

VALDOSTA STATE UNIVERSITY  
MASTER OF LIBRARY & INFORMATION SCIENCE  
MLIS 7430 Information Literacy  
SYLLABUS  
Spring Semester 2009  
Three Credit Hours

**Instructor:**

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**Catalog Description**

An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.

**Course Outcomes**

At the conclusion of the course, the students will be able to:

- Articulate rationales and principles driving the library instruction movement
- Identify teaching methods and learning theories associated with the current library instruction movement
- Describe the differing groups of library users served by instructional programs
- Locate the current standards that serve as the basis for developing instructional programs
- Locate sources that provide examples of instructional methods suitable for librarians
- Create lesson plans based upon instructional objectives and learning theories
- Deliver an instructional presentation based on those theories/objectives apropos to a particular library user group
- Recognize/realize own personal learning and teaching preferences/styles

**About This Course . . .**

In academic circles, information literacy has become the centerpiece for the continuing discourse on the role that librarians should assume in the educational spheres of instruction, curriculum, and faculty development. Its primary goal is to prepare graduates to find, evaluate, and use information as “citizens” in an increasingly information-rich society. School librarians have committed to this same concept under the name “Information Power.” In public libraries, the concept of “lifelong learning” forms the basis for many programs such as computer training and reading clubs, again, aiming to empower people as information users. In addition, public librarians are often the mediators in helping the library’s users to retrieve and interpret information needed for academic, work, or personal projects. Practitioners tend to focus on the instructional aspects of information literacy, often using the term “information literacy instruction” when discussing this topic. How people learn, how librarians can help them learn, what professional organizations have done to codify the library’s role in this process, and the program development issues to be considered in order to bring all these elements together provide the content for this course.

## Textbook

Cox, Christopher N., and Elizabeth Blakesley Lindsay. *Information Literacy Instruction Handbook*. Chicago, Association of College & Research Libraries, a Division of ALA, 2008. ISBN-13: 978-0-8389-0963-8, ISBN-10: 0-8389-0963-8  
Buy directly from ALA, Cost: \$40, with an ALA student membership, \$36 and about \$9 shipping. **Give at least 20 days for delivery.**

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at [http://www.valdosta.edu/mlis/student\\_resources/documents/ILL\\_Textbooks.pdf](http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf)

## Instructor Availability & Support

Dr. Ondrusek checks her e-mail and telephone messages at least once daily throughout normal business hours (M-F, 9-5). By institutional policy, instructors are asked to communicate with students online through VSU accounts (WebCT/Vista and BlazeNet e-mail). If you are registered for the course as a Post Masters student, a BlazeNet account will be assigned to you for this semester. Your BlazeNet login and password serve as your WebCT/Vista login and password. The BlazeNet login page is at <http://luminis.valdosta.edu/cp/home/loginf>. For instructions on using a student BlazeNet account, go to: [http://www.valdosta.edu/blazenet/email-trans/help\\_stu.html](http://www.valdosta.edu/blazenet/email-trans/help_stu.html).

## Attendance

This is a Web-delivered course, with no required face-to-face meetings. Some activities may require synchronous online sessions (e.g., Live Classroom, see the section below on "Technical Requirements").

## Graded Requirements\*

Discussion Participation	50%
Discussion Leader Report**	15%
Teaching Presentation***	30%
Peer Review of a Classmate's Presentation	5%

\*Specifics on each graded requirement are included in the "Course Calendar" document

\*\* Only one Leader Report (summary of a small group Discussion) per student required

\*\*\*See the "Technical Requirements for the Teaching Presentation" on the next page

## Grading

On individual course requirements, the instructor may assign plus and minus grades using this numerical scale:

A = 4.0   A minus = 3.7   B plus = 3.5   B = 3.0   B minus = 2.7   C plus = 2.5   C = 2.0

Your final grade will be one of these letter grades:

- A   Exceptionally exceeds minimum standards
- B   Exceeds minimum standards
- C   Meets minimum standards
- D   Barely meets minimum standards
- F   Fails to meet minimum standards

## Submitting Assignments

Deadlines for each graded activity are clearly stated on the MLIS 7430 Information Literacy Course Calendar and on the Graded Requirements document posted on the course home page on WebCT/Vista. Missing a deadline for any activity will result in a reduction in your grade unless you can arrange a mutually acceptable alternative with the instructor.

