

Library Orientation

EDAD 6589

April 15, 2013

Library Orientation

<http://pollev.com>

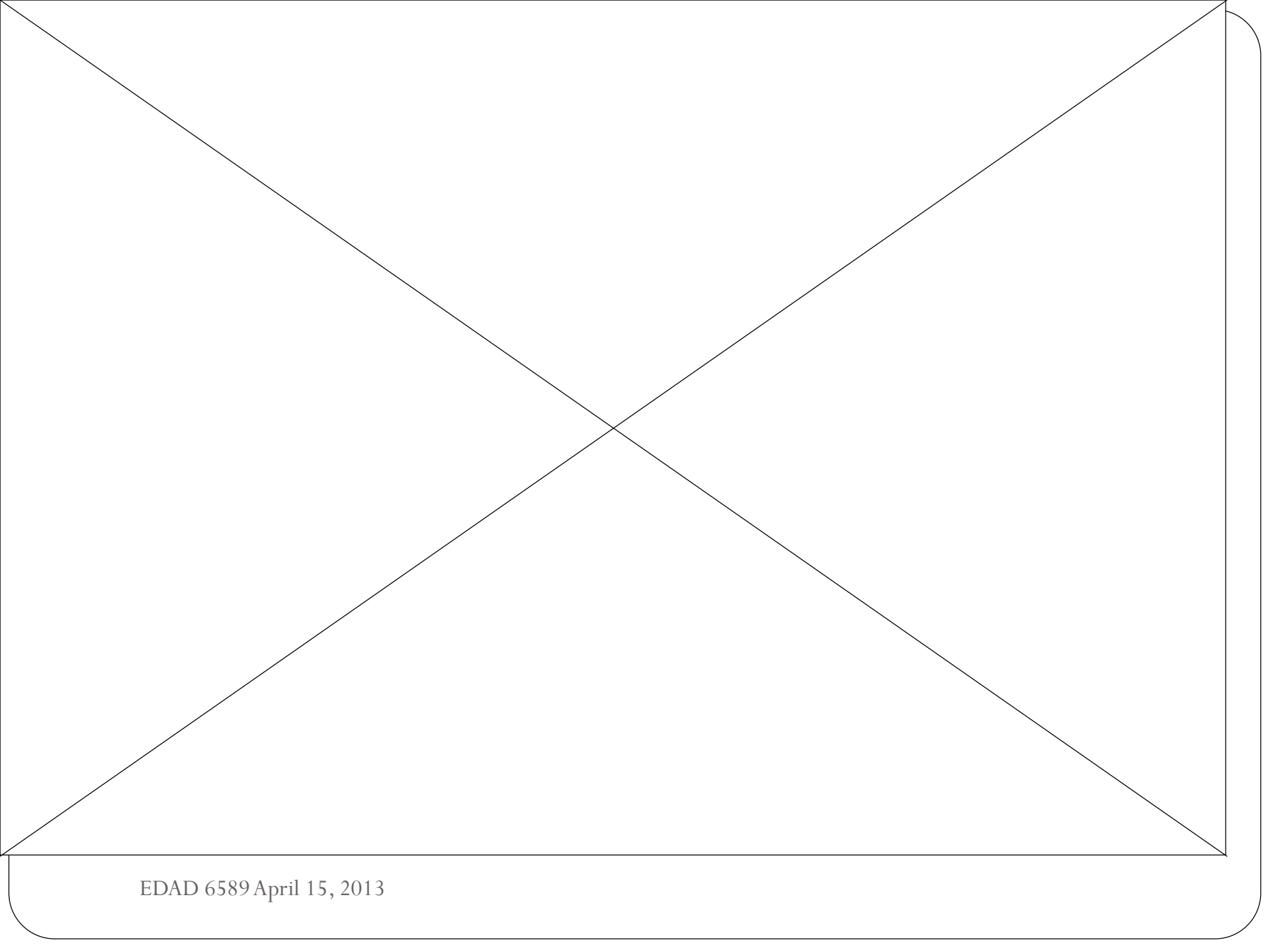
Library Orientation

Cindy Strong

Liaison Librarian

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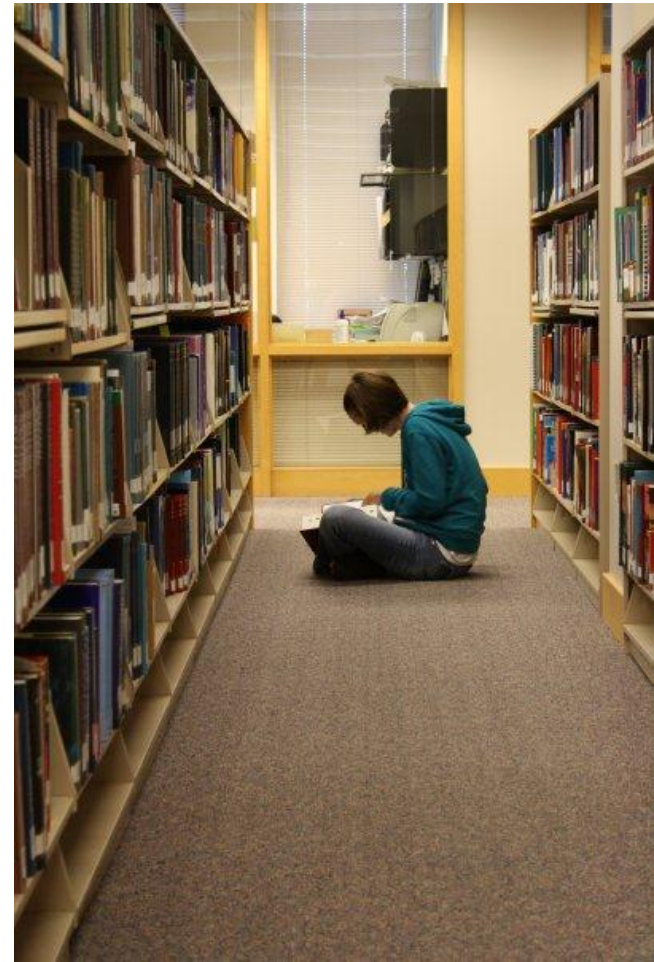
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Goals

- Develop an understanding regarding available library resources
- Know about APA resources
- Be aware of post graduate resources
- Be aware of the value of your school library for academic success



