well as with their own personal academic studies.
- Students will demonstrate and be able to clearly communicate the benefits, age appropriateness, ease, and skills obtained from using the website or application.
- Students will keep a write-up of their research of applications in their portfolio.

Unit 6 (April): Library Public Service Announcements (PSAs)

- Students understand the library patron as a consumer receiving a service and will produce promotional work, displays, and PSAs corresponding to library topics and themes (such as using technology safely, book promotions, catalog and technology tutorials).
- Students will produce promotional displays such as bulletin boards, book displays, and other themed displays, including holiday and monthly events.
- Students will be given time to explore and discuss ideas and work collaboratively on an agreed upon concept and produce the display in the library.
- Students will demonstrate proficiency by keeping pictures of their displays, and/or links to their videos and PSAs in their portfolio.

Unit 7 (April): Community Event

- Students will incorporate knowledge and skills from previous units in conducting a community event.
- Students will work as a whole in the theme, planning, development, construction, promotion, and attendance of a community event in the high school library.
- Students will keep pictures of the event, promotional fliers, and a summary write-up, in their portfolio.

Unit 8 (May): Library Technical Mechanics

- Students increase their depth of knowledge in the mechanics of processing library materials.
- Students continue to explore the different procedures of book processing.
- Students will demonstrate proficient skills needed to process new library materials and repair existing materials.
- Students will perform book protecting techniques using available materials and machinery.
- Students will assist with daily tasks related to loaning, collecting, and processing of beginning of year and end of year materials.
- Students will routinely inspect existing books in the collection as well as returned books for damage.
- Students will file materials as directed by supervising adult.
- Students will maintain and care for supplies as directed by supervising adult.
- Students will shelve library books and textbooks.
- Students will learn to select and use online research databases.

Student & Parent Contract & Privacy Agreement

Chino Valley USD - Chino High School Library
Course Name: CTE Library Science 2
Instructor: Ms. Sullivan
Email: dorinda_sullivan@chino.k12.ca.us

Student:

I have received a copy of the course syllabus. I agree to abide by all of the standards, requirements and classroom rules. I promise to complete my assignments on time.

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| Student: Print Name | Student: Signature | Date |

Parent:

I have read and discussed this syllabus with my student. My student and I are aware of the expectations of this course. I give my student permission to participate in all activities and discussions related to this course.

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| Parent: Print Name | Parent: Signature | Date |

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| Parent Contact Phone Number | Parent Email Contact |

Student Privacy Agreement

The opportunity to participate in the Chino High School CTE Library Science 2 course is a prestigious responsibility. Students are given the opportunity to learn skills used both in public school libraries and public libraries. Students will work alongside Library Assistants and Librarians in the course of their training and schoolwork. Due to the nature of the work, students will become privy to confidential student information when working at the circulation counter. Because of the confidential nature of another student’s private information, we will need the enrolled student and parent/guardian approval, that their student will treat this access with responsible behavior and never share the information to anyone outside of the staff of the library. The Library Patron of Rights protects citizens of their rights to keep their library checkouts confidential and their personal information private.

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| Student Signature | Date |

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| Parent Signature | Date |