Day and Time: Thursday, 6:50 - 9:20 p.m.
Class Location: Marist Hall Room 208
Instructor: Joan Weeks, MLIS, M.Ed., MA Int. Rel.
Office: Marist Hall Room 131
Hours: M., Tu., W 6:30-9:00 p.m.
Phone: (d) 202-707-3657 (e) 202-319-6129
Email: weeks@cua.edu

Course Description:
This course combines theory and practice to give students the foundation they need to design, manage and teach information literacy programs that will give citizens lifelong learning skills to find, evaluate and use information effectively to solve problems and make decisions. The course emphasizes the practical aspects of creating instructional material (including web tutorials), in designing electronic classrooms to include assistive technologies, in providing "virtual" instruction via the web, as well as in-person to a multicultural audience, and in managing an instruction program within a larger organizational setting.

Student Learning Outcomes:
With successful completion of this course students will be able to:

- Define the scope and content of information literacy instruction in libraries within the guidelines of the ACRL Information Literacy Competency Standards
- Explain and apply major learning theories to instructional design and teaching
- Structure instructional programs to meet diverse learning styles and multiple intelligences in students at all levels
- Design an instructional plan for a large organization covering many diverse audiences, courses and a budget
- Design and produce instructional materials that give learners clear, well-organized content that can be applied in a variety of settings
- Apply web technology including simulations, graphics and web forums to online instruction
- Develop, produce and load on a server an online module of information literacy instruction including banners, clear navigation, images, and graphics
- Apply evaluation methodology to instruments to measure and assess learning outcomes
- Conduct an interactive teaching experience in a classroom setting
- Deliver synchronous and asynchronous web-based instruction using the online module produced in the course.
**Instructional Methods:**

The instructor will model and the students will engage a variety of instructional methods in order that they may apply the best methodology for their own future Information Literacy instruction to include:

- Hands-on computer instruction
- Interactive presentations and discussions
- Collaborative team activities
- Synchronous and asynchronous online discussion and instruction using online community forums

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Assessment of technology skills, overview of class projects, information literacy competency standards and coverage.</td>
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<tr>
<td>9/4</td>
<td>Learning theories and styles, including behaviorism, constructionism, multiple intelligences and critical thinking skills. Teaching information literacy to those with special needs. Assignment 1 distributed &amp; discussed (due 9/25)</td>
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<tr>
<td>9/11</td>
<td>Instruction program planning, Instructional design, creating useable materials. Project 1 and Assignment 2 distributed &amp; discussed (due 10/2) Assignment 3 Research paper distributed &amp; discussed (due 10/9)</td>
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<tr>
<td>9/18</td>
<td>Effective teaching styles, classroom management</td>
<td>Classroom instructional materials topic and research paper topic due in class.</td>
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<tr>
<td>9/25</td>
<td>Assessment of students and evaluation of learning outcomes</td>
<td>Assignment 1 Instructional Management Plan due in class</td>
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<tr>
<td>10/2</td>
<td>Classroom presentations using course materials</td>
<td>Project 1 Course Materials &amp; Assignment 2 Eval Form due in class</td>
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<tr>
<td>10/9</td>
<td>Storyboards, learning sequences, object management for online instruction Assignment 4 distributed &amp; discussed (due 10/23) Project 2 distributed &amp; discussed (due 11/13)</td>
<td>Assignment 3 Research paper due in class</td>
</tr>
<tr>
<td>10/16</td>
<td>Dreamweaver and Captivate for information literacy online instruction</td>
<td></td>
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<tr>
<td>10/23</td>
<td>Virtual class via Blackboard - we will not meet in class but will have an online class via Blackboard Assignment 4 Storyboards loaded in BB by 11:59 p.m.</td>
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<tr>
<td>10/30</td>
<td>Design of graphics and images. Putting content from storyboards into Dreamweaver and organizing web pages.</td>
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<tr>
<td>11/6</td>
<td>Online learning management systems, Wikis and Blogs, loading online courses on the server</td>
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<tr>
<td>11/13</td>
<td>Testing and troubleshooting online instructional module</td>
<td>Project 2 Website due loaded on the server by</td>
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Course Readings: The readings are centered on the topics we will cover in class on a given date and therefore should be read prior to the class so that you will be able to participate fully in the discussions.