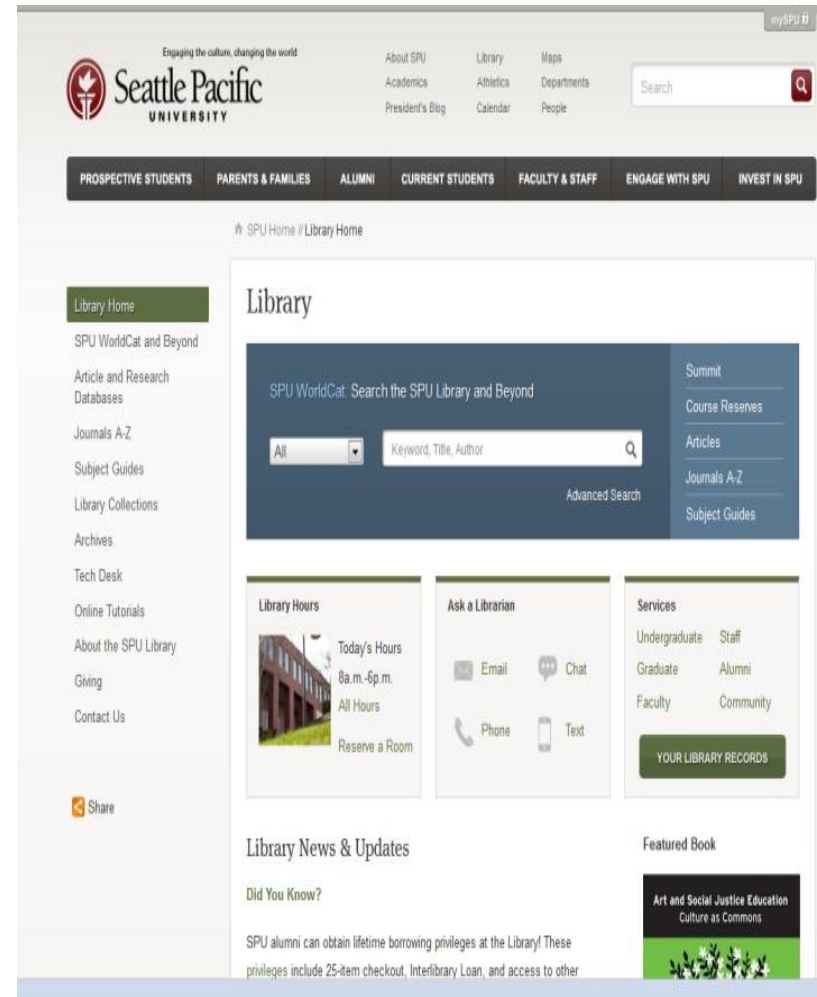
Agenda

- Overview of resources for research
- Physical tour
- Plagiarism review
- Your school library



Books

- [Catalog](#)
- Orbis Cascade Alliance
 - 37 universities, colleges, and community colleges in ID, OR, and WA
- SUMMIT is the catalog for Orbis Cascade
 - 28.7 million items available for borrowing
