LBSC 702 - User Instruction - Spring 2014

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804-289-8459; cwittig@umd.edu

Office Hours: By appointment

Hybrid Format: Online with 6 in-person class meetings at UMD Shady Grove

Class meetings at SHADY GROVE - Saturday, 9:30 a.m. – 12:15 p.m:
- February 1st – First Day of Class
- February 22nd
- March 15th
- April 5th
- April 19th
- May 10th – Last Day of Class

Other Useful Dates:
- Spring Break - OFF - March 22nd
- FINAL EXAM DUE ONLINE - MAY 17th by 5 p.m.

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:
The required readings are all available electronically on the Web, via the Libraries’ Research Port, or on ELMS/Canvas. The Bibliography at the end of the syllabus provides full citations for the readings. You will be expected to research and gather other materials to complete certain assignments.

In addition to the readings, you are required to 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 in the ELMS discussion forum.

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/ala/mgrps/divs/acrl/about/sections/is/homepage.cfm

ALA / Library Instruction Round Table: http://fleetwood.baylor.edu/lirt/

Georgia International Conference on Information Literacy: http://ceps.georgiasouthern.edu/conted/infolit.html

National Forum on Information Literacy: http://www.infolit.org

Assignments:
Complete details of each assignment will be provided during the semester on Canvas. 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:

- 8½” x 11” paper
- Times New Roman or Ariel 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
- Upload all written assignments to 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 Chicago style (16th ed.) and in-text parenthetical citing with a Bibliography.

Instructional Methods and Student Assessment:
Canvas will be used for all course materials, sending messages between and among the instructor and students, class discussions, and possibly for other purposes as well.

This course will incorporate active learning techniques that require a high degree of student participation.
Some work will be done with partners or in groups. Since the majority of our class is online, it is essential that you participate in all discussion forums and attend all of the in-class sessions.

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 90 percent for an A, 80-89% 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:**
Since we only meet for 6 in-person sessions, 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 – Spring 2014

Complete all readings by mid-week, so that everyone can fully participate in discussions and activities.

To be considered for full credit, your initial posts are due by Thursday 10 p.m. each week. Response postings are due by 10 p.m. on Sunday. No postings to online discussions are accepted after the week they were assigned.

