MEDT 6465

SELECTION AND MATERIALS

Semester Hours: 3

Semester/Year: Spring 2013

Professor: Dr. O. P. Cooper

Office Location: 141 Education Annex

Office Hours: Wednesdays 10:00 a.m. – 5:00 p.m. Online: Mondays 6:00 – 9:00 p.m.
Other hours available by appointment.

Telephone: Office: (678) 839-6108 678-839-5259 department
Fax: 678-839-6097 E-mail: ocooper@westga.edu

Communication: The official communication to students is through campus e-mail (@my.westga.edu). Be sure to access this several times a week to keep up-to-date on important information.

Distance Support: CourseDen Home page http://webct.westga.edu,
CourseDen Help and Troubleshooting (678-839-6248) http://www.westga.edu/~distance/webct1/help or
http://www.help.view.usg.edu (Click “Request Support” live chat)
UWG Online Learning http://www.westga.edu/~online
Distance Learning Library Services http://www.westga.edu/~library/depts/offcampus/
Ingram Library Services http://www.westga.edu/~library
University Bookstore http://www.bookstore.westga.edu
CourseDen Server goes down every other Friday 10:00 pm – 7:00 am http://www.alt.usg.edu/gaview/support/maint-schedule.phtml

Information Technology Services Helpdesk: 678-839-6587

COURSE DESCRIPTION

This course provides an overview of current materials, including all genres of print and non-print, all formats of fiction and non-fiction materials. This is an introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC), propositions (NBPTS) and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. identify and use recognized selection aids (Bishop, 2007; Lukenbill, 2002);  
   (Conceptual Framework Descriptors: Knowledgeable, Reflective – Professional Excellence; Decisive, Proactive – Field-Based Inquiry)  
   (Standards: AASL 1.2, 1.3, GaPSC 1.ii, 1.iii).

2. understand the basics of building a collection (Bishop, 2007; Lukenbill, 2002);  
   (Conceptual Framework Descriptors: Inquisitive, Knowledgeable, Reflective – Professional Excellence; Decisive, Leading, Proactive – Field-Based Inquiry; Culturally Sensitive – Betterment of Society)  
   (Standards: AASL 1.2, 1.3, 4.1, GaPSC 1.ii, 1.iii, 4.i).

3. list the components and design an effective selection policy (Bishop, 2007);  
   (Conceptual Framework Descriptors: Inquisitive, Knowledgeable, Reflective – Professional Excellence; Adaptive, Decisive, Leading, Proactive – Field-Based Inquiry; Collaborative, Culturally Sensitive, Empathetic – Betterment of Society)  
   (Standards: AASL 4.1, 4.2, GaPSC 4.i, 4.ii).

4. discuss and evaluate strategies for dealing with censorship (Salem, 2005; Simmons and Dresang, 2001);  
   (Conceptual Framework Descriptors: Inquisitive, Knowledgeable, Reflective – Professional Excellence; Adaptive, Decisive, Leading, Proactive – Field-Based Inquiry; Collaborative, Culturally Sensitive, Empathetic – Betterment of Society)  
   (Standards: AASL 1.1, 1.3, GaPSC 1.i, 1.iii).

5. apply the criteria for selection of print, non-print materials and equipment (Handman, 2002; Bishop, 2007);  
   (Conceptual Framework Descriptors: Inquisitive, Knowledgeable – Professional Excellence; Adaptive, Decisive, Leading, Proactive – Field-Based Inquiry; Collaborative, Culturally Sensitive, Empathetic – Betterment of Society)
6. recognize stereotypes in all material formats (Huck, Hepler & Hickman, 2004);
   (Conceptual Framework Descriptors: Knowledgeable – Professional Excellence; Adaptive, Decisive, Leading, Proactive – Field-Based Inquiry; Culturally Sensitive, Empathetic – Betterment of Society)
   (Standards: AASL 1.2, GaPSC 1.ii).

7. analyze curriculum standards and content, select and organize instructional materials (Huck, Hepler, Hickman, 2004; Norton, 2000);
   (Conceptual Framework Descriptors: Inquisitive, Reflective – Professional Excellence; Adaptive, Decisive – Field-Based Inquiry)
   (Standards: AASL 2.2, 2.3, GaPSC 2.ii, 2.iii).

TEXT, READINGS AND INSTRUCTIONAL RESOURCES

Required Resources:


**Required Instructional Resource: Tk20 Subscription** These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Required Tutorials for CourseDen:  http://uwgonline.westga.edu/students.php

Required: USB Headset/Mic and Webcam OR built-in camera and mic

References:


Standard selection tools in the collections of the Ingram Library, Teaching Materials Center, and other libraries accessible to class participants will be used.