 - Easy ordering
 - Must have your SPU ID card with your student number



Articles

- [SPU Databases](#)
 - Peer reviewed
 - Use controlled vocabulary
- [Google Scholar](#)
- Finding full text
- Tour



Plagiarism Pre-test -- answers

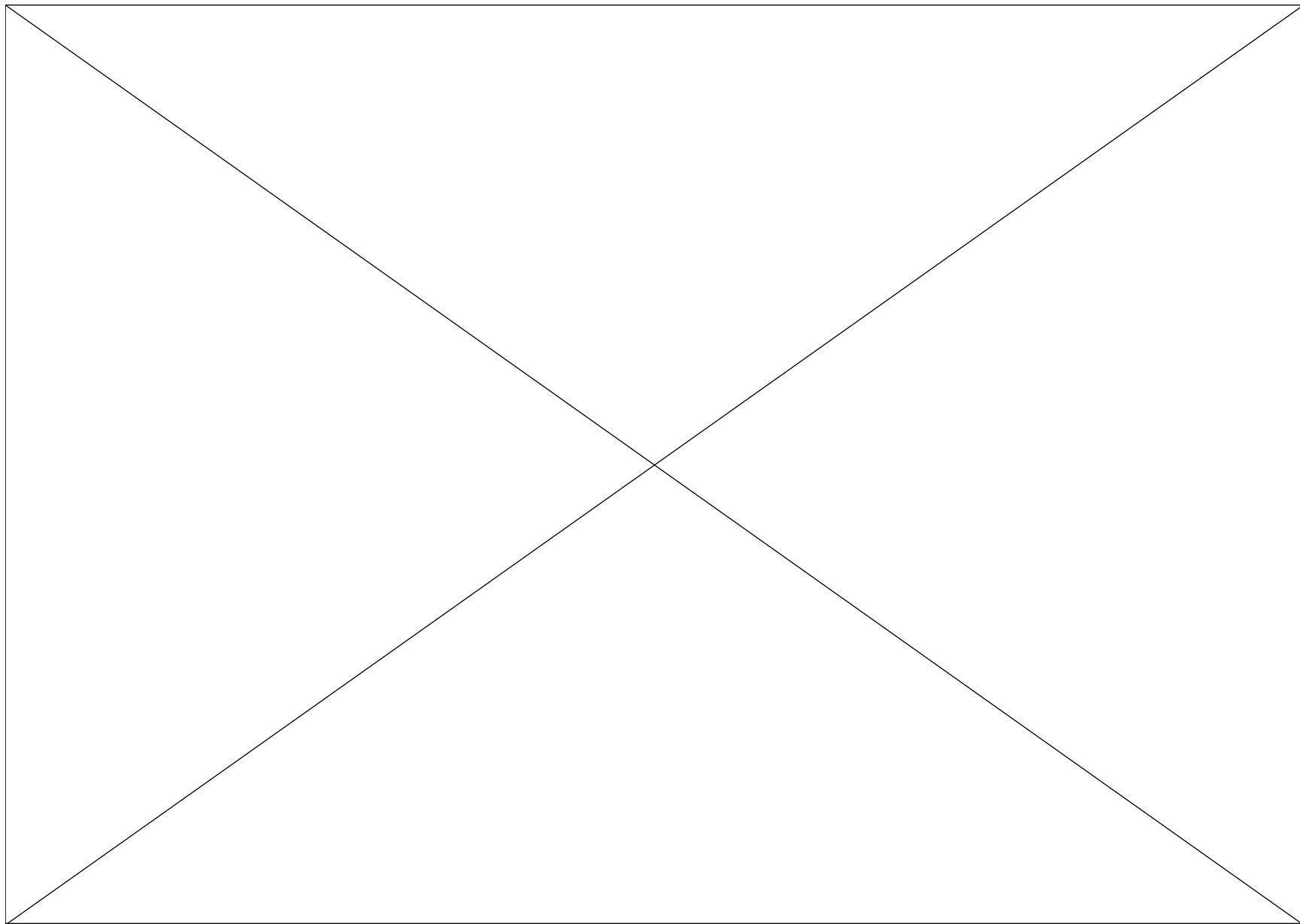
1. True
2. False
3. False
4. True
5. False
6. False
7. False

