LIS 5503
Information Literacy and Instruction
Spring 2013 Final Syllabus

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(note: email is the best way to reach me: I will always try to respond within 24 hours so if you don’t get a reply, please feel free to re-send and/or remind me!)

COURSE STRUCTURE AND POLICIES

Catalog Description:
Instructional methods and materials for the acquisition and development of information literacy skills; theories of instruction and current trends in information literacy instruction.

Course Goal and Objectives:

Course Goals:
1. To develop instructional literacy in order to deliver effective bibliographic and information literacy instruction
2. To explore ongoing developments in library instruction/information literacy instruction/metaliteracy instruction
3. To examine the educational role of libraries/librarians and competencies of instruction librarians.
4. To study the application of learning theory to bibliographic and information literacy instruction.
5. To practice teaching methods for bibliographic and information literacy instruction.
6. To become familiar with how bibliographic and information literacy instruction programs are designed, delivered, and evaluated in various settings to meet information needs.
7. To review a variety of professional resources for bibliographic and information literacy instruction.
8. To allow students to develop their own BI/IL philosophies, practices, and products over the course of the semester

Student Learning Objectives:
By the end of the semester, the student should be able to:
1. Articulate basic concepts, principles, and standards of bibliographic and information literacy instruction.
2. Explain the various theories related to learning and teaching that support exemplary practice in bibliographic and information literacy instruction.
3. Select from among a variety of instructional methodologies and design, implement, and evaluate appropriate instruction to meet an information need.
4. Review challenges, strategies, and approaches to planning bibliographic and information literacy programs.
5. Apply the appropriate standards and guidelines for bibliographic and information literacy instruction to selected settings (especially school, public, and university libraries)
6. Design and implement a bibliographic or information literacy project appropriate to a specific audience, including the development of learning objectives and learning assessment instruments

TEACHING/LEARNING METHODS:
The course will be delivered using the course website at Desire2Learn (http://learn.ou.edu).
REQUIRED AND RECOMMENDED READINGS:
Char Booth’s *Reflective Teaching, Effective Learning* (ALA, 2011) is the required textbook for this class.

In addition, Esther S. Grassian and Joan R. Kaplowitz’s *Information Literacy Instruction: Theory and Practice* (2nd edition, 2009) from Neal-Schuman is a recommended resource for anyone seeking more in-depth treatment of specific topics.

The related readings shown below on pages 5 and 6 are also intended to illuminate various aspects of the course, ranging from the theoretical to the practical, and to provide a basis for weekly discussion.

PARTICIPATION, POLITENESS, PROCRASTINATION AND OTHER COURSE POLICIES:
Active learning in the online context requires a certain amount of interactivity within the learning community, so I am going to ask that you **sign into the course website several times a week, beginning each Monday**, when the week’s activities begin. Failure to do so constitutes an unexcused absence for the week, so it is your responsibility to inform me of your circumstances so that I can “excuse” you for the week if necessary. (And if I don’t hear from you, you may expect to hear from me!) Please note that there are no “general” discussion points offered in this class, as there will be multiple opportunities for you to participate each week, depending on your interests. **My other key expectations are that everyone will behave online with civility and collegiality: criticism should be constructive, and alternative viewpoints should be welcomed.**

Here is my policy on late assignments: everyone in the class can have one 24-hour “free pass” to submit a single late assignment during the course of the semester. After that, I reserve the right to start deducting points based on lateness of the assignment.

Otherwise, this course **conforms to all published policies of the University of Oklahoma**. In particular, please see [http://www.ou.edu/provost/](http://www.ou.edu/provost/) for specifics on academic integrity, student disabilities accommodation, etc. and [http://www.ou.edu/content/recordsandtranscripts/home/grades.html](http://www.ou.edu/content/recordsandtranscripts/home/grades.html) for specifics on grades and grading policies.

COURSE ASSIGNMENT SCHEDULE:

