LSC 820 Information Literacy

INSTRUCTOR
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        703-980-2758 (cell)
Email: jnutefal@gwu.edu

MEETINGS
Gelman Library, George Washington University, Room 300
Thursday 4:30-8:30pm
*Please note: Only water is allowed in room 300. Food and other beverages are not. There will be a short break for dinner.

COURSE DESCRIPTION
This course combines theory and practice to give students the foundation they need for teaching in any type of library. The course emphasizes the practical aspects of teaching, including an understanding of learning theory and learning styles, the creation of learning objectives, instructional and assessment materials, the ability to teach in a variety of settings and manage an instruction program within a larger organization setting.

COURSE PHILOSOPHY
This is a graduate level course with the following assumptions:
- Each student brings to the classroom a wealth of experience and knowledge that should be and can be tapped in classroom discussion.
- Adults learn best through actively participating in their own education.
- People best clarify their ideas and understanding of concepts and issues through discussion and writing.
- The course design takes into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone.
- Adults learn best from close and prompt feedback on classroom comments and on written work.

TEXTBOOK/READINGS


Additional readings as listed.
LISTSERV PARTICIPATION
Sign up for the following listserv:
- ILI-L (http://www.ala.org/ala/acrlbucket/is/ilil.htm)
- NOTE: I strongly suggest you sign up for the digest option

OBJECTIVES
By the end of the course, the student will be able to:
1. Define the scope and content of information literacy instruction in libraries within the guidelines of the ACRL/AASL Information Literacy standards.
2. Explain and apply major learning theories to instructional design and teaching.
3. Structure instructional programs to meet diverse learning styles in students at all levels.
4. Select library instruction models appropriate to the learning needs in various library and information settings (e.g. academic/school/public/special libraries).
5. Design a library instruction session, including writing learning objectives and creating exercises.
6. Conduct an interactive teaching experience in an electronic classroom setting.
7. Create assessment materials to measure a specific learning objective.
8. Discuss approaches to planning, managing and evaluating instructional programs in various organizational settings.

ASSIGNMENTS
- Group Work (10 points)
- Designing a Class Exercise (15 points)
- Individual Instruction Session (50 points)
  - Presentation
  - Point of Use Guide
  - Paper
  - Faculty Feedback
- Listserv Review/Participation (10 points)
- Class Discussion/Participation (15 points)
  - Including bringing relevant articles to class (typed, correct APA citation of the article and an annotation)

COURSE GRADES
100-95 A
94-90  A-
89-85  B
84-80  B-
79-75  C
74-70  C-
69 or lower F
CLASS ATTENDANCE
As there are only 10 class meetings, attendance is required and make sure to arrive on time. Class participation is essential to class performance and affects your final grade. Should you miss class for any reason, it is your responsibility to get notes from classmates. Please contact me as soon as possible if you have to miss a class due to unforeseen circumstances.

ADA ACCOMODATION
Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor by the second class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyla Center (202-319-5211); email cua-disabilityservices@cua.edu, web http://disabilitysupport.cua.edu/). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

ACADEMIC HONESTY
You'll find Academic Affairs policies on "Academic Dishonesty" and on "Unethical Practices" in the University Policies and Procedures web page at http://policies.cua.edu/. You are held responsible for adhering to these policies. Incidences of academic dishonesty, defined by the University as "failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating" will result in a grade of F (0 points) on the project or exam in question, and will be reported to the Dean for possible further action (including failure in the course and/or dismissal from the academic program). Talk with your instructor if you have questions about what is involved in such offenses. Plagiarism, which includes "[1] intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; [2] failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; [3] buying completed papers from other to use as one's own work", will not be tolerated. For more on what constitutes plagiarism and how to avoid it, please read (carefully) Margaret Proctor's "How to Avoid Plagiarism" (http://www.utoronto.ca/writing/plagsep.html).
SCHEDULE OF CLASSES

May 17
Introduction/History of Instruction
READ:
- Grassian/Kaplowitz: Chapter 1-2
ASSIGNMENT:
- Find one article that discusses the new generation of students, called the millennials, and be prepared to discuss how this relates to library instruction.

May 24
What is Information Literacy?
READ:
DUE:
- One article relating to millennials. Class discussion of the millennial generation and impact on library instruction.
ASSIGNMENT:
Break into group around the three main learning theories: behaviorism, cognitive, and humanist. As a group, design a brief 10 minute overview of the learning theory – and conduct your presentation in the style of that theory.