APA Resources

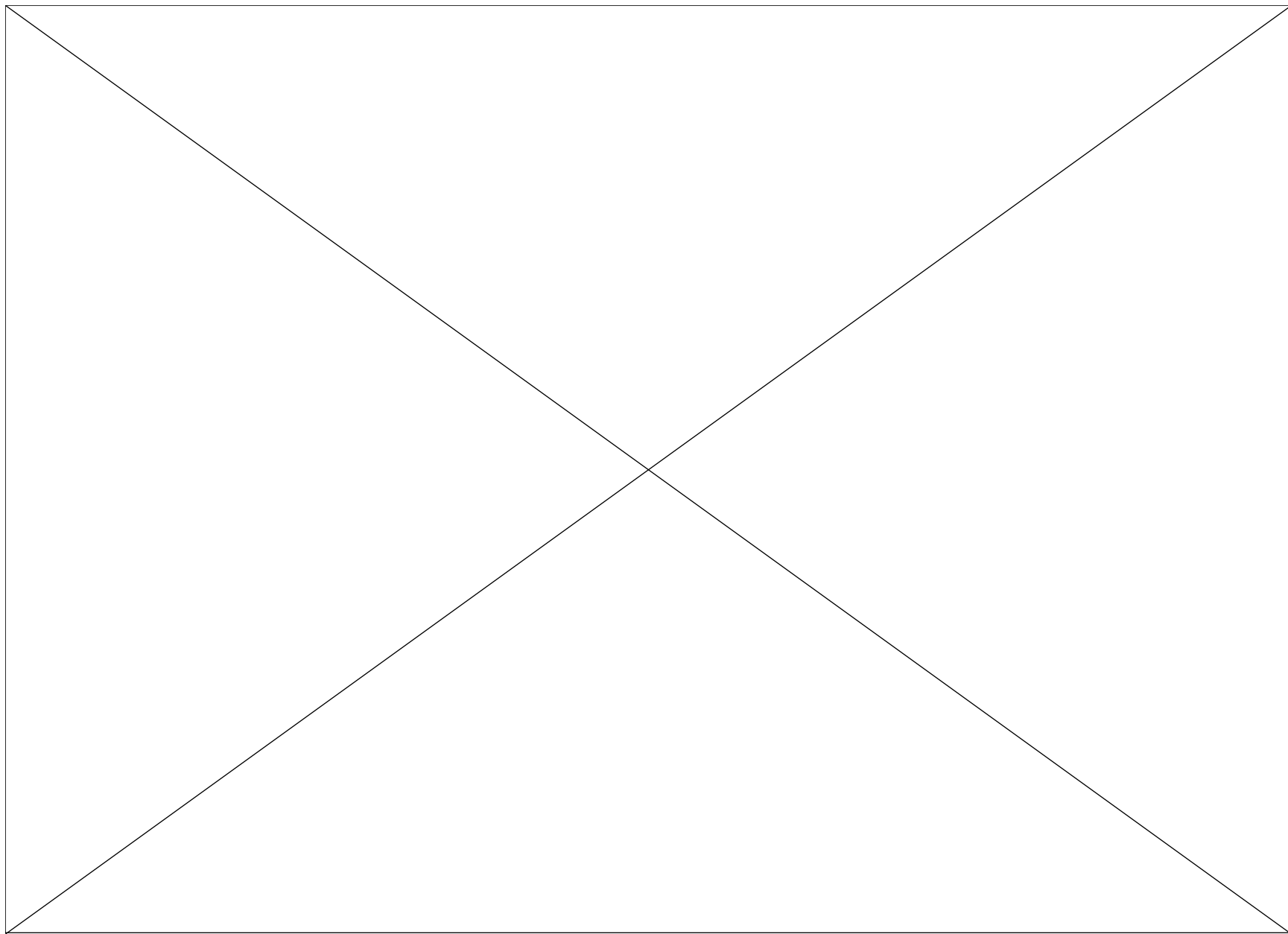
- [Plagiarism and paraphrasing](#)
- APA—Purdue University's [OWL](#) site
- *APA Style Guide to Electronic References*
 - Available in the catalog