**Listservs**


MEDIA-L – [http://www.dymaxion.ca/medianet/MAILLIST.HTM](http://www.dymaxion.ca/medianet/MAILLIST.HTM) - Includes several lists


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES**

**Activities and Assessments:**

1. **Participation in on-line class activities**

   - Students will complete the assigned online activities. Students are expected to participate in any required online sessions and to participate weekly in discussions. Students can expect responses from the instructor within 48 hours. If students have any problems, they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails, call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use. There will be opportunities to interact with the instructor and other students through chat, discussion boards, Wimba, and other tools.
• Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the CourseDen page. Do not wait to ask for help with CourseDen. Seek assistance immediately (see contact info on page 1).
• Since this is an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission. All assignments must be submitted by the end of the course in order to be considered.
• Extra credit is not available for assignments in this course.
• All student work submitted during the course is required to be original.
• Work created in another course will not be accepted unless approved by the instructor.
• All assignments must follow APA format unless otherwise specified.

All student work submitted during the course is required to be original. All projects must be completed to be graded. Always check spelling and grammar before submitting your work.

2. Selection Tools Evaluation
Students will examine a variety of selection tools and complete the form provided. Students will enter their information onto the form for submission. Post information by the due date and late submissions will incur a deduction in points for this assignment.

(Objective 1; decisive, leading, inquisitive, knowledgeable, reflective; instructor observation; checklist)

Students will locate and review sample sections of handbooks from schools and districts across the country to gain an understanding of the types of information to include in the respective sections required for this course. The specific sections will be discussed throughout the semester (see dates in calendar) and the student will compile a set of documents to be submitted at the end of the program of study. The completion of a handbook is an ongoing process and may be updated as the student moves through the program of study.

APA format must be used in preparing information for the handbook. Keep in mind all information retrieved from any source must be cited “in text” and included in the References. Citations must be included for pictures and graphics, where required, as well as text information. Students need to purchase a copy of the APA Manual 6th ed. if they do not already have access to a copy. Students will develop the appropriate policy and procedure sections for their handbook using the TOC guideline received in MEDT 6461. See Policies and Procedures Handbook and Table of Contents Rubric received in MEDT 6461.

( Objectives 2, 3, 4, 5, 6; decisive, leading, collaborative, knowledgeable; rubrics)

5. Collection Analysis and Materials Order
Complete a collection map Make a visit to a local school (or public library – only in summer). You will map a Dewey section of the collection. Search the OPAC by a specific Dewey range and display all items in the assigned section. Students may look at every item in the assigned Dewey range or they may select every 10th title and record the copyright date. After recording all 10th item copyright dates, average them. Some automation systems will generate this type of report for a specific Dewey range. An alternative is to use a Collection Analysis from one of the major jobbers, e.g., Follett Library Resources and BTSB. Prepare a short report of your findings and information gathered from the library media specialist (not less than one page). Include the average copyright date of the section, the oldest copyright date, and the most recent copyright date. Consider including
a bar graph, pie chart, or other graphic to illustrate the numerical data. Include the average copyright date of that section, the oldest copyright date, and the most recent copyright date. Discuss with the media specialist or librarian your results. You need to know if the media specialist or librarian feels the resources in this section are current, if the resources are used frequently, and if there are plans to update/expand this section based on patron needs. (Instructions on collection mapping and electronic analysis will be posted to CourseDen.)

(Objectives 1, 2, 6, 7; decisive, knowledgeable; checklist)

**Prepare instructional materials orders** Develop three individual orders – one each from Follett Library Resources, Ingram Library Services, and Bound to Stay Bound. Each order will be for the amount of $2500 for instructional materials useful in updating the Dewey range identified in the Collection Analysis/Map, instructional materials to address identified needs from the School Improvement Plan, new curriculum focus, or needs in the school community. At least one of the three orders should be for grades k-5; at least one of the orders should be for grades 6-8 OR 9-12.

Prepare a one-page justification for each order explaining why the selected items address instructional and enrichment needs. Reference the Georgia Performance Standards (GPS) or Common Core Standards in your justification. Select resources dated 2008 and later.

Quizzes for Accelerated Reader, Reading Counts, or other reading management programs may equal no more than 5% of the total order. Reference works may equal no more than 10% of the total order. Order no more than two copies of any one title. Include some ebook titles.

You will prepare a list of materials for each order. Orders may include print materials, DVDs, kits, and professional resources. Remember you are only creating pretend orders -- do NOT actually submit orders (you don’t want your school to be invoiced!). You can copy/paste wish lists you create on the Follett, Ingram, and Bound to Stay Bound websites, OR you may just type a list. Your final document for each order should be an Excel spreadsheet. Remember you must include a justification describing why you selected the particular materials and how they support the curriculum.