May 31
Learning Theory/Learning Style and Library Anxiety
READ:
- Grassian/Kaplowitz: Chapters 3-5
DUE:
· Group presentations on learning theories

**ASSIGNMENT:**
· Find one article relating to active learning and library instruction

**June 7**  
Critical Thinking; Instructional Design; Goals/Objectives  
**READ:**  
· Grassian/Kaplowitz: Chapters 6-9  
**DUE:**  
· One article relating to active learning. Class discussion of active learning principles

**June 14**  
Presentation Skills  
**READ:**  
· Grassian/Kaplowitz: Chapter 10-11, 13  
**ASSIGNMENT:**  
· Designing a class exercise (draft due June 21, final due June 28)  
· Find one article that relating to assessment of library instruction.

**June 21**  
Designing a class exercise presentations/Assessment  
**READ:**  
· Grassian/Kaplowitz: Chapter 12  
**DUE:**  
· Draft of Designing a Class Exercise: Time to try out your draft class exercise with another group  
· One article relating to assessment and library instruction

**June 28**  
**DUE:**  
· Designing a class exercise

**July 5**  
Collaboration/Working with Faculty  
**READ:**  

**July 12**  
Diverse Populations and Instruction at a Distance/Integrating with Course Management Systems  
**GUEST SPEAKER:** Tina Plottel
READ:
- Grassian/Kaplowitz: Chapters 14, 17

July 19
Teaching Portfolio and Management of Instruction Programs
READ:

PRESENTATIONS

July 26
PRESENTATIONS
### Summer 2007 Quick Schedule Guide

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION ACTIVITIES</th>
<th>ASSIGNMENT DUE AT CLASS SESSION</th>
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<tbody>
<tr>
<td>Thursday, 5/17</td>
<td>Class 1:</td>
<td>Readings listed in the syllabus</td>
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<tr>
<td></td>
<td>• Course Overview/Syllabus Review</td>
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<td></td>
<td>• History of instruction</td>
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<td>Thursday, 5/24</td>
<td>Class 2:</td>
<td>Readings listed in the syllabus</td>
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<tr>
<td></td>
<td>• History of instruction continued</td>
<td>Bring one article relating to millennials</td>
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<td></td>
<td>• Defining Information Literacy</td>
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<td>Thursday, 5/31</td>
<td>Class 3:</td>
<td>Readings listed in the syllabus</td>
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<td></td>
<td>• Learning theory/Learning style</td>
<td>Learning Theory Presentation</td>
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<td></td>
<td>• Library anxiety</td>
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<td>Thursday, 6/7</td>
<td>Class 4:</td>
<td>Readings listed in the syllabus</td>
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<td></td>
<td>• Critical thinking</td>
<td>Bring one article relating to active learning</td>
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<td>• Instructional design</td>
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<td>• Goals/objectives</td>
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<td>Thursday, 6/14</td>
<td>Class 5:</td>
<td>Readings listed in the syllabus</td>
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<td>• Presentation skills</td>
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<td>Thursday, 6/21</td>
<td>Class 6:</td>
<td>Readings listed in the syllabus</td>
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<td>• Designing a class exercise draft presentations</td>
<td>Draft of Designing a Class Exercise</td>
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<td>• Assessment</td>
<td>Bring one article relating to assessment and library instruction</td>
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<td>Thursday, 6/28</td>
<td>Class 7:</td>
<td>Readings listed in the syllabus</td>
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<td>Final Designing a Class Exercise</td>
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<td>Thursday, 7/5</td>
<td>Class 8: Collaboration and working with faculty</td>
<td>Readings listed in the syllabus</td>
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<td>Thursday, 7/12</td>
<td>Class 9:</td>
<td>Readings listed in the syllabus</td>
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<td>• Diverse populations</td>
<td>Listserv Review/Participation</td>
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<td>• Instruction at a distance</td>
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<td>• Integrating with course management systems</td>
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<td>Thursday, 7/19</td>
<td>Class 10:</td>
<td>Presentations</td>
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<td>• Teaching portfolios</td>
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<td></td>
<td>• Management of instruction programs</td>
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<td>Thursday, 7/26</td>
<td>Class 11</td>
<td>Presentations</td>
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