Information Literacy and Inclusion (INST 614) – 3 credit hours
Spring 2019

Instructors, Office Hours, & Contact Information

Ursula Gorham, JD, PhD
Lecturer, College of Information Studies
Office: 4121D Hornbake (office hours by appointment – in person or via phone/Skype)
Email: ugorham@umd.edu
Phone: (301) 405-0660

Courtney Douglass
Doctoral Student/ Adjunct Instructor, College of Information
Office: 4117
Email: cdoug88@umd.edu

Please allow for email responses within 24-hours Mon-Fri and 48 hours on weekends and holidays.

Description of Course & Learning Objectives

A large portion of the activities of information professionals have become educational in the digital age. Information literacy and inclusion are the crux of the public good that all information organizations provide to their users. Librarians, often utilizing public access technology, assist users with locating and understanding information; archivists need to guide users through materials; and information managers need to train employees to effectively use new systems.

By the end of this course, students will be able to:

- Describe the educational functions of different information organizations
- Analyze current public policy issues related to information literacy and inclusion
- Identify best practices in the development and implementation of information literacy and inclusion programs
- Propose methods for evaluating information literacy and inclusion programs
- Develop a plan for implementing an information literacy and inclusion program

Teaching and Learning Methods
The course is taught asynchronously online using Canvas. The course content is accessible via [http://elms.umd.edu](http://elms.umd.edu). The course material will consist of readings, recorded lectures, discussion threads, and other forms of making content available and interaction possible. Your participation will take place via the discussion threads in Canvas (described in greater detail below).

**Reading Materials**

There is no required text for this course. Readings will be assigned from books, journals, trade publications, newspapers, conference proceedings, etc. as necessary. As indicated in the Course Schedule (see below), many of the assigned readings are located 1) in the “Readings” folder (available under Files) or 2) through Course Reserves. Links have been provided for other assigned readings. All journal articles are also accessible through UMD Libraries. At any point in the semester, please do not hesitate to contact the instructors if you have any trouble locating assigned readings.

Any changes to course readings will be announced in class and via ELMS.

**Course Policies**

**Written Work:** All written work should be proofread and revised as necessary before you submit it. Use a legible 12-point font and one-inch margins. All documents should be single-spaced. Be sure to organize your papers, using section and subsection headings to identify portions of your work. Use APA Style for in-text citations and reference lists. There are many resources about APA style available on the Internet. See, for example, [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) and [http://www.apastyle.org/learn/faqs/index.aspx](http://www.apastyle.org/learn/faqs/index.aspx).

**Submitting Assignments:** Each assignment must be submitted by 11:59 p.m. on the indicated due date through our Canvas site (“INST614”).

**Late Work:** Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late. For any assignment submitted more than seven days past the due date, I will decide on a case-by-case basis whether to accept it.

I understand that each of you has a busy life outside of the classroom, with work, family, and other responsibilities. It is for this reason that I will post lectures and other course materials well in advance of when their respective units must be completed, thus allowing students to plan ahead and mitigate these issues.

**Academic Integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity administered by the Student Honor Council. This Code sets standards for academic integrity at the University of Maryland for all undergraduate and
graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. When submitting an assignment electronically, there is no need to sign the Honor Pledge – your submission of the assignment with this sentence included implies your signature.

All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. Academic dishonesty includes plagiarism, cheating, buying assignments, submitting the same paper more than once, forging signatures, submitting fraudulent documents, facilitating the academic dishonesty of others, etc. Infractions may result in a penalty, such as a failing grade on a specific assignment or for the entire course or even expulsion from the University.

Please read and adhere to the University of Maryland Code of Academic Integrity (http://www.president.umd.edu/policies/docs/III-100A.pdf). You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: http://osc.umd.edu/OSC/AcademicDishonesty.aspx.

**Syllabus Change Policy:** This syllabus is subject to change with advance notice. If a change becomes necessary, we will send an email, as well as post an announcement on our Canvas site, to inform you of the change.

**Student Course Evaluations (CourseEvalUM):** Toward the end of the semester, you will have an opportunity to evaluate this course (https://www.couseevalum.umd.edu). Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. If over 70% of the students in the class complete their evaluation, you will be able to access the aggregate results through Testudo.