Resources—post graduation

- Books
 - [SPU library](#)—Alumni privileges
- Articles
 - [ERIC](#)
 - [Google Scholar](#)
- [Education websites](#)
- [Public libraries](#)
- ILL and RefWorks



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School Library Media Programs

- Information Literacy Curriculum & Instruction
 - develop and implement information literacy and library skills
 - To fulfill CCSS you need library programs
- Reading Promotion
 - Promote literature/author/genre appreciation and critical thinking through readers' advisories, etc.
- Curriculum & Instruction Collaboration
 - Collaborate with classroom teachers on curriculum development.
- Information Services
 - Provide professional development on the integration of resources and technology into curriculum and instruction

Source: OSPI School Library Media Programs and Teacher-Librarian www.k12.wa.us/SchoolLibrary/

Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner

English Language Arts

Ninth/Tenth Grade

Common Core Crosswalk	AASL Standards
CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC.9-10.L.1.a Conventions of Standard English: Use parallel structure.*	
CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC.9-10.L.2.a Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
CC.9-10.L.2.b Conventions of Standard English: Use a colon to introduce a list or quotation.	
CC.9-10.L.2.c Conventions of Standard English: Spell correctly.	
CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.6 Use information and technology ethically and responsibly.
CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	4.4.4 Interpret new information based on cultural and social context.
CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	

Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner

Writing Standards

Sixth/Seventh/Eighth Grade

Common Core Crosswalk	AASL Standards
CC6-8WH/SS/S/TS1 Write arguments focused on discipline-specific content.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC6-8WH/SS/S/TS1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	2.1.2 Organize knowledge so that it is useful. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC6-8WH/SS/S/TS1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
CC6-8WH/SS/S/TS1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC6-8WH/SS/S/TS1d Establish and maintain a formal style.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from	2.1.3 Use strategies to draw conclusions from information and apply knowledge to

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Reading Standards for History

Eleventh/Twelfth Grades

Common Core Crosswalk	AASL Standards
CC11-12RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.4.1 Determine how to act on information (accept, reject, modify).
CC11-12RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.4.1 Determine how to act on information (accept, reject, modify).
CC11-12RH/SS3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
CC11-12RH/SS4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC11-12RH/SS5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC11-12RH/SS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.