

**MLIS 7430,  
Information Literacy  
Spring 2021**

**Guiding Principles (DEPOSITS) (Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**ALA's Core Competences of Librarianship (Extracted from ALA's Core Competences of Librarianship 2009, available from**

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition

of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

### **MLIS Program Objectives (PO)**

Graduates of the VSU MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources; reference and user service; administration and management; organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance work in libraries and information centers.
- PO 4. Demonstrate professionalism in their work in libraries and information centers.

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### **INSTRUCTOR**

Catherine Bowers, MLIS/MA

Phone: 229-245-3745

E-mail: [csbowers@valdosta.edu](mailto:csbowers@valdosta.edu)

Office Hours: As available. Email me to schedule a meeting.

**Instructor availability and support:** I will check e-mail and telephone messages at least once daily throughout normal business hours (M-Th, 8-5, Friday 8-3) and respond within 24 hours to messages. By institutional policy, instructors are asked to communicate with students online through VSU accounts (BlazeVIEW and VSU e-mail). If you are registered for the course as a non-degree student, a VSU email account will be assigned to you for this semester.

Other student resources:

Odum 101

### **COVID-19 Information**

As of January 2021, COVID-19 remains an evolving landscape full of uncertainties. While the MLIS program at Valdosta State University is fully online at its core, the faculty are aware that any number of events could affect a student's learning experience. VSU has multiple resources available to students.

<https://www.valdosta.edu/health-advisory/faq.php>

### **COURSE DESCRIPTION**

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

### **Required Textbooks / Resource Materials**

Arnold, John H. *History: A Very Short Introduction*. OUP Oxford, 2013.

Bravender, Patricia, Hazel Anne McClure, and Gayle Schaub, eds. *Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians*. Chicago: Association of College and Research Libraries, a division of the American Library Association, 2015.

Other materials will be made available in modules.

A headset and microphone combination is necessary so that you can easily participate in the Live Classroom presentations.

**COURSE OBJECTIVES (with alignment to MLIS Program Objectives)**

Information Literacy Student Learning Outcomes (SLO): Upon completion of this course, the student will be able to:

1. Articulate rationales and principles driving the library instruction movement [PO 1, 3, & 4]
2. Identify teaching methods and learning theories associated with the current library instruction movement  
[PO 1, 3, & 4]
3. Describe the differing groups of library users served by instructional program [PO 1, 3, & 4]
4. Locate the current standards that serve as the basis for developing instructional programs [PO 3]
5. Locate sources that provide examples of instructional methods suitable for librarians [PO 3]
6. Create lesson plans based upon instructional objectives and learning theories [PO 1, 2, 3, & 4]
7. Deliver an instructional presentation based on those theories/objectives apropos to a particular library user group [PO 1, 2, 3, & 4]
8. Recognize/realize own personal learning and teaching preferences/styles [PO 1 & 4]

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**Assignments in Brief** as mapped to Program Objectives and Student Learning Outcomes

All discussion posts and assignment submissions for this online course must be sent via BlazeVIEW.

Discussions	Discussion 1: Intro post	5
	Discussion 2: Librarian identity	5
	Discussion 3: Literacies	15
	Discussion 4: Information literacies	15
	Discussion 5: The Scholarship of Teaching and Learning, growth mindset	5
	Discussion 6: Lesson planning	10
	Discussion 7: Teaching, Framework	5
	Discussion 8: More Framework	5
	Discussion 9: Assessment, Framework	5
	Final discussion	15
	Floating board	10
	subtotal	85
Teaching	Group presentation	30
	Lesson Plan 1	10

	Teaching demo 1	25
	Teaching demo 2	25
	Peer review 1	10
	Peer review 2	10
	subtotal	<b>110</b>
Portfolio	Revised teaching philosophy	10
	Draft teaching philosophy	5
	Final lesson demo	25
	Reflection on peer review	10
	subtotal	<b>50</b>
Writing assignments	Article Critique	25
	Topics of interest	30
	sub	<b>55</b>
	TOTAL	<b>300</b>

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citation. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

### **Late Policy—Spring 2021**

Due to the uncertainties inflicted by COVID-19, the late work policy for this class may change. However, the general pillars are below.