<table>
<thead>
<tr>
<th>Due Date:</th>
<th>Assignment #:</th>
<th>Assignment Name:</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27</td>
<td>1.</td>
<td>Your Teaching Philosophy</td>
<td>10:</td>
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<tr>
<td>February 3</td>
<td>A.</td>
<td>Part A (Short Essay)</td>
<td>5</td>
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<td></td>
<td>B.</td>
<td>Part B (Professional Statement)</td>
<td>5</td>
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<tr>
<td>February 17</td>
<td>2.</td>
<td>Your Three Tool/Teaching Reviews</td>
<td>15 (5 pts each)</td>
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<tr>
<td>February 24</td>
<td>3.</td>
<td>“Soapbox” Info Lit Topic Choice</td>
<td>None</td>
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<td>(but earlier</td>
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<td>preferred!)</td>
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<tr>
<td>Scheduled Day in March</td>
<td>4.</td>
<td>Your “Soapbox” Presentation Posted</td>
<td>15</td>
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<tr>
<td>March 31 (or earlier!)</td>
<td>5.</td>
<td>Instructional Design Final Project:</td>
<td>40:</td>
</tr>
<tr>
<td>April 7</td>
<td>A.</td>
<td>Instructional Objectives Description</td>
<td>5</td>
</tr>
<tr>
<td>April 21</td>
<td>B.</td>
<td>Project Assessment Component</td>
<td>10</td>
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<tr>
<td>April 28 (earlier preferred!)</td>
<td>C.</td>
<td>Project Implementation</td>
<td>25</td>
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<tr>
<td>May 5</td>
<td>6.</td>
<td>Your Final Learning Reflections</td>
<td>5</td>
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**TOTAL POINTS AVAILABLE: 100**
Assignment 1. Define/Refine Your Teaching Philosophy

Learning Objectives:
* To define your own teaching philosophy and to refine it in the context of the learners and the content of the learning with which you will be engaged professionally.
* To write a teaching philosophy statement that will be useful in your own career environment

Procedures:
Part A: Based on the reflection points in chapter 1 of the textbook, you will write a brief essay to reflect on how your own learning experiences to date might influence your own teaching philosophy and practices. What did you learn about teaching from your good (and not so good) instructors? This essay should consist of no less than 1,000 words. No references are required for this! Your “story” should be submitted to the Assignment 1a dropbox no later than midnight of Sunday, January 27.

Part B: You will write a very brief (approximately 500 words) “philosophy of teaching” statement that would be suitable for professional use (in your portfolio or vita, for instance) that encapsulates your “inner teacher” as revealed above but that may also employ insights gathered from your readings about pedagogy and is focused on the actual instructional environment in which you will be working (or hope to be working). In other words, this statement should reflect your own preferred teaching style within a particular learning setting. (Note that this may limit your marketability as well as enhance it: search committees are well aware that not every style suits every situation. However, the process of self-reflection can be a useful one, whether or not you choose to share the outcome of this process with others. This statement is due in the Assignment 1b dropbox no later than midnight of Sunday, February 3.

Assignment 2. Evaluating Techniques and Tools

Learning Objectives:
To explore and evaluate several current information literacy teaching techniques and/or tools.

Procedures:
Please select 3 different information literacy learning endeavors (such as a LibGuide, online tutorial, library instruction module, face-to-face workshop, vendor-supplied search help guide, Vimeo/YouTube orientation, SlideShare presentation, etc.) on a similar topic, and critique both the positive and negative aspects of each in a short review. Make sure to include the “location” of each endeavor you’re critiquing (URL, date of workshop, etc., but please do not identify the creator/instructor: for instance, if you’re critiquing an in-person library instruction session, you should refer to “the presenter” rather than “Sally Jones.”) Please submit each as a separate document, using the following file format: YourLastName.Critique#.docx. Each of these reviews should be submitted to the Assignment 2 dropbox no later than midnight of Sunday, February 17. In addition, I may ask you to post one of these in a “reviews” discussion forum so that other people in the class can learn from it as well.

Assignment 3. Your Soapbox Choice: Current Topics in Information Literacy

Learning Objectives:
1. To develop expertise in a particular topic, issue, or trend in delivering information literacy instruction in libraries and information centers that is of particular interest to you
2. To acquaint yourself with a variety of sources within the multidisciplinary literature of information literacy.
3. To practice sharing all of the above with your professional colleagues.

Procedures:
You will produce a Pecha Kucha, Powerpoint, or Prezi presentation (or another medium approved by the instructor) on a topic of your choice relevant to information literacy. The primary restriction is that you MUST
use **two of the recommended “Soapbox” readings** from this class in your presentation (this is my way of insuring that at least some of these articles will get read and used!) This topic must be pre-approved by me, in order to minimize duplication, so you should write up your initial topic idea, the two “Soapbox” articles you’ll use, and your proposed presentation format and submit it to the Assignment 3 dropbox **no later than midnight of Sunday, February 24**.

Please note that each of these presentations will be posted in a special “Standing on Your Soapbox” discussion forum for the class as a way of facilitating their learning as well. You will sign up for a specific day in March (between March 1 and March 17, or between March 24 and March 31: no presentations will be offered during spring break week) to present your “Soapbox” presentation to the class.

**Assignment 4. Your Reactions to the “Soapbox” Presentations**

**Learning Objectives:**
1. To practice your professional communication skills with a variety of colleagues.
2. To practice your professional evaluation skills with a variety of colleagues.

