

**Syllabus for LSC 527 Information Literacy Instruction for Librarians
University of Rhode Island
Graduate School of Library and Information Studies**

Professor Cheryl A. McCarthy
GSLIS
Rodman Hall #8
Kingston, RI 02881

Office: 401-874-4654
Fax: 401-874-4964
E-mail: chermc@uri.edu
Summer Syllabus

I. SECTION ONE: PURPOSE AND OUTCOMES

1. COURSE DESCRIPTION: Information Literacy Instruction for Librarians offers approaches to create effective lessons and programs to teach information problem-solving and research strategies to library users primarily in school and academic libraries. This course will introduce librarians to the history, theory, cognitive methodologies, conceptual frameworks, design, presentation, and evaluation of information literacy instruction. Emphasis is on collaborating and integrating Information Literacy Standards in school and academic libraries. This course will focus on both the ACRL and AASL information literacy standards and use case studies to discuss and analyze problems in ILI in various types of libraries. Students will apply either AASL or ACRL Information Literacy Competency Standards to design instructional activities in order to create information literate library users. Students will be grounded in theory and application in teaching library users of all ages how to research and use information resources and new technologies more efficiently, effectively, and honestly. Moreover, students will evaluate two current ILI websites and analyze the usefulness of these ILI sites and read and review two current research articles on ILI.

2. COURSE METHODOLOGY: The inquiry method will be used, whereby, students will engage in essential questions and discussions of the readings and information literacy frameworks and standards each day. Students will be asked to discuss, to question, to reflect, and to write responses to the challenges and issues raised in class, in the text, in the research and on websites. The instructor will present lectures in the morning and lead seminar discussions with questions and exercises from the texts. Students will read, discuss, and become grounded in the history, theory, cognitive methodologies, conceptual frameworks, design, presentation, and evaluation of information literacy instruction. The emphasis of this course will be on using Association of College and Research Libraries (ACRL) Information Literacy Competency Standards or AASL Information Literacy Standards as well as problem solving case studies in various types of libraries. Students will keep a journal and daily log during the one-week course by incorporating their responses to the daily class sessions, readings, research, case studies and websites. The instructor will also introduce and model cognitive methodologies which the students will demonstrate mastery of during their information literacy instruction presentations on Friday.

Each afternoon Monday-Wednesday, students will present brief scenarios of ILI case studies and identify the problem and discuss the resolution of each ILI problem. In addition each afternoon, students will also work in pairs to examine and critique

information literacy instruction websites and share their findings with the whole class on Thursday afternoon. On Thursday afternoon, each team of students will present ONE exemplary information literacy instruction website to share with the class. Discussions and abstracts will be shared daily.

On Friday, each team of students will present one 30-minute lesson or research activity to the class by integrating information literacy standards using either AASL or ACRL and include one research framework such as Big Six Skills. Lessons should have some utility and importance for the hypothetical learners to enable them to be effective library users and to master the information literacy standards for school or academic libraries. In addition to the class assignments completed during the week, students will have the option of either completing their instructional unit by Friday or take an incomplete and take an additional four weeks to prepare their written information literacy instructional unit in order to earn credit for summer session. If you do not submit your completed instructional unit prior to July 20th, then you will not be eligible to earn summer credit but upon submission of your unit in the fall, you will earn your three credits in the fall semester. You will integrate the RIBTS and the AASL Information Literacy Standards into your instructional unit if you are in the school library media program.

Moreover, the instructor will be available after class each day to assist students with evaluations of their written projects as well as critiques of their oral presentations during the week of the course as well as the first four weeks of summer session II.

In lieu of a written instructional unit, you may create an interactive web page of information literacy instruction or exercises which will be posted to the LSC 527 WEB CT site for future Information Literacy Instruction classes to view as a model.

WEBCT Site is available as a supplement to this course at <http://www.uri.edu/webct> Click on LSC 527 ILI. Please check the WEBCT site daily to post and for messages.

Online Resources: Use the GSLIS Webpage <http://www.uri.edu/artsci/lsc> to locate useful web resources including Library Blogs and Wikis. Use the URI and HELIN catalog and databases for your research and inquiry. In addition to the URI and HELIN databases, GSLIS students have access to WilsonWeb for Wilson Databases including Library Literature. Go to:

<http://hwwilsonweb.com/login>

Wilson provides access to all Wilson Databases for use by GSLIS students only. Use the Library Literature database to locate library research articles.

User ID: gslis

Password: horse

3. LSC 527 INFORMATION LITERACY INSTRUCTION COURSE

OUTCOMES:

The students will demonstrate mastery of the following course outcomes:

1. Define information literacy and other related literacies in effective library use.
2. Evaluate information literacy instruction websites for school, public, or academic libraries.
3. Analyze, problem solve, and present a case study analysis in information literacy instruction for school, academic, or public libraries.