**Special Accommodations:** If you need any accommodations due to a disability, please first register with the Accessibility & Disability Service (ADS) Office (https://www.counseling.umd.edu/ads/) and file any required documentation, and then see me as early as possible in the semester to let me know. We can then work with ADS to determine how to best accommodate your needs.

**Academic Assistance:** If you’re experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service (https://www.counseling.umd.edu/las/), 2202 Shoemaker Building, 301-314-7651. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All of their services are free to UMD students.

**Assignments and Grading**
Your final grade will be calculated based on the weighting of course assignments shown in the following table. Please note that revision and resubmission of assignments for the purpose of obtaining a higher grade will not be permitted. Also, you will not be allowed to drop any of these grades.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion Posts</td>
<td>At the end of each module</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Question Creation &amp; Discussion Thread Moderation</td>
<td>Varies</td>
<td>10%</td>
</tr>
<tr>
<td>Webinar Review</td>
<td>February 17th</td>
<td>10%</td>
</tr>
<tr>
<td>Problem Statement Worksheet</td>
<td>February 24th</td>
<td>5% (group assignment)</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>March 17th</td>
<td>15%</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>April 14th</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>May 12th</td>
<td>15%</td>
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<tr>
<td>Presentation Handout</td>
<td>May 12th</td>
<td>5%</td>
</tr>
<tr>
<td>Program Assessment Worksheet</td>
<td>May 12th</td>
<td>5% (group assignment)</td>
</tr>
</tbody>
</table>

The weighted average of your grades on all of the assignments (including your class participation grade) will be converted to a letter grade as follow:

A+ 97-100
A  93-96
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
1. Classroom participation via online discussion posts (20% of final grade): Three to five discussion questions threads will be posted each module. You are expected to participate in at least three discussion question threads for each two week module and at least one discussion question thread for one week modules, unless otherwise noted. This means you get to choose the discussion questions that are of greatest interest to you!

What does participation entail? You are expected to post at least twice to the discussion question: once as an initial response to the question, and a second time to respond/react to classmate postings. Your first post should be made before or by the mid-point of the module (i.e., on Thursday for one-week modules, and on Sunday for two-week modules). All posts are due at the end of the module.

Participation forms an integral part of your own learning experience, as well as that of your classmates. Contributions will be assessed based on substance, the incorporation of reading materials, and your insights/assessment. I do not have hard and fast rules regarding the expected length of discussion posts, as I evaluate them based on quality, rather quantity – 50-150 words is a good ballpark figure though. A few other discussion post guidelines:

- Add something new to the discussion. If you don’t post until later in the module, I understand that this can be difficult sometimes. But, you can still explain why something a classmate says resonated with you or ask a follow-up question!
- Whenever possible, incorporate weekly readings or other relevant sources (quoting small passages is acceptable - try to limit quotes to no more than a few lines)
- Where appropriate, recognize earlier contributions from other students

Failure to participate via online discussion posts will result in a letter grade of F for this component.

I hope that this is unnecessary, but a word about my expectations for our online discussions: Please remain professional and respectful at all times. If you disagree with a fellow student, do so politely. If you have a problem with a fellow student’s tone or behavior, please bring this to the instructors’ attention and we will follow-up.

2. Discussion Question Creation & Discussion Facilitation
During the first week of class, you will identify a module for which you’ll create a relevant discussion question (it can be focused on one of the readings or the broader topic of the module) and then email your discussion question to the instructors prior to the start of the module. We will post a sign up sheet at the beginning of the semester – please note that it’s “first come, first serve” and that only a limited number of slots will be available for each module. The instructors will create a discussion thread for the question and, for the duration of the module, the student will be responsible for facilitating discussion among students by responding to comments posted by classmates, asking follow-up questions, etc.