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

**Full details for each week’s discussions and assignments are posted in Canvas Announcements**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings</th>
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<tr>
<td>February 1st</td>
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<td>Week 1 (Jan. 26 – Feb. 2)</td>
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<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<td><strong>Prior to Saturday:</strong></td>
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<td></td>
<td>• Introductions and preview of course</td>
<td>• Palmer</td>
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<td>• Organizations and e-mail lists</td>
<td>• Muelmans</td>
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<td>• Learning about areas of interest and each other</td>
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<td>• Kaplowitz, Chap. 1</td>
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<td>Week 2 (Feb. 3 – 9)</td>
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<td></td>
<td>• History of library instruction</td>
<td>** ALL Read:**</td>
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<td>• Information Literacy Standards – Past, Present and Future</td>
<td>• ACRL Information Literacy</td>
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<td>• Critical thinking and pedagogy – ties to IL.</td>
<td>• ACRL. Revision of the IL</td>
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<td>Standards</td>
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<td>• Kaplowitz, Chap. 2-3</td>
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<td></td>
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<td>• Johnson</td>
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<td>** Select one article – see sign-up in Canvas: Communications in Information Literacy, 7.2 (2013)</td>
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<td>• Zepke</td>
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<td>• Weiner</td>
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<td>• Jacobson</td>
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<td>** ALL Read: Bean, Part 1</td>
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<td>Week 3 (Feb. 10 – 16)</td>
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<td>• Critical Literacy— Revisions &amp; Changes for Instruction</td>
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<td>• Rhetoric &amp; Pedagogy – What do they have to do with Information Literacy?</td>
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<td>• Who’s teaching Information Literacy?</td>
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<td>** Select one article – see sign-up in Canvas:</td>
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<td>• Jacobs</td>
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<td>• Swanson</td>
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<td>• Townsend</td>
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<td>• Jacobson</td>
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<td>** ALL Read: Bean, Part 1</td>
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</tbody>
</table>
| **Week 4**  
(Feb. 17 – 23) | **Student Attitudes/Anxiety**<br>**Instructional Design**  
**Critical thinking, active learning, and interactivity**<br>**SAT: Discussion of Formal Presentations, Case Studies – selecting topics.**<br>**SAT: Instructional Materials – Sharing & Discussion**<br>**ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt | **ALL Read:**  
- ACRL Characteristics  
- Kaplowitz, Chap. 6-7  
- Bean, Part 2  
**Select one article – see sign-up in Canvas:**  
- Hanz  
- Sult  
- Polger  
- O’Connell |
| --- | --- | --- |
| **February 22nd**  
**MEET AT SHADY GROVE:**  
9:30 – 12:15 | **Lesson plans (events of instruction, formats)**  
**Planning, developing, and promoting instruction programs**  
**Instructional materials and design issues**<br>**ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt | **ALL Read:**  
- ACRL Characteristics  
- Kaplowitz, Chap. 6-7  
- Bean, Part 2  
**Select one article – see sign-up in Canvas:**  
- Hanz  
- Sult  
- Polger  
- O’Connell |
| **Week 5**  
(Feb. 24 – Mar. 2) | **Copyright and Plagiarism**  
**Online Instruction & MOOCs** | **ALL Read:**  
- ACRL Characteristics  
- Kaplowitz, Chap. 6-7  
- Bean, Part 2  
**Select one article – see sign-up in Canvas:**  
- Gabriel  
- Holliday  
- Head  
- Wu  
- Rapchak  
- Evering |
| **Week 6**  
(Mar. 3 – 9) | **Effective presentations, including nonverbal communication**<br>**ALL Read:**  
- Kaplowitz, Chap. 8-9  
- Houlihan | **ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt |
| **Week 7**  
(Mar. 10-16) | **Teaching with technology**  
**Teaching technology**  
- **Project Learn Report** | **ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt |
| **March 15th**  
**MEET AT SHADY GROVE:**  
9:30 – 12:15 | **ALL Read:**  
- ACRL Characteristics  
- Kaplowitz, Chap. 6-7  
- Bean, Part 2  
**Select one article – see sign-up in Canvas:**  
- Gabriel  
- Holliday  
- Head  
- Wu  
- Rapchak  
- Evering | **ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt |
| **Week 8**  
(March 17 - 23) | **Teaching with technology**  
**Teaching technology**<br>**ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt | **ALL Read:**  
- ACRL Characteristics  
- Kaplowitz, Chap. 6-7  
- Bean, Part 2  
**Select one article – see sign-up in Canvas:**  
- Gabriel  
- Holliday  
- Head  
- Wu  
- Rapchak  
- Evering |
| **Week 9**  
(Mar. 24 – 30) | | **ALL Read:**  
- ACRL Guidelines for Instruction  
- Kaplowitz, Chap. 4  
**Select one article – see sign-up in Canvas:**  
- Artman  
- Carter  
- Rosenblatt | **ALL Read:**  
- ACRL Characteristics  
- Kaplowitz, Chap. 6-7  
- Bean, Part 2  
**Select one article – see sign-up in Canvas:**  
- Gabriel  
- Holliday  
- Head  
- Wu  
- Rapchak  
- Evering |
## Assignments:

1. **Class participation** in online discussions, blog and activities. Attendance and on-time submissions also considered as part of participation.
   - Due: throughout the semester.
   - **Points:** 30