- Discussion boards cannot be made up.
- Please try to turn written work on time.
- A safety/escape hatch of 24 hours is available as a general rule.

If you need an extension longer than a few days, please contact me to create an action plan.

### **Attendance**

This is a Web-delivered course. All course communications, activities, and materials will be available exclusively through the BlazeVIEW web site. All students are expected to log into BlazeView at least once per week to remain current with the course. Daily logins are strongly recommended. All students are required to participate in a minimum of two scheduled live online sessions as indicated in assignment instructions. *To receive full credit for your participation in the Live Classroom sessions, you must remain present for*

*the entire session in which you make your presentation.*

**The Guide to Ethical Conduct** is a booklet created for VSU MLIS students and can be found at: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf> It contains guidelines on appropriate conduct and outlines the ethical principles that inform the profession of library and information science.

By this time in your MLIS program, you are expected to cite your sources and quote from those sources appropriately for your discussions, papers, and presentations. If you are unsure about the guidelines for an assignment, this is the time to clarify issues of academic publication. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected.

Asking librarians or staff in a library to provide answers or to conduct research to fulfill any part of a graded course requirement is an infraction of academic integrity. The same policy applies to contacting any free or commercial reference service for assistance with a graded assignment. Please see the departmental statement on PROFESSIONALISM further down in this document for more discussion of this topic.

## **General Policies**

### **Communications with the Instructor**

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all e-mail correspondence related to this course is to be sent using the email client built into BlazeVIEW. Non-course email should be sent to the instructor's regular VSU email address. Students should always use their own VSU email addresses for all VSU related communications. All discussion posts and assignment submissions for this online course must be made via BlazeVIEW.

### **Technical Requirements**

All class materials will be placed in the BlazeVIEW course management program. Login through MyVSU <https://myvsu.valdosta.edu/portals/> using your VSU Single Sign-on ID and password.

To meet all class requirements, you should be prepared to: (1) open and save or 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 BlazeVIEW site; (3) participate in Blackboard Collaborate sessions – login links and instructions will be available through your BlazeVIEW 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. BlazeVIEW accepts attached documents in **MS Word 97-2003 or higher**. If you are using another word processing program or sharing documents with classmates who have a different version of Word, save your documents in Rich Text Format (rtf). The instructor returns documents that cannot be opened on VSU equipment.

### **Distance Learning & Technical Support**

Given the high stakes involved in completing this course (your graduation!), it is absolutely essential that your computer's technical connections to the applications provided through the university's Information Technology department and the eLearning lab (Distance Learning) are ready to go as of the first day of class.

The IT Help Desk is available at

<http://www.valdosta.edu/administration/it/helpdesk/> and their phone hot line is 229-245-4357.

Help with BlazeView is available from the D2L Help Center, linked at

<http://www.valdosta.edu/academics/elearning/blazeview-d2l.php>

or 1-855-772-0423.

To ask questions about availability or location of VSU online resources use VSU Library's Live Chat or Email at: <http://www.valdosta.edu/academics/library/>. You may also phone the VSU Library's reference service at 229-333-7149.

### **PROFESSIONALISM**

The Department of Library and Information Studies expects that MLIS 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. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are

anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

**Turnitin:** By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see [Turnitin for Students](#).

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).



## Schedule (which might change a bit)

How to read this page:

- The *topic* is the material covered during the week at the left. For example, between 1/12 and 1/18, the reading should be done and the assignments engaged with. **These will correspond with modules in Blazeview content.**
  - All reading is available through Odum Library or online.
- The assignments will have more information in Blazeview.
- Live chats will not be listed here, as they will be scheduled through the semester.

This course is designed with a few things in mind:

1. The overarching principle for this course is to think about the practice of becoming an instruction librarian, especially working with topics of information literacy. There is a mix of theory and practice, with some discussion of professional issues.
2. There will be four teaching weeks in the last third of the semester. Everyone will teach twice, and everyone will get one bye week. There will be a corresponding number of peer observation and review.
2. Then, there will be a final teaching assignment.
3. There is a group project with a focus on demonstrating and reviewing either a teaching technology, such as Padlet, or a principle, such as Universal Design. Further instructions will be included in BlazeView.