3. Webinar Review

For this assignment, you will select a webinar that focuses on providing information services to a traditionally underrepresented population. You may select a webinar from WebJunction or The Programming Librarian; you are also free to find a webinar offered by another organization but, if you do so, please run it by the instructors to make sure that it meets the requirements for this assignment. The target audience for the webinar can either be members of the population or information professionals serving that population. After watching the webinar, you will write a 2-3 page paper that includes the following:

- A summary of the goals, intended audience, and content of the webinar;
- An assessment of what worked well and what could be improved, in terms of the content, format and style of the webinar; and
- A discussion focused on two to three key “take-aways” from the webinar and how you can use this information as you begin work on developing an information literacy program in this class

4. Information Literacy Program Development

This assignment is comprised of 6 deliverables – two worksheets, two papers, a presentation and a presentation handout. At the beginning of the semester, students will form projects groups (no more than 5 or 6 individuals per group); each group will focus on a specific underrepresented population and a specific information literacy-related need. As a group, you will develop ideas about creating an information literacy program to serve this population at a specific type of institution (e.g, public library, academic library, community health center, legal aid organization, homeless shelter). The instructors will create a discussion thread for each group to which only group members will have access. These threads will be used to facilitate discussion for the two group assignments:

GROUP DELIVERABLES:

1) **Problem Statement Worksheet** (to be provided by instructors): As a group, you will be expected to provide a brief summary of the program, the population the program is intended to serve, the goals of the program, and a list of the activities, lessons, workshops, etc. that will comprise the program.
2) **Program Assessment Worksheet** (to be provided by instructors): As a group, you will be expected to provide a brief statement describing the goals of the program (which may have evolved since you completed the Problem Statement Worksheet) and how you will assess whether the goals are being met.

Each student will also be responsible for developing one of the activities, lessons, workshops, etc. identified in the Problem Statement Worksheet. This work will be done through four assignments on an individual basis.

**INDIVIDUAL DELIVERABLES**

1) **Annotated Bibliography:** Select 6-8 articles/resources from the academic and professional literature that will inform the development of your information literacy plan – for example, these articles can be focused on providing information services to the population you’re working with or can be descriptions/case studies of programs that provide you with ideas for what you would like to develop (in terms of method of delivery, content, etc.). Each annotation should be approximately 5-6 sentences and describe 1) the content and focus of the selected articles/resource and 2) its usefulness to your proposed information literacy program.

2) **Lesson Plan:** The plan should be detailed enough that someone who has never taught the course can pick it up and carry out the lesson. You should include lesson objectives, an outline of the lesson, and materials needed.

3) **Presentation:** Develop an 8-10 minute presentation in which you’re pitching your idea to your supervisor. You may use VoiceThread or another tool to record the presentation – I will be flexible with how you do the presentation so long as you are able to provide a shareable link or file.

4) **Presentation Handout:** Create a one to two page handout to accompany your presentation. Again, you have some flexibility here – it could be a handout to be given to program participants, a flyer promoting the program, or something for your supervisor to have while he/she is considering whether to approve your program!

Additional information about each assignment will be provided as the semester progresses.

The following is a list of resources that may help you as you begin to work on your Program Plan:

- ACRL, Information Literacy Best Practices: Exemplary Programs ([http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/bestpractices-exemplary](http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/bestpractices-exemplary))
- WebJunction: Programming ([https://www.webjunction.org/explore-topics/programming.html](https://www.webjunction.org/explore-topics/programming.html))
Topics and Readings for Modules

This course is broken up into 8 modules; each module spans either one or two weeks. During each module, you are expected to first read/review/listen to the materials set forth below and then participate in the discussion threads (which will be open for the entire module).

Module 1 (1/28-2/3; 2/4-2/10)
Topics: Course Overview; Educational Functions of Information Organizations


Module 2 (2/11-2/17; 2/18-2/24)
Topic: Information Literacy

Module 3 (2/25-3/3-3/10)
Topic: Digital Divides & Digital Inclusion


Module 4 (3/11-3/17)
Topic: Program Planning Basics

**SPRING BREAK  (3/18-3/24)**

Module 5 (3/25-3/31; 4/1-4/7)
**Topic: Strategies for Teaching Information Literacy**


Module 6 (4/8-4/14; 4/15-4/21)
**Topic: Approaches to Information Literacy and Inclusion Programs in Different Information Organizations**

• Review Digital Literacy Case Studies:
  https://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/DLG_AppendixC_v2.pdf.

Module 7 (4/22-4/28; 4/29-5/5)
Topic: Program Evaluation


Module 8: Student Presentations
(5/6-5/12; 5/13-5/19)