## Week-to-Week Assignments

Specific assignments along with due dates are listed in the Week-to-Week Assignments folder on the MLIS 7430 Information Literacy WebCT/Vista course page.

## Technical Requirements for the Teaching Presentation

The final project is creating a Teaching Presentation that demonstrates your teaching abilities to a “live” audience. “Live Classroom” is one option for giving your presentation. It is a distance presentation program available through WebCT/Vista. It allows the presenter to show PowerPoint slides or HTML pages or go “live” on the Web while speaking into a microphone from your own computer. The other distance students can log in (as in a Chat room session) and receive your audio and visual instruction. It’s easy to use and Dr. Ondrusek will orient all students to it prior to the teaching presentation sessions. It requires a headset and works with DSL or a dial-up modem of at least 56K. The presentation can be archived so that you and your classmates can view it again.

You may opt to have yourself videotaped as you teach. This requires that you assemble an audience that fits your lesson. It is a more complicated production than Live Classroom, but Dr. Ondrusek is willing to discuss it with you.

Your final choice is to create an online instructional tutorial. If you select this method, your production must contain all the elements required in the “live” presentations including audio narration (using software such as Camtasia or Captivate). Full details for this option will be outlined on the WebCT course site. Your Web productions must display properly on any Web browser and be suitable for student (not professional) viewing. Familiarity with the software is your responsibility. Dr. Ondrusek can recommend readings on how to produce a tutorial, but she will not edit presentations to correct production quirks.

## Technical Requirements

All class materials will be placed on a password-protected Web site using the WebCT/Vista course management program. If you are a new WebCT user, go to the WebCT/Vista help pages at <http://www.valdosta.edu/vista/>. On the right margin are “Self Help” links. View the “Getting Started” tutorial first. Then return to the WebCT/Vista page and login using your BlazeNet email ID and password.

To meet all class requirements, you should be prepared to: (1) open and save/print all documents that are required background reading - this requires the Adobe Acrobat Reader on your computer; (2) view all Powerpoints placed on the course WebCT site – these are saved to **Powerpoint 97-2003**; (3) participate in Live Classroom sessions – login links and instructions will be available through your WebCT course homepage; (4) check discussion groups as needed; and (5) keep electronic backup copies of each assignment and project you submit.

Unless otherwise stated, assignments must be submitted using a word processing program compatible with Microsoft (MS) Word. WebCT requires the format for **MS Word 97-2003**. If you are using MS

Word 2007, save it down to the 97-2003 format. If you are using WordPerfect or sharing documents with classmates who have a different version of Word, save your documents in Rich Text Format (rtf). Documents that can not be opened on VSU equipment will be returned to you for re-formatting.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 229-245-4357.

### **Distance Learning Support**

A VSU reference librarian is responsible for coordinating library services for off-campus VSU students. That librarian's email and phone contact will be provided to you at the start of this semester. An online guide for distance education students is on the Odum Library Web site at [http://www.valdosta.edu/library/services/revise\\_students.pdf](http://www.valdosta.edu/library/services/revise_students.pdf).

### **Academic Dishonesty**

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources."

Specific regulations related to student conduct and behavior are contained in the *Student Handbook*, *Student Code of Ethics*. Please acquaint yourself with the full policy at <http://coefaculty.valdosta.edu/troot/eced4300/Academic%20Dishonesty.doc>.

It is **your responsibility** to make sure you understand how to avoid breeches of academic integrity. It is not the responsibility of the instructor to post rules for citing, quoting, or ethical exchange of information for every assignment. If you are unsure about the parameters of an assignment, ask for clarification.

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

### **Student Agreement**

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.