Early Internship LIBS 6989

Syllabus

**Purpose:** The purpose of the Early Internship is to expose the candidate to the school environment and introduce the school culture in the selected environment. Use the following link to review the guidelines: [http://lsit.coe.ecu.edu/6989/guidelines.htm](http://lsit.coe.ecu.edu/6989/guidelines.htm)

**Texts and Materials**


**Requirements:** Interns must complete 110 contact hours within a school. During this time the candidate will be in the school observing and reflecting on the school culture; visiting classrooms, the various departments and administrators; special programs (such as special education services). See the supportive check sheet for examples.

**Goals:** The Early Internship will give students a broad understanding of the overall school environment.

Additionally this course will help participants to be competent in applied educational theory. It is intended that the Early Internship will help prepare graduate students without a teaching degree to understand the teaching environment in schools. To help interns better understand the theoretical foundations for K-12 education outside readings are required. You will have opportunity to choose journal articles related to the theoretical foundation of school learning. Journal article citations and reflections will be shared via the Discussion Board as the course evolves.

**Journal articles and books should include topics from the following:**

Readings and reflections in psychology of childhood, psychology of adolescence, and developmental psychology

Readings and reflections in educational psychology foundations of school learning, motivation, and assessment

Readings in the teaching of reading

Readings in special education and diversity of learners
These areas of readings will provide the student with a necessary background to locate, synthesize, and apply research in their professional experience and also provide a sound theoretical background.

**Course Objectives:**

**Upon completion of this course participants will be able to:**

- Identify articles and books in the psychology of childhood, psychology of adolescence, or developmental psychology

- Identify and implement APA citation of articles and books selected/located by the student

- Demonstrate the ability to synthesize literature read and reflect on the research area/s examined in the context of the school of internship

- Upon completion of this course, participants will have an understanding of the foundations of educational theory

- Upon completion of this course, participants will gain a broad understanding of the overall school environment

Information Literacy Competency Standards for Higher Education satisfied upon successful completion of LIBS 6989:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

**MLS Program Goal 7:**

Teach, both individually and in collaboration with other information professionals, diverse user groups to access effectively and efficiently the resources and services available to them in a variety of library settings.
AASL Standards
Standard 1: Use of Information and Ideas

School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

Efficient and Ethical Information-Seeking Behavior
Literacy and Reading
Access to Information
Stimulating Learning Environment

Grading Scale

A = 93-100 points
B = 86-92 points
C = 79-85 points
F = below 79 points

Scoring Guide:

Points Possible: 100

Four Readings: 10 pts. each
Six Blackboard Forums (Introductions are not graded): 3 pts. each
Contact Hour Log and Checksheet: 21 pts.

Assignments

Requirements and Check-sheet: 110 contact hours within a school. During this time the candidate will be in the school observing and reflecting on the school culture; visiting classrooms, the various departments and administrators; special programs (such as special education services). See the supportive check-sheet for examples.

Online Discussion & Readings: Opportunities to discuss various aspects of the Early Internship experience will be offered via Blackboard. It is intended to help
prepare graduate students without a teaching degree to understand the teaching environment in schools.

Discussion Forum topics will be selected from:

Readings and reflections in psychology of childhood, psychology of adolescence, and developmental psychology

Readings and reflections in educational psychology foundations of school learning, motivation, and assessment

Readings in the teaching of reading

Readings in special education and diversity of learners

Class discussions on these areas of readings will provide students with a necessary background to locate, synthesize, and apply research in their professional experience. Readings will also provide students with theoretical background to facilitate their understanding of the school culture.

**Final product:** Write a reflective paper on the experience and attach the activities check-sheet

**ADA Compliance**
Students requesting accommodations based on a disability must be registered with the East Carolina University Department for Disability Support Services located in Slay 128. Phone: 252-737-1016.

**Class Policies**
- All participants must have a working knowledge of computers and be familiar with using the Internet.
- All participants will need access to the Internet in order to receive course information and submit assignments.
- All participants will be required to use their ECU email accounts and ECU’s Blackboard. The service can be accessed anywhere from the web by going to [http://www.piratemail.ecu.edu](http://www.piratemail.ecu.edu).
- All participants will be required to turn in all assignments.
- Citations: Use APA style Reference List and include URL’s or DOI citations when possible.
- All participants will submit assignments per the schedule as determined by the professor. Incompletes may be considered but only as a result of serious and unexpected health and life situations; documentation for incompletes is required in writing with appropriate signatures or other
evidence; a letter grade will be deducted; incompletes must be made promptly upon schedule made by instructor. Students who are unable to complete assignments when due are expected to withdraw from the course.

- Assignments are to be double-spaced, 12 pt font, 1 inch margins. Citations should be in APA format with Digital Object Identifiers where given, URL if a DOI has not been assigned.

Student Support

- **Website** [Department of Library Science](https://library.ecu.edu)

- **Student Advising** Each student is assigned a member of the faculty as an Advisor. Registration and course changes need to be approved by the Advisor. General questions about MLS should be address to Department chair or to Karen Mathis, Administrative Support Specialist.

- **Technical Support**
  The email address for online help is LIBSonline@coe.ecu.edu. The College of Education provides additional technology support through the COE Technology Center and East Carolina University provides support through its Information Technology and Computing Services.

- **ECU Writing Center**
  East Carolina University maintains a Writing Center. Online Writing Lab ([OWL](http://owl.english.purdue.edu)) gives Distance Education students the opportunity to consult with a trained writing center consultant via email.

- **Joyner Library**
  And, especially for distance education students, [http://www.ecu.edu/cs-lib/Distance/index.cfm](http://www.ecu.edu/cs-lib/Distance/index.cfm).

- **Teaching Resources Center**
  One of the great resources made available to ECU’s MLS students is the Teaching Resources Center located in the University’s Joyner Library. This facility, the largest of its type in North Carolina, provides a wide range of pedagogical resources for the use of students in Education and Library Science.

- **Honor Code** Academic integrity is expected of every East Carolina University student. See Professionalism below.

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**Professionalism**

- All of you are in training to become professionals, some of you already have advanced degrees and some of you are already working as professionals. Certainly when you finish your courses, you will be a professional and be considered by others as a professional. We will therefore expect professional conduct in this class. East Carolina University also has an Honor Code.

- Part of being a professional is producing good quality work, well thought out, well written, well researched and presented. Part of being a professional is adhering to high ethical standards of doing your own
work and properly citing the works of others.

- Part of being a professional is seeking improvement, which means asking questions, searching for relevant information, probing the answers given, and critiquing the work of others. Part of being a professional is accepting appropriate criticism.

**Academic Integrity**

**Student Handbook Online**

3/10/2009