Instructor: Lyndsay Smanz  
Location: NWQ 3494  
E-mail: ljsmanz@uwm.edu  
Phone: 414-229-6929  
Office Hours: By appointment. Can set up a time to meet in person, or available through Skype/Facetime

Meeting Times & Location: ONLINE

CATALOG DESCRIPTION:  
Concepts and principles involved in teaching information literacy; emphasis on organizing and developing library instruction courses and individual sessions. 3 credits.

GENERAL DESCRIPTION:  
This course will examine theories of learning and teaching in relation to information literacy. Course design and pedagogical approaches will be discussed and used to create individual library instruction sessions. Various educational technology tools will be explored and evaluated as to their use in effective information literacy instruction. This course will address information literacy across multiple environments including K-12, college, public libraries, and archives.

PREREQUISITES: Grad status; INFOST 501

OBJECTIVES:  
Upon completion of this course, each student will be able to:

1. Deconstruct and compare major theories, standards, and current trends in information literacy (*Discussions, Instructional Technology Paper*)

2. Apply various learning theories to course design and evaluation (*Discussions, Assessment Design, IL Course Session Design Project*)

3. Examine pedagogical approaches in relation to learning theories and teaching perspectives, including teaching to diverse populations (*Discussions, IL Course Session Design Project*)

4. Use and critically evaluate a variety of educational technology tools in the context of information literacy education. (*Instructional Technology Activities and Paper*)
ALA COMPETENCIES:

- 4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

- 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

- 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

- 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

- 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

- 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

METHOD:
This course is conducted online using D2L. Each week (which runs from Monday-Sunday) will have a new topic and include required readings, a recorded lecture, and online discussions. In addition, assignments will be due throughout the semester.

Students requiring special accommodations should contact the instructor as early as possible for accommodations. See the policies at the end of the syllabus.

TEXTS:

**REQUIRED:**

New York: Neal-Schuman.

Other readings will be available on D2L under Content.
COURSE POLICIES:

Rules of academic conduct require that you not use the work of others without clearly indicating it as such. You may not resubmit work that has already been used in fulfillment of another course. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course. It is expected students will consult and appropriately cite the research, professional literature, and other appropriate sources where merited.

Written assignments are due on the specified dates, uploaded to the appropriate D2L drop box. Papers are to be double-spaced using a 12-point font with 1” margins. Rely on a commonly used style manual for your submissions (e.g. Chicago, APA, MLA).

E-Mail:
Please feel free to contact me with questions via email. Please allow at least 24 hours for a response. Be professional and identify yourself and the course in any email correspondence. Failure to do so will result in a delay in my response.

Technology Requirements: In order to complete coursework, students will need to have access to a computer that runs either a Windows or Mac Operating System, an internet browser (Chrome, IE, Firefox, or Safari) and the following software: Adobe Acrobat Reader, Adobe Flash, Microsoft Office OR LibreOffice. In addition, it is expected that you have met SOIS’s MLIS Computer Literacy requirements as defined at http://www4.uwm.edu/sois/programs/graduate/mlis/complitreq.cfm. If you need technical help, you can contact the UWM Help Desk at 414-229-4040, help@uwm.edu, or visit GetTechHelp.uwm.edu

Workload:
Due to the compressed schedule for the course, students should expect to spend an average of 18-20 hours a week on course-related activities including readings, online discussions, and assignments.

This workload is an estimate; students are assessed on their performance, not on the time put into the course.
ASSIGNMENT DESCRIPTIONS

Course Participation:
(Objectives 1-3)
Weekly discussion work will require students to participate in online discussions with each other about each week’s readings and lecture. These will take place on D2L Discussion boards. Posts should be substantive and include such things as responses to readings, questions to clarify concepts, pertinent examples, and responses to classmate’s posts. Post at least three times a week, but feel free to post more, although avoiding simple posts like “I agree” that do not add to the conversation. In order to facilitate a discussion, it’s expected that you read postings made by your classmates, and one of your weekly discussion posts must be in response to another post. Discussion prompts will be posted on Mondays to help start that week’s discussion. Postings must be made each week by Sunday at midnight. Discussion posts will be assessed twice during the semester (first four weeks and second four weeks). See the rubric posted on D2L.

Instructional Technology Activities and Paper:
(Objectives 1, 4)
You will have the opportunity to try a variety of online technologies that can be used in education. Throughout the semester you will be learning, using, and assessing specific instructional technologies and the role they can play in information literacy instruction. You will be completing a total of 3 activities and then writing one paper (4-5 pages) where you assess the use of technology for information literacy instruction. More specific details and examples will be provided on D2L.