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<tr>
<th>Week 9</th>
<th>April 5th</th>
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<tbody>
<tr>
<td>(Mar. 30 – Apr. 6)</td>
<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<tr>
<td><strong>ALL Read:</strong></td>
<td>Bean, Part 3</td>
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<tr>
<td>▪ SAT: Presentations – Tutorials</td>
<td>McClure</td>
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<td>▪ Evaluating &amp; Assessment</td>
<td>Gewirtz</td>
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<td>▪ Student satisfaction</td>
<td>Spievak</td>
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<tr>
<td>▪ <strong>ALL Read:</strong> Bean, Part 3</td>
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<td>▪ Gewirtz</td>
<td>Kaplowitz, Chap. 5</td>
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<th>Week 10</th>
<th>April 7 – 13</th>
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<tr>
<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<tr>
<td>▪ Evaluating &amp; Assessment</td>
<td>Gewirtz</td>
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<tr>
<td>▪ Student satisfaction</td>
<td>Spievak</td>
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<td>▪ <strong>ALL Read:</strong> Gewirtz</td>
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<tr>
<th>Week 11</th>
<th>April 14 – 20</th>
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<tr>
<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<tr>
<td>▪ Tying IL to the Curriculum</td>
<td>Veach</td>
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<td>▪ SAT: Case Study Presentations</td>
<td>Purdy</td>
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<td>▪ <strong>ALL Read:</strong> Purdy</td>
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<tr>
<td>▪ Veach</td>
<td>Nutefall</td>
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<tr>
<td>▪ <strong>ALL Read:</strong> Veach</td>
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<tr>
<th>Week 12</th>
<th>April 21 – 27</th>
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<tr>
<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<tr>
<td>▪ Outcomes assessment</td>
<td>Fabian</td>
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<td>▪ Instruction policies</td>
<td>Snavey</td>
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<td>▪ Self-Review, Peer Review and Professional Development</td>
<td>Saunders</td>
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<td>▪ <strong>ALL Read:</strong> Fabian</td>
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<tr>
<th>Week 13</th>
<th>Apr. 28 – May 4</th>
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<tr>
<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<tr>
<td>▪ New models and roles</td>
<td>Hodges, Chapter 10: 191-213</td>
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<td>▪ Open Access</td>
<td>Bonett</td>
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<td>▪ <strong>ALL Read:</strong> Hodges, Chapter 10: 191-213</td>
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<tr>
<th>Week 14</th>
<th>May 5 – 11</th>
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<tr>
<td><strong>MEET AT SHADY GROVE: 9:30 – 12:15</strong></td>
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<tr>
<td>▪ SAT: Final Paper – Roundtable Presentations</td>
<td>Kaplowitz, Chap. 10</td>
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<td>▪ Paper submitted to Blackboard</td>
<td>▪ <strong>ALL Read:</strong> Kaplowitz, Chap. 10</td>
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<td>▪ Future of ILI and summing up</td>
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<td>▪ Final exam – Available in Canvas</td>
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<td>▪ DUE: May 17th – 5 p.m.</td>
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2. **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. Select from bibliography articles, recommendations from listserv, or discussions. Specific details are in Canvas.

   Due: throughout the semester—Content posted to discussion areas. Note when readings are ALL to read and when you are to sign up for individual articles.

   **Points: 42 (7 article weeks / 6 points each article analysis.)**

3. **Instructional materials.** Design and create a handout, Web page, brief guide, or other instructional material, to be used inside or outside of formal instruction. Write a short summary of the material: target audience, expected learning outcomes, rationale for design choices, and other relevant description.

   Due: Turn in paper and be prepared to share your creation **March 15th.**
   **Points: 28**

4. **Observation of a library class.** Pick a class after approval and attend that class and make notes. Describe and reflect on your experience in a one-two page paper. Share observations in discussion forum.

   Due: **April 26th**
   **Points: 10**

5. **Formal presentation** (deliver a tutorial on how to search an information resource - List on Canvas/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: April 5th in class.** Critique is due one week after presentation.
   **Points: 20**

6. **Case studies in instruction.** Case studies will be distributed in class. After analyzing a case, you should develop an instructional plan to address it. Attach drafts of sample handouts, instructional outlines, publicity material, exercises, pre- and post-tests, or other appropriate supporting materials. No minimum or maximum length is required; the report should be organized carefully and written succinctly.

   Due: **April 19th.**
   **Points: 30 (based on written report and materials)**

7. **Issues in Information Literacy.** 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, practice or concern. Bibliography must be included. Prepare as for a conference paper or professional development opportunity within selected area of interest.

   Due: **May 10th.** Posted to Canvas Blog and presented as Roundtable presentation in class.
   **Points: 30**

7. **Final take-home essay.** Specific directions will be distributed, but in general, the essay will be personal reflections on what you learned during the course and how it affects your teaching philosophy and perspectives on user instruction.

   Due: **May 17th by 9 p.m.** – Submitted to ELMS/Blackboard
   **Points: 10**
Working Bibliography


ACRL (2013). Revising the ACRL Information Literacy Competency Standards. acrlala.org/ilstandards


Project Information Literacy Publications. projectinfolit.org/publications/


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.

Veach, Grace L. “At the Intersection: Librarianship, Writing Studies, and Sources as *Topoi.*” *Journal of Literacy and Technology* 13, no. 1 (2012): 102-129.