You will review three different “Soapbox” presentations (for a maximum of 5 points per review.) You will post each review as a reply to the specific “Soapbox” post you are critiquing and provide useful comments to the presenter, based on your reaction to the presentation. It is important to be careful and kind when doing this, but your comments can be extremely valuable to the presenter, so it’s excellent practice for us all. All “reactions” must be posted by **midnight of Sunday, March 31**.

**Assignment 5. Your Information Literacy Instruction Project**

**Learning Objectives:**
1. To design and deliver an information literacy project that meets a specific target audience’s information needs, cognitive processes, and learning styles and preferences.
2. To apply techniques and strategies for providing information literacy instruction that are appropriate for the target audience.
3. To create an assessment instrument to measure the effectiveness of the information instruction project.

**Procedures:**
This multifaceted project consists of three (3) major components that will be due as follows:

**A. Instructional Goals and Objectives**
You will prepare a one to two page description of the goals and objectives of your information literacy project for discussion with the instructor. Be sure to include specific details about the intended target audience. Your preliminary Instructional Goals and Objectives will be due in the Assignment 5a dropbox by **midnight of Sunday, April 7**.

**B. Project Assessment Component**
You will develop an appropriate instrument for assessing the target audience’s reaction to your project, either by developing a skills-testing exercise or by some other relevant method. A description or draft of your assessment component must be submitted to the Assignment 5b dropbox no later than **midnight of Sunday, April 21**.

**C. Information Literacy Instruction Project**
You will design and deliver an information literacy project for a specific target audience. Your project may consist of a YouTube video, an Adobe Connect Pro instructional session, an online tutorial, a screencast, a podcast, an interactive website, a face-to-face instructional session attended by the instructor, or other approved project method. Your project must be delivered no later than **midnight of Sunday, April 28**.
Assignment 6. Your “Final” Reflections

You will write a short reflection paper on what you have learned this semester. How did the semester match your own expectations and efforts? What will you do after this semester to continue your own information literacy instruction education? This paper should be approximately 1,500 words: relevant references (Chicago style format, please) are encouraged but not required! This assignment is due in the Assignment 6 dropbox no later than midnight of Sunday, May 5.

**WEEKLY DISCUSSION SCHEDULE FOR LIS 5503**

<table>
<thead>
<tr>
<th>Each Week Starts on Monday</th>
<th>Topics:</th>
<th>Textbook Chapters:</th>
<th>Other Related Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Introduction to the Class</td>
<td>Booth ALA article</td>
<td>Hall 2010</td>
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<td></td>
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<td>Horton 2011</td>
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<td>Jacobs 2011</td>
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<td>Julien 2009</td>
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<tr>
<td>January 21</td>
<td>Reflective Teaching</td>
<td>1, 2, 3</td>
<td>Jacobs 2008</td>
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<tr>
<td>January 28</td>
<td>Effective Learning</td>
<td>4, 5, 6, 7</td>
<td>Bruce 2012</td>
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<tr>
<td>February 4</td>
<td>The USER Method</td>
<td>8, 9, 10, 11, 12</td>
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<td>February 11</td>
<td>Knowing Your Audience</td>
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<td>Birdsong 2012; Spink 2010</td>
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<td>February 18</td>
<td>BI/LI/IL: Discovering the Differences</td>
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<td>Buschman 2009; Grassian 2004</td>
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<td>February 25</td>
<td>Desperately Seeking Standards</td>
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<td>Adams 2012; Haras 2011</td>
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<td>March 4</td>
<td>The Instructional Menu</td>
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<td>Bodemer 2012; Cmor 2012; Detmering 2012</td>
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<tr>
<td>March 11</td>
<td>The Assessment Menu</td>
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<td>Blevens 2012; Mestre 2010; Oakleaf 2011</td>
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<tr>
<td>March 18</td>
<td>SPRING BREAK (NO CLASS)</td>
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<tr>
<td>March 25</td>
<td>Deconstructing Plagiarism</td>
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<td>Amsberry 2009; Park 2011</td>
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<td>April 1</td>
<td>Issues in Face-to-Face Instruction</td>
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<td>Durso 2011; Oakleaf 2012</td>
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<td>April 8</td>
<td>Issues in Library Online Instruction</td>
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<td>Blummer 2009; Leonard 2012; Morris 2010</td>
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<td>April 15</td>
<td>Issues in CMS Online Instruction</td>
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<td>Schiller 2008; Spiranec 2010</td>
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<td>April 22</td>
<td>The Future of Information Literacy</td>
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<td>Dijk 2010; Lloyd 2011</td>
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<td>April 29</td>
<td>What Have We Learned?</td>
<td></td>
<td>Purdue 2003; Wilson 1991</td>
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**Related Readings for Discussions:**


Soapbox Presentation Readings (You Must Choose and Use Two of These in Your Presentation!)


