LBSC 702 - User Instruction - Fall 2014

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Office Hours: By appointment

- September 8 – First Day of Class
- December 8th – Last Day of Class
- FINAL EXAM DUE December 15th by 5 p.m.

Textbooks:
Books must be located by the student. Each title should be easily available online. Likewise, students must locate weekly readings, either online or through University Library databases. Failure to do so will constitute a lack of participation and negatively affect one’s grade.


*The Information Literacy User’s Guide.* Deborah Bernnard et al. 2014. SUNY Open Textbooks.


Catalog Description: Critical analysis of the rationale, content, and processes of user instruction in library and information settings.

Course Objectives: Upon successful completion of this course, each student will:

- Understand and demonstrate applications of the theories and practice (Praxis) related to teaching pedagogy, learning and instruction in the context of a variety of library and information settings.
- Be aware of the literature and organizations pertaining to user education, of historical and recent developments in the field, and of the various standards and practices pertaining to user education in different information settings.
- Be aware of issues in information literacy and its place in academic, public, and private organizational settings.
- Be able to identify an instructional need and select among a variety of teaching methods and designs, to implement and evaluate instructional solutions to fit identified needs.
- Be able to provide effective, interactive instruction to students.
- Be able to produce, adapt, compare, and evaluate instructional materials in print and/or electronic formats.
Course Materials and Requirements:

Textbooks should be purchased online, while the required readings should all be available electronically via the Libraries' Research Port. The Bibliography at the end of the syllabus provides full citations for the readings. You also will be expected to research and gather other materials to complete certain assignments.

In addition to the readings, it is recommended that you subscribe to and monitor the ILI-L list. Follow the instructions at http://lists.ala.org/wws/info/ili-l. (Note that you will have to put in your e-mail address first, then they will send you a password, and then you can use that password to get in and subscribe). Each week, please be prepared to discuss current topics.

You should also become aware of the national or international organizations & conferences devoted to information literacy instruction. If you are interested in K-12, Special or Public Libraries, you should explore listservs relevant to those areas. Let me know if you need any assistance locating them.

Academic organizations include:

- LOEX: http://www.emich.edu/public/loex/loex.html
- ACRL / Instruction Section: http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/ilil
- ALA / Library Instruction Round Table: http://fleetwood.baylor.edu/lirt/
- National Forum on Information Literacy: http://www.infolit.org

Assignments:

Both readings and assignments on this syllabus are subject to change.

Complete details of each assignment will be provided during the semester. General assignment details are contained in this syllabus. Please do not begin any assignment until it has been discussed; you may waste a lot of time if you try to jump ahead.

Unless otherwise specified, for written assignments a “page” is defined as:
- 8 1/2” x 11” paper • Times New Roman 11-point font • 1.5 spacing • 1-inch margin on all sides.

For every written assignment:
- Put page numbers at the bottom • Put your name, title of the assignment and date submitted at top left corner of the first page • Submit as PDF via Canvas

The quality of your writing will be assessed along with the content. Edit and check for spelling (do not rely on automatic spellchecking!), grammar, and readability. In the event you need to include citations, use APA style and in-text parenthetical citing with a Bibliography.
Instructional Methods and Student Assessment:

This course will incorporate active learning techniques that require a high degree of student participation.

Some work may be done with partners or in groups. It is essential that you participate in all discussions and attend all of the class sessions. I will often take attendance by giving an in-class assignment.
As an integral part of this course, you will engage in structured self- and peer-assessment, using guidelines and procedures explained in class.

Some oral presentations will be formal and you will receive feedback from instructor and peers. All presentations, whether formal or not, should be clear, relevant, concise, and within the time limit.

Grading:

Each assignment will be worth a certain percentage of 200 points. Overall, you must earn 94 percent for an A, 93-89% for an A-, 88-86 for a B+, 85-83 for a B, 82-80 for a B-, and 70-79% for a C. Less than 70% earned will result in failure for the course.