(Course Objectives 1, 2, 6, 7; decisive, knowledgeable; checklist)

**6. Media Log**

**Students will review at least 7 pieces of media.** All should be new to you and as recent as possible (2008 copyright or later). Remember that all of the selection tools can be great resources as you explore new materials. Choose your titles by reading reviews, visiting your local public library, or checking the shelves in a school library media center. Include fiction and non-fiction as well as print and non-print items appropriate for elementary, middle, and high school. A detailed list of the types of items and a recording form will be provided. Many of these items will also appear in your Collection Analysis and Materials Order assignments as well as the Media Reviews assignment.

(Objectives 1, 2, 3, 4, 5, 6; decisive, culturally sensitive, empathetic, knowledgeable; checklist)

**7. Media Reviews**

**Double Review** – Select a title and write two detailed annotations for it. One should be addressed to fellow library media specialists and one to age-appropriate readers. The annotations should be detailed enough to entice readers to want to explore the material.

**Comparative Review** – Select another title and locate at least two published reviews for it. Write a paragraph comparing those two published reviews. Turn in the complete package – the two published reviews and your comparison.

(Objectives 1, 2, 3, 4, 5, 6; decisive, reflective; checklist)

**8. Online Text Discussions based on textbooks by Bishop and Stephens & Franklin**
These discussions should reference information covered in the texts.
(Objectives 1, 2, 3, 4, 5, 6; inquisitive, knowledgeable; checklist)

9. Volunteer Experience Activities (2 points – for turning in at course completion)
   Students will identify and use recognized selection aids for school library media centers. Evaluate basic collections and make recommendations for improvement. Examine censorship issues and stereotyping in literature. Focus on collection analysis and development of print and non-print materials. Students will submit the Field Experience Log and Reflection information. Some students will submit this information in Tk20.
   (Objectives 1, 2, 3, 4, 5, 6; inquisitive, knowledgeable, reflective; checklist)

10. Tk20 Requirements
    All College of Education students who began course work in their program Summer 2011 or later, must subscribe to Tk20. Students who began course work prior to Summer 2011 should NOT subscribe to Tk20. Key Assessments and other projects will be posted in Tk20. All students should contact their advisor regarding the Tk20 requirements for their program. School Library Media students should contact Dr. Putney.
   (Objectives 1, 2, 3, 4; rubric)

Evaluation Procedures and Point Values
Evaluation of students’ assignments includes the following areas.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CourseDen / Class Participation, Readings</td>
<td>100</td>
<td>Observation, submissions</td>
</tr>
<tr>
<td>Selection Tools Evaluations</td>
<td>150 total</td>
<td>Submissions</td>
</tr>
<tr>
<td>Policies and Procedures sections to be discussed</td>
<td>120 total</td>
<td>Rubric</td>
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<tr>
<td>IV. Donated Materials Policy</td>
<td></td>
<td>Rubric</td>
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<tr>
<td>V. Reconsideration of Materials Policy</td>
<td></td>
<td>Rubric</td>
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<tr>
<td>VI. Media Services Policies</td>
<td></td>
<td>Rubric</td>
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<tr>
<td>5. Damaged Books</td>
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<td>6. Lost Books</td>
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<tr>
<td>7. Weeding</td>
<td></td>
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<tr>
<td>8. Mending and Repairing</td>
<td></td>
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<tr>
<td>PROCEDURES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Collection Management –</td>
<td></td>
<td>Rubric</td>
</tr>
<tr>
<td>1. Consideration File</td>
<td></td>
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<tr>
<td>2. Ordering Procedures</td>
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<td>5. Weeding</td>
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<td>6. Repair and Mending</td>
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<tr>
<td>Technical Services –</td>
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<tr>
<td>4. Damaged Books Procedures</td>
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<td>Rubric</td>
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</tbody>
</table>
5. Lost Books Procedures