Week	Date	Topic
1	12-Jan	<p><b>Introductions, expectations, teaching philosophies.</b></p> <p>Assignments (more detailed instructions on boards):</p> <ol style="list-style-type: none"><li>1. Discussion Board: Introduce yourselves with a short video. Due 1/18</li><li>2. Discussion Board: Write a short reflective statement that describes your teaching philosophy. Due 1/18</li></ol> <p>Read:</p> <p>Education, a very short history (first half),</p> <p>Donovan, C.: Sense of self: embracing your teacher identity. In the Library with the Lead Pipe (2009)</p> <p><u>"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015.</u> (skim!!!! especially if you've never seen it before—we'll read it again. Goal: become aware of its existence)</p> <p><u>Cousin, G. (2006) "An introduction to threshold concepts," Planet, (17) December. P. 4-5</u></p> <p>Optional but recommended: Podcast episode. "Episode 1: Impostors in the classroom?" Librarian's Guide to Teaching.</p>

		<p><a href="https://librariansguidetoteaching.weebly.com/episodes/episode-1-impostors-in-the-classroom">https://librariansguidetoteaching.weebly.com/episodes/episode-1-impostors-in-the-classroom</a></p> <p>Sign up for presentation dates and group teaching activity when survey is available.</p>
2	19-Jan	<p><b>Role of the librarian &amp; librarian identity</b> Continue <i>Education</i>.</p> <p>Fobazi Ettarh, "Vocational Awe and Librarianship: The Lies We Tell Ourselves," In the Library With the Lead Pipe, January 10, 2018</p> <p>Candice Benjes-Small, &amp; Rebecca K. Miller. (2017). "Identifying as an instruction librarian." <i>The New Instruction Librarian : A Workbook for Trainers and Learners</i>. ALA Editions. (eBook at Odum Library)</p> <p>Discussion: What's the role of librarians and education?</p>
3	26-Jan	<p><b>Literacies &amp; Education</b></p> <p>Second half of <i>Education</i></p> <p>Elmborg, James. 2016. "Tending the Garden of Learning: Lifelong Learning as Core Library Value." <i>Library Trends</i> 64 (3): 533–55. doi:10.1353/lib.2016.0009.</p> <p>Assignments</p> <ol style="list-style-type: none"> <li>1. Discussion board: Education and types of literacies. For this for this assignment, find literacies such as fitness literacy, nutritional literacy, media literacy, geography literacy, pet-ownership literacy, and more. Identify the concepts, stakeholders, and practices involved.</li> <li>2. Writing assignment due 1/31: Information literacy Critique</li> </ol>
4	2-Feb	<p><b>ACRL Framework and other library literacies</b></p> <p>"Guidelines, Standards, and Frameworks By Topic", American Library Association, September 6, 2006. <a href="http://www.ala.org/acrl/standards/standardsguidelinestopic">http://www.ala.org/acrl/standards/standardsguidelinestopic</a></p> <p>Elmborg, James. 2006. "Critical Information Literacy: Implications for Instructional Practice." <i>The Journal of Academic Librarianship</i> 32 (2): 192–99. doi:10.1016/j.acalib.2005.12.004.</p>