Due Dates:

Assignments are due on the due date. Requests for extensions will be granted only if discussed with instructor prior to due date and you have a legitimate reason for being late. Please plan ahead not to be late for any presentations as these are major assignments and cannot be made up.
Please keep in mind...
(a) explaining what happened is not the same thing as having a valid excuse;
(b) advance notice is not the same thing as permission;
(c) it may be difficult to get permission, but it is almost impossible to get forgiveness—nothing is negotiable after the fact or after an assignment is due. While you will need to give me a written request for any special consideration you want, you should let me know informally as soon as you realize there will be a problem.
Plagiarism and Other University Policies:

This course will follow all University policies and procedures ([http://www.faculty.umd.edu/teach/attendance.html](http://www.faculty.umd.edu/teach/attendance.html)). This includes adherence to the Honor Code ([http://www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html)), accommodations for students with disabilities ([http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/)), and consideration for religious observances.

The University of Maryland Honor Pledge is “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” It was initiated by students and is administered by the Student Honor Council. It is a way to affirm your commitment to the University’s core value of academic integrity. It also signifies that there is an ethical component to teaching and learning. Please keep the pledge in mind while your work on your assignments.

If you have questions about how this applies to group assignments, or in particular cases where you may wish to consult with others about your work, please discuss with your professor.

Attendance:
A course such as this does not work well if students are absent. Attendance is therefore expected unless you have a serious reason for missing; which, if possible, should be conveyed to me before the class. If an emergency prevents you from communicating before the class, please follow up as soon as it is possible. Unexcused absences will lower your participation grade.

Course Evaluation:
You will have an opportunity (and a responsibility!) to evaluate the course and instructor at the end of the semester. You will be reminded near the end of the semester to use CourseEvalUM for course evaluation and the link for accessing the submission system at that time is [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu). More information is at [https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).
In addition, your suggestions and feedback throughout the semester are welcomed, especially in regard to things that can be adjusted in time to be helpful to you.
Schedule – Fall 2014

Note: The schedule and readings are subject to changes and additions.

Week 1 September 8
- Introductions and preview of course
- Organizations and e-mail lists
- Learning about areas of interest and each other

Prior to Monday:
- Join ILI-L Listserv (see instructions above)
- Locate and acquire necessary course materials
- Read articles listed, come to class prepared to discuss your interests, educational/teaching background and expectations for class and library career.

ALL Read:
- Kaplowitz, Chap. 1, if possible

Week 2 September 15
- What is Information Literacy – Past, Present and Future
- Critical thinking and pedagogy – ties to IL

ALL Read:
- Kaplowitz, Chap. 1-3
- ACRL (2000). Information Literacy Competency Standards for Higher Education. ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

** Select one article – sign-up:
- Communications in Information Literacy, 7.2 (2013): http://www.comminfolit.org/index.php?journal=cil&page=issue&op=view&path%5B%5D=14&path%5B%5D=showToc
### Week 3 September 22
- Critical Literacy – Revisions & Changes for Instruction
- Rhetoric & Pedagogy – What do they have to do with Information Literacy?
- Who’s teaching Information Literacy?

**ALL Read:**
Bean, Part 1

**Select one article – sign-up:**

### Week 4 September 29
- Student Attitudes/Anxiety
- Instructional Design
- Critical thinking, active learning, and interactivity

**ALL Read:**
- Kaplowitz, Chap. 4

**Select one article – sign-up:**
**Week 5 October 6**

- Lesson plans (events of instruction, formats)
- Planning, developing, and promoting instruction programs
- Instructional materials and design issues

ALL Read:

- Kaplowitz, Chap. 6-7
- Bean, Part 2

**Select one article – sign-up:**


**Week 6 October 13**

- Copyright and Plagiarism
- Online Instruction & MOOCs

**Select one article – sign-up:**

Week 7 October 20

- Effective presentations, including nonverbal communication
- Instructional Materials – Sharing & Discussion

ALL Read:
- Kaplowitz, Chap. 8-9

JOB POSTINGS ANALYSIS DUE (10 points)

Week 8 October 27

INFORMATION RESOURCE PRESENTATIONS (20 points)

Week 9 November 3

- Teaching with technology
- Teaching technology
- Marketing Library Instruction

ALL Read:
- Bean, Part 3

** Select one article – sign-up:

Van Der Meer, Patricia Fravel, Maria A. Perez-Stable, and Dianna E. Sachs. “Framing a Strategy: Exploring Faculty Attitudes Toward Library Instruction and Technology Preferences to Enhance Information Literacy.” Reference and User Services Quarterly 52, no. 2 (2012): 109-122.

