Instructor
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Office hours by request (Skype or other video chat)

Course Description
The educational and psychological dimensions of helping and supporting new users to become information literate and experienced users to remain engaged.

Student Learning Outcomes
Upon completion 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 literacy and inclusion programs
- Propose methods for evaluating information literacy and inclusion programs
- Develop a plan for implementing an information literacy and inclusion program

Expectations for Students
Participation in class discussions via the discussion threads is part of your final grade. Participation is expected to be thoughtful, respectful, and demonstrate knowledge of course materials as relevant.

Written assignments are expected in APA format (either 6th or 7th edition are acceptable) with Times New Roman 12-pt font with 1” margins. Assignments should also display the Honor Pledge, available at http://shc.umd.edu/SHC/HonorPledgeUse.aspx, with electronic signature or initials. Extensions may be available if needed, depending on the time of the semester.

If you require accommodation(s) due to a disability registered with DSS (Disability Support Services), please to let me know as soon as documentation is available so we can work to ensure access to course content. If medical or religious events conflict with deadlines or timelines, please let me know as soon as possible so adjustments can be made.

How you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose. If circumstances such as unsafe or unstable housing or food insecurity might impact your performance in this course, please let me know if I can help; campus resources can be found at go.umd.edu/basic-needs.
Coursework

Participation
General guidelines for course engagement are under Expectations for Students above. Plan to post at least twice per week; one post responding to the queries posted by your instructor and classmates, additional post(s) engaging with contributions from your classmates. I am not evaluating on length but relevance and content. Please try to use a generally professional writing style – personal stories and humor are very welcome, but overuse of emoji or font manipulations can be difficult for users on different platforms.

Article Discussion Queries
In the first week of the semester you will sign up to post discussion prompts for a week of your selection. These 2-3 queries directed to your classmates should be open-ended and encourage reflection on the topic and readings of the week. The instructor may add additional prompts depending on the number of people signed up for the week and the volume of readings.

Information Literacy Observation
Before Week 7, arrange to evaluate an information literacy lesson conducted by an information organization of your choice. It can be in person or online, synchronous or asynchronous. After you have observed the lesson, write a 4-6 page paper about your experience, analyzing and discussing the content and context in light of what we read and discuss in class.

Information Inclusion Plan
Due Week 15, this plan will consist of a written portion and a presentation portion, followed by comments and questions on your classmates presentations. Either portion may take almost any shape you can imagine, and drafts of the written portion are encouraged but not required during weeks 10 and 11. In this plan you will be making a pitch for an information inclusion program of your own devising – it could be an instruction program at an academic library, a webinar for genealogy librarians, a curriculum for resume workshops at public libraries, 3D printing demonstrations for a STEM high school, whatever may interest you. The written plan should include an overview, a needs assessment of some kind, a sample curriculum or assignment, and an assessment plan. The presentation should include visual elements but does not have to be a video (voiceover slides are fine, as well as other AV options).

Grading

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<tr>
<th>Assignments</th>
<th>Category Weight</th>
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<tbody>
<tr>
<td>Information Inclusion Plan (written portion)</td>
<td>30%</td>
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<tr>
<td>Information Inclusion Plan (presentation portion)</td>
<td>20%</td>
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<tr>
<td>Information Literacy Observation</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Article Discussion Queries</td>
<td>10%</td>
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<td><strong>Total Points:</strong> 100</td>
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Final letter grades are assigned based on the University’s grading scale.

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<th>Final Grade Cutoffs</th>
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Course Outline
The syllabus is subject to change based on student feedback, availability of guest contributions, relevant current events, etc. Changes to the readings or assignments will be announced on the course management Announcements page.

Weekly Readings & Topics

Week 1 | January 27th, 2020
- Syllabus review (Lecture 1.1)
- Post introductions
- What do we mean when we say … ? (Lecture 1.2)
- Sign up for Article Discussion Queries

Readings
Week 1 lasts January 27th to February 2nd, and generally this Monday-to-Sunday week will continue throughout the semester.
No readings for this week. Syllabus, discussion signup, and introductions will be available Monday morning (January 27th).
Lectures 1.1 and 1.2 will follow with accompanying discussion thread pertaining to Lecture 1.2 once you have had time to review the syllabus and introduce yourself to your instructor and classmates.

Week 2 | February 3rd
- Information organizations and the public good
- Educational roles of information organizations

Readings

Week 3 | February 10th
- Literacies
- Digital inclusion and the digital divide

Readings

Week 4 | February 17th
- Public policy and funding
- Educational psychology

Readings
Black, S. Development, interest, self-direction and the teaching of information literacy. Communications in Information Literacy 12(2), 203-214.

Week 5 | February 24th
- Strategies for teaching information literacy

Readings

Week 6 | March 2nd
- Instructional design
- Learning styles
- Universal Design for Learning (UDL) and Understanding by Design (UbD)

Readings

Week 7 | March 9th
- Lesson observation due by 11:59 pm on Friday, March 13th
• Mid-course assessment and discussion
• Access, systems, technology

Readings


Week 8 | Spring Break
No course work

Week 9 | March 23rd
• Discuss observations
• Best practices

Readings
TBD pending specific student interests and questions. Readings will be announced before spring break.

Week 10 | March 30th
• Drafts of information inclusion plan can be submitted to instructor for non-graded feedback.
• Literacies and inclusion in educational information organizations

Readings

Week 11 | April 6th
• Literacies and inclusion in public information organizations

Readings

Week 12 | April 13th
• Literacies and inclusion in private, special, and archival information organizations

Readings


**Week 13 | April 20th**

- Assessment and evaluation

  **Readings**


**Week 14 | April 27th**

- Emotional labor and vocational awe

  **Readings**


**Weeks 15 + 16 | May 4th & 11th**

- Information Literacy Plan (paper and presentation) due at 11:59 pm on May 4th.

- Questions and comments on other presentations (2-3) due by 11:59 pm on May 15th.