		Other library literacies (see links in BlazeView)
5	9-Feb	<p><b>Learning theories, threshold concepts, and learning how to teach</b></p> <p>Read: O'Brien, Mia (2008) "Navigating the SoTL Landscape: A Compass, Map and Some Tools for Getting Started," <i>International Journal for the Scholarship of Teaching and Learning</i>: Vol. 2: No. 2, Article 15.</p> <p>Watch: TED Talk, The Power of believing you can improve. <a href="https://www.ted.com/speakers/carol_dweck">https://www.ted.com/speakers/carol_dweck</a> OR</p> <p>Read: <a href="https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/">https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/</a></p>
6	16-Feb	<p><b>Learning outcomes and lesson plans</b></p> <p>Wiggins, Grant, and Jay McTighe. "Chapter 1: Backward Design." <i>Understanding by Design</i>, Association for Supervision &amp; Curriculum Development, 2005. (eBook)</p> <p>Mulholland, Katherine. "Engaging Students: Using the First 5 Minutes of Class." <a href="https://sites.nd.edu/kaneb/2019/09/09/engaging-students-using-the-first-5-minutes-of-class/">https://sites.nd.edu/kaneb/2019/09/09/engaging-students-using-the-first-5-minutes-of-class/</a></p> <p>LANG, JAMES M. "Small Changes in Teaching: The Last 5 Minutes of Class." <i>Chronicle of Higher Education</i>, April 2016</p> <p>Read: Bravender, McClure &amp; Schaub Bucknell Libguide: Authority and Information Creation <a href="https://researchbysubject.bucknell.edu/framework/plans">https://researchbysubject.bucknell.edu/framework/plans</a></p>
7	23-Feb	<p><b>Library instruction resources: professional development never ends</b></p> <p>Project CORA, other repositories</p> <p>Read: Bravender, McClure &amp; Schaub Bucknell LibGuide: Information Has Value and Research As Inquiry <a href="https://researchbysubject.bucknell.edu/framework/plans">https://researchbysubject.bucknell.edu/framework/plans</a></p> <p>Discussion board: lesson plan draft &amp; feedback</p>
8	2-Mar	<p><b>Teaching tools &amp; Online teaching</b></p> <p>Group teaching activity: Sign up first week of class. Padlet, Socrative, Kahoot, Mentimeter, Google Suite, Screencast-o-matic, Best practices for online learning, Universal Design</p> <p>Bucknell Libguide: Scholarship, Searching <a href="https://researchbysubject.bucknell.edu/framework/plans">https://researchbysubject.bucknell.edu/framework/plans</a></p>

		<p>Read:  Bravender, McClure &amp; Schaub  Hammons, Jane. "No need to go big: Teaching Framework concepts with small teaching" College &amp; Research Libraries News [Online], Volume 82 Number 1 (8 January 2021)</p> <p>Wiggins, Grant, and Jay McTighe. 'Chapter 11, the Design Process.'" Understanding by Design, Association for Supervision &amp; Curriculum Development, 2005. EBook.</p>
9	9-Mar	<p><b>Assessment 1: Value of Academic Libraries</b>  Schachter, D. (2020). Information Literacy Teaching in BC Academic Libraries: Research into Critical Approaches to Library Practices. <i>Canadian Journal of Information &amp; Library Sciences</i>, 43(1), 48–65. <a href="https://doi.org/10.3138/cjils.e003">https://doi.org/10.3138/cjils.e003</a></p> <p>Assessment 2: Assessing the instructor  Benjes-Small and Miller] 227-228  <a href="https://wmich.edu/sites/default/files/attachments/u278/2014/Harris-BarnettPeerObservationFeedbackGuidelines.pdf">https://wmich.edu/sites/default/files/attachments/u278/2014/Harris-BarnettPeerObservationFeedbackGuidelines.pdf</a></p> <p>Teaching librarian podcast: Assessment: Are we asking the right questions?</p> <p>Alabi, J., &amp; Weare, Jr., W. H. (2014). Peer Review of Teaching: Best Practices for a Non-Programmatic Approach. <i>Communications in Information Literacy</i>, 8 (2), 180-191. <a href="https://doi.org/10.15760/comminfolit.2014.8.2.171">https://doi.org/10.15760/comminfolit.2014.8.2.171</a></p> <p>Refer to Peer Observation booklet.</p>
10	16-Mar	Break! Do something, do nothing, enjoy!
11	23-Mar	<p><b>Teaching Week 1</b>  Assignment for teachers: Framework-based lesson plan</p>
12	30-Mar	<p><b>Teaching Week 2</b>  Assignment for teachers: Framework-based lesson plan</p>
13	6-Apr	<p><b>Teaching Week 3</b>  Assignment for teachers: Framework-based lesson plan</p>
14	13-Apr	<p><b>Growth: Reflecting on your observations</b>  Read: <a href="https://inservice.ascd.org/three-reflective-practices-for-effectiveness/">https://inservice.ascd.org/three-reflective-practices-for-effectiveness/</a>  Discussion board: Importance of assessment.</p>

15	20-Apr	<b>Teaching Week 4: Final lesson.</b>
16	27-Apr	<b>Teaching philosophy and reflection</b> Final annotated bibliography: Issues in library instruction. Written assignment: Final teaching philosophy Readings: TBD, based on class need Discussion: summing up.