Assessment Design Project:
(Objective 2)
You will be designing a comprehensive assessment strategy that includes both formative and summative assessments to be used for an information literacy instruction workshop on primary sources. More specific details will be provided on D2L.

IL Course Session Design Project:
(Objectives 2, 3)
Throughout the semester you will be creating a course session related to some facet of information literacy. This project may be specific to your library environment of interest (school, academic, public, special, archive, etc.)

**Part 1** will be a lesson plan for your session. The lesson plan will include learning outcomes, pedagogical approach, and an assignment with instruction and assessment.

You must have a first draft done by July 25 that you will share with the class during week 5. You will be expected to critique each other’s lesson plans and
offer feedback. I will also give my feedback, which along with your classmates, will be helpful when completing your final version of the project. Completing your first draft and participation in the peer review process is worth 10% of the project grade.

Final draft of the lesson plan is due August 21 at midnight. The final lesson plan is worth 45% of the project grade.

Part 2 of the project will be an 8-10 page paper explaining your session and individual teaching approach to information literacy. Your paper should incorporate various course concepts and information literacy standards as appropriate that you used when designing the session. You will also talk about your choices for instructional design and teaching pedagogy that you made. This paper is expected to include references taken from readings from this class and other outside sources that you found useful. This paper will be due the same time as your final lesson plan, August 21, at Midnight. The paper will be 45% of the project grade.

EVALUATION:

<table>
<thead>
<tr>
<th>Class Participation and Discussion</th>
<th>20%</th>
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<tbody>
<tr>
<td>IL Course Session Design Project</td>
<td>45%</td>
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<tr>
<td>Instructional Technology Activities</td>
<td>15%</td>
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<tr>
<td>Instructional Technology Paper</td>
<td>10%</td>
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<tr>
<td>Assessment Design Project</td>
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GRADING SCALE:

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<tr>
<th>Grade</th>
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UWM AND SOIS ACADEMIC POLICIES

The following link will take you to UWM pages/links which contain university policies affecting all UWM students.

http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf
For graduate students, there are additional guidelines from the Graduate School (http://www.graduateschool.uwm.edu/students/current/), including those found in the Graduate Student and Faculty Handbook: http://www.graduateschool.uwm.edu/students/policies/expanded/.

The following link will take you to pages/links which contain SOIS policies affecting all SOIS students.

http://www4.uwm.edu/sois/resources/formpol/policies.cfm

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic (s)</th>
<th>Readings and Assignments Due (Chapters refer to required text. All other readings are available on D2L)</th>
</tr>
</thead>
</table>
**Due: Instructional Technology activity #1** |
| Week 2  | Learning Theories and Critical Thinking  | Chapters 3,4,6 Booth, Ch. 4 “A Crash Course in Learning Theory”  
**Due: Instructional Technology activity #2** |
| Week 3  | Planning Instruction and Instructional Design | Ch. 7-10 Booth, Ch. 7, 8 Mullins, 2014, *Good IDEA*  
**Due: Instructional Technology Paper #1** |
| Week 4  | Assessment, Teaching Perspectives, and Diversity | Chapters 11-13 Pratt, 2002, “Good Teaching: One Size Fits All?” Peterson, 2010, “Problem-based learning as a teaching strategy”  
Booth Chapter 12 Oakleaf, 2008, “Dangers and Opportunities”  
**Due: First Draft Lesson Plan** |
Wepking, 2009, “From Communication to Cooperation to Collaboration”  
Moniz, et. al., 2014, “Embedded Librarianship” |
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<td><strong>Due:</strong> Assessment Design Project</td>
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| Week 6  | Aug. 1-7   | IL in Various Library Environments/Inquiry Based Learning | Chapter 14  
Read one article from each type of library:  
**Public:** Hall, 2010, “Public Praxis: A Vision for Critical Information Literacy in Public Libraries”  
Brey-Casiano, 2006, “From Literate to Information Literate Communities Through Advocacy  
**School:** Hamilton, 2009, “Transforming Information Literacy for NowGen Students”  
**Archives:** Rockenbach, 2011, “Archives, Undergraduates and Inquiry-Based Learning”  
Nimer and Gordon, 2012, “Teaching Undergraduates To Think Archivally”  
**Special:** Kirton and Barham, 2006, “Information literacy in the workplace” |
| **Due:** Instructional Technology Activity #3 |
| Week 7  | Aug. 8-14  | Instruction Delivery, Technology, and Online Instruction | Chapters 15 & 16  
Crane, 2014, “Online Instruction”  
Gagne’s Nine Events of Instruction (Handout from NIU) |
| Week 8  | Aug. 15-21 | Il and the Future | Chapter 17  
Cowan, 2014, “Information literacy: The battle we won that we lost?” |
| **Due:** Final Lesson Plan and Paper |