**Week 10 November 17 (Basketaball: parking not free)**
- Evaluating & Assessment
- Student satisfaction

**ALL Read**
- Kaplowitz, Chap. 5

**Select one article – sign-up:**

LIBRARY INSTRUCTION OBSERVATIONS DUE (20 points)

**Week 11 November 24**
- Outcomes assessment
- Instruction policies
- Self-review, Peer Review and Professional Development

**Select one article – sign-up:**
Week 12 December 1

- Tying IL to the Curriculum

ALL Read:
- Bean, Part 4

** Select one article – sign-up:

INFORMATION LITERACY ISSUES PAPER DUE, PRESENTATIONS (30 points)

Week 13 December 8

- New models and roles
- Open Access
- Future of ILI and summing up

ALL Read:
- Kaplowitz, Chap. 10

ILUG MATERIALS DUE, PRESENTATIONS (30 points)

Week 14 December 15

FINAL EXAM DUE (10 points)
Assignments:

1. Class participation in discussions and activities. Attendance, reflective in-class writings, and on-time submissions also considered as part of participation.
   Due: throughout the semester.
   Points: 30 (generally, 2/ week: 1 point for attendance, 1 point for participation)

2. Reflective writing. Occasional in-class assignments requiring students to apply learning. Be prepared to discuss. Points for individual assignments may be assigned at instructor’s discretion, and will be counted as participation points.

3. Article Analyses. Read and provide a minimum 500 word summary and critical response to topical articles focusing on information that will expand on class discussions and lead in-class discussion. Select from weekly readings on syllabus. Specific details to be provided.
   Due: throughout the semester—Note when readings are ALL to read and when you are to sign up for individual articles.
   Points: 50 (5 articles / 10 points each article analysis: 4 points written analysis, 6 points discussion / presentation.)

4. Position-posting analysis. Locate a representative selection of appropriate job postings. How is instruction portrayed in these ads? What are realistic employer expectations? Share observations in class discussion. Identify a skill, theory, or credential that you would not otherwise learn about in your iSchool coursework and prepare a brief presentation on that for the group.
   Due: October 20th   Points: 10

5. Information resource tutorial formal presentation (deliver a 10-minute tutorial on how & why to search an information resource - Sign- up & approval of resource required). It must include an online element for use or presentation. Then write a brief (one-two pages) critique of your own performance and incorporate feedback from your peers.
   Due: Presentation: October 27th in class; critique is due the next week. Points: 20

6. Observation of library instruction. Pick a class and, after approval, attend that class and make notes. Also attend an instruction session in an approved public or special library. Describe and reflect on your experience in a one-two page paper. Share observations in class discussion.
   Due: November 17th Points: 20

7. Develop an instructional plan to teach The Information Literacy User’s Guide. Attach drafts of instructional outlines, publicity material, exercises, pre- and post-tests, or other appropriate supporting materials. Design and create a handout, Web page, brief guide, or other instructional material, to be used inside or outside of formal instruction. Include a short summary of the instructional material: target audience, expected learning outcomes, rationale for design choices, and other relevant description. No minimum or maximum length is required; the report should be organized carefully and written succinctly.
   Due: December 8th. Points: 30 (based on written report and materials)
8. Issues in Information Literacy and Instruction. Topic ideas will be discussed in class or may be individually suggested. 6 page (2500-3000 word) analysis of issue related to current information literacy, pedagogy, instruction practice or concern. Bibliography (APA style) must be included. Prepare as for a conference paper or professional development opportunity within selected area of interest.
Due: December 1st., with presentation in class. Points: 30

9. Final take-home essay. Specific directions will be distributed.
Due: Dec. 15th by 5 p.m. Points: 10
Working Bibliography


Project Information Literacy Publications. projectinfolit.org/publications/


Van Der Meer, Patricia Favel, Maria A. Perez-Stable, and Dianna E. Sachs. “Framing a Strategy: Exploring Faculty Attitudes Toward Library Instruction and Technology Preferences to Enhance Information Literacy.” Reference and User Services Quarterly 52, no. 2 (2012): 109-122.