Required text available through Amazon:


Course Reserves available through Mullen Library:


Online via ALADIN, in Blackboard or on the web: Each reading has the source noted. (Please activate your electronic library privileges in Mullen Library.)

Readings by Date

8/28 Course introduction, assessment of technology skills, overview of class projects, information literacy competency standards and coverage.


Eisenberg. Chapter 1


9/4 Learning theories and styles, including behaviorism, constructionism, multiple intelligences and critical thinking skills. Teaching information literacy those with special needs.

The end of class

11/20 Online Instruction techniques and pitfalls. Using Synchronous and asynchronous tools in teaching online

11/27 Thanksgiving Holiday - No class

12/4 Online presentations using a Virtual Lecture Hall

12/11 Final exam in class

http://faculty.cua.edu/weeks/820/820jswfa08syllabus.html 9/11/2008
Eisenberg Chapters 2-3 (Course Reserves)

Grassian, Esther S. Learning to lead ..... Chapter 1 (text)

Schunk Chapters 6-7 (Available online in Blackboard in the Course Documents section under Info. Lit. Readings.)


9/11 Instruction program planning, Instructional design, creating useable materials.

Eisenberg, Chapters 5-7 for K-12 or Chapter 8 for Higher Ed. depending on your desired level of instruction. (Course reserves)

Gradowski et. al Sections 1-5. (Course reserves)

Grassian. Information Literacy Instruction Chapters 7,8,11 (Course reserves)


9/18 Effective teaching styles, classroom management, teaching resources


Grassian. Information Literacy Instruction. Chapter 6 (Course reserves)

Grassian. Learning to Lead.... Chapter 6 and CD-ROM (text)

9/25 Assessment of students and evaluation of learning outcomes


Eisenberg, Appendix G (Course reserves)

Grassian. Learning to Lead... Chapter 5


10/2 Classroom Presentations

10/9 Storyboards, learning sequences, object management for online instruction

Florida Gulf Coast University. Design Principles for Online Instruction: Instructional Media and

Horton. Chapter 5 pgs. 135-189. (Available online in Blackboard in the Course Documents section under Info. Lit. Readings.)

10/16 Dreamweaver and Captivate for information literacy online instruction


10/23 Virtual class - we will not meet in class but will have an online class via Blackboard or Merritech instead


10/30 Design of graphics and images. Putting content from storyboards into Dreamweaver and organizing web site.


11/6 Online learning management systems, Wikis and Blogs, loading online courses on the server


11/13 Testing and troubleshooting online instructional module


11/20 Online Instruction techniques and pitfalls. Using synchronous and asynchronous tools in teaching online


11/27 Thanksgiving Holiday - No class

12/4 Online presentations using Blackboard
12/11 Final exam in class

Assignments, Projects and Grading

The following assignments and presentations are due on the dates indicated on the syllabus and will count for 85 points out of 100 for your final grade. The final essay exam will count for 15 points.

1. Information Literacy instructional management plan for a large organization covering budget, grant writing, diverse audiences and multiple sessions. 10
2. Research paper on information literacy problem 5 -6pgs. 10
3. Evaluation instrument to be used during presentation 5
4. Unit of instructional materials for an information literacy topic for either K-12 or higher education audience. 10
5. Instructor-led presentation using evaluation instrument and instructional materials. 10
6. Storyboards for online module of instruction 5
7. Online unit of information literacy instruction loaded on the server 20
8. Online teaching experience using Blackboard. 10
9. Class participation in discussions of readings and presentations 5

Grading

Grading Scale Points
A (100-94)
A- (93-90)
B+ (89-87)
B (86-83)
B- (82-80)
C (79-70)
F (69-0)

Course Policies:

ACADEMIC HONESTY: You'll find the CUA policies on “Student Academic Dishonesty” on the web at: http://policies.cua.edu/academicundergrad/integrity.cfm. 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 me, 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).

ADA ACCOMMODATION: 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.

TIMELY SUBMISSION OF ASSIGNMENTS. Assignments are due on the dates indicated in the syllabus and each assignment handout. Late assignments will be penalized with loss of one point per day.