III. Collaboration Resources –
1. Reconsideration of Materials

V. Appendices -
   Ordering Procedures lists
   Web Sites
   Companies
   Services/Jobbers/Suppliers

<table>
<thead>
<tr>
<th>Media Log</th>
<th>150</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Review - Double</td>
<td>40</td>
<td>Checklist</td>
</tr>
<tr>
<td>Media Review - Comparative</td>
<td>30</td>
<td>Checklist</td>
</tr>
<tr>
<td>Collection Map</td>
<td>100</td>
<td>Checklist</td>
</tr>
<tr>
<td>Materials Order # 1</td>
<td>50</td>
<td></td>
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<tr>
<td>Materials Order # 2</td>
<td>50</td>
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<tr>
<td>Materials Order # 3</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Text Discussions</td>
<td>135 total</td>
<td>Observation, submissions</td>
</tr>
<tr>
<td>Text Discussion 1: Bishop 1 &amp; 2</td>
<td></td>
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<tr>
<td>Text Discussion 2: Bishop 5, 9, 10, 11</td>
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<tr>
<td>Text Discussion 3: Bishop 3, 5 &amp; 12</td>
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<td>Text Discussion 4: Bishop 6, 7, 8</td>
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<td>Text Discussion 5: Bishop 16</td>
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<td>Text Discussion 6: Bishop 4 &amp; 14</td>
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<td>Text Discussion 7: Bishop 13</td>
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<td>Text Discussion 8: Bishop 15</td>
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<tr>
<td>Text Discussion 9: Bishop 17</td>
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<tr>
<td>Field Experience Log and Reflection Information into TK-20 (or CourseDen)</td>
<td>Checklist</td>
<td></td>
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</tbody>
</table>

GRADING POLICY:

The grading scale is as follows: A= 92-100%, B= 83-91%, C= 70-82%, F=70% and below.

CLASS POLICIES

1. Submitting Assignments
   Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student’s responsibility to contact the instructor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by 11:59 pm on the date due. Any assignments posted after 11:59 pm are considered late.

2. Professionalism
   Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:
   • Participating in interactions and class activities in an online environment in a positive manner.
   • Collaborating and working equitably with students in the class.
• Actively participating in class each week.
• Turning in assignments on time.
• Arriving at and leaving class punctually.
• Treating class members, instructor, and colleagues with respect.
• Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at class meetings either face-to-face or online).

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may NOT be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

**IMPORTANT:** It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

**COE WRITING EXPECTATION AND RUBRIC**

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

<table>
<thead>
<tr>
<th>COE Writing Rubric</th>
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<tbody>
<tr>
<td>1 = Unacceptable</td>
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<tr>
<td>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.</td>
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<tr>
<td>2 = Emerging, Needs Improvement</td>
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<tr>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
</tr>
<tr>
<td>3 = Proficient</td>
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<tr>
<td>The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.</td>
</tr>
</tbody>
</table>
4 = Exemplary
There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

File Naming Protocol
You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust me, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible!

So, a Jerry Jingleheimer Johnson, a student in MEDT 6467, submitting his podcast assignment (an .mp3 file) might name that file:
6467_pod_jjj.mp3

Jerry Jingleheimer Johnson, a student in MEDT 7461, submitting his Professional Development Module (a Word document) might name that file:

7461_mod_jjj.doc   (Word 97-2003)
7461_mod_jjj.docx  (Word 2007)

Normally, the period and file name should be automatically added by the program you are using, but it never hurts to double check. Please make sure you do NOT double up on the file extension by typing and letting the program add the extension as well.

For instance, your file should NOT look like this: 7472_proj1_jjj.pdf.pdf

Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Thank you very much for your cooperation!

Disabilities Pledge
I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.
If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services.
Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information
obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook. Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

TENTATIVE CLASS SCHEDULE

Monday, January 14
Class video conference in AnyMeeting

Monday, January 21
• Review 1 (media log)

Monday, January 28
• Text discussion 1
• Selection tool 1: School Library Journal
• Video conference 7:00 - 8:00 p.m. -- overview of online ordering tools

Monday, February 4
• Text discussion 2
• Collection map and analysis

Monday, February 11
• Text discussion 3
• Selection tool 2: Library Media Connection
• Order 1

Monday, February 18
• Text discussion 4
• Double media review
• Readings 1 (TBD)

Monday, February 25
• Text discussion 5
• Selection tool 3: Booklist
• Handbook submissions 1 & 2

Monday, March 4
• Text discussion 6
• Order 2
• Handbook submissions 1 & 2: team discussions completed
• Video conference, 7:00 - 8:00 p.m. (TBD)

Monday, March 11
• Text discussion 7
• Selection tool 4: *The Horn Book*
• Reviews 2-4 (media log)

March 18-24 SPRING BREAK

Monday, March 25
• Text discussion 8
• Order 3
• Comparative review

Monday, April 1
• Text discussion 9
• Selection tool 5: *Internet@Schools*
• Handbook submissions 3 & 4

Monday, April 8
• Handbook submissions 3 & 4: team discussions completed
• Readings 2 (TBD)

April 15
• Reviews 5 - 7 (media log)

April 22
Exam