4. Present one lesson analyzing, evaluating, and comparing information literacy instruction websites with an interactive activity.
5. Create an information literacy instructional unit, or a web page of exercises that enable library users to become information literate.
6. Students will identify and demonstrate progress in meeting the RIBTS if they are school library media candidates.

4. GSLIS EDUCATIONAL OUTCOMES: Students will demonstrate proficiency in the GSLIS educational outcomes number 5 and 6:

#5. Knowledge Dissemination: Service: 5a. Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users. **5b.** Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.

#6. Knowledge Accumulation: Education and Lifelong Learning: 6a. Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources. **6b.** Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies. **6c.** Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.

II. SECTION TWO: STANDARDS

1. INFORMATION LITERACY STANDARDS

In 1988 the American Association of School Librarians (AASL) created a national mission for school library media programs, “to ensure that students and staff are effective users of ideas and information” (AASL 1988:). A decade later in 1998, AASL reaffirmed this mission and incorporated information literacy standards in *Information Power: Building Partnerships for Learning* (AASL 1998) and also provided separate guidelines for implementing these information literacy standards K-12. (AASL 1998a) In addition, AASL identified four roles for library media specialists as teacher, information specialist, instructional partner, and program administrator (AASL 1998). AASL challenges library media specialists (LMSs) to build partnerships and collaborate with teachers, thereby, ensuring that all students are information literate and life-long learners. An information literate person is one who has “the ability to know when there is a need for information, to identify information for that need, and to be able to locate, evaluate and effectively use that information.” (ALA 1989, 1).

2. AASL INFORMATION LITERACY STANDARDS (1998):

Information Literacy: The student who is information literate

Standard 1: accesses information efficiently and effectively.

Standard 2: evaluates information critically and competently.³

Standard 3: uses information accurately and creatively.

Independent Learning: The student who is an independent learner is information literate and:

Standard 4: pursues information related to personal interests.

Standard 5: appreciates literature and other creative expressions of information.

Standard 6: strives for excellence in information seeking and knowledge generation.

Social Responsibility: The student who contributes positively to the learning community and to society is information literate and:

Standard 7: recognizes the importance of information to a democratic society.

Standard 8: practices ethical behavior in regard to information and information technology.

Standard 9: participates effectively in groups to pursue and generate information.

3. ACRL INFORMATION LITERACY COMPETENCY STANDARDS (2000)

In 2000 the Association of College and Research Libraries (ACRL) adopted six information literacy standards for college students as a continuum from the K-12 AASL Standards. The Information Literacy Competency Standards define an information literate individual as one who is able to:

1. Determine the extent of information needed
2. Access the needed information effectively and efficiently \
3. Evaluate information and its sources critically
4. Incorporate selected information into one's knowledge base and Use information effectively to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally."

4. School Library Media Certification Students: Demonstrate commitment to meet the Eleven RHODE ISLAND BEGINNING TEACHER STANDARDS: (RIBTS)

Standard 1. Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Standard 2. Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard 3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard 5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard 7. Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard 8. Teachers use effective communication as the vehicle through

which students explore, conjecture, discuss, and investigate new ideas.

Standard 9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11. Teachers maintain professional standards guided by legal and ethical principles.

5. URI School of Education Graduate Themes:

The following “School of Education Graduate Themes” are embedded in assignments and rubrics for school library media candidates for assessment and are incorporated into TrueOutcomes e-folio. All students in LSC 520 School Library Media or LSC 527 Information Literacy Instruction will post their instructional unit to:

<http://www.trueoutcomes.net>.

All students in LSC 596 Practicum and Seminar in School Library Media will post to <http://www.trueoutcomes.net> their 11 rationale statements to support each of the 11 RIBTS or INTASC standards or 9 NBPTS for certified teachers.

The Graduate Program Themes are:

1. Content Based Knowledge
2. Leadership
3. Commitment to all students in Diverse Learning Communities
4. Research
5. Professional Development
6. Professional Practice

6. URI Disability Statement:

"Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union. 874-2098."

III. SECTION THREE: REQUIREMENTS AND GRADING

1. REQUIRED TEXTS:

Grassian, Esther S. and Kaplowitz, Joan R. Information Literacy Instruction. New York: Schuman Publishers, Inc. 2001.

Burkhardt, Joanna M., MacDonald, Mary C., Rathemacher, Andree. Teaching Information Literacy: 35 Practical Standards-based Exercises for College Students. Chicago: ALA, 2003.

2. ADDITIONAL REQUIRED READINGS:

In addition to the text, each student will be responsible for writing 2 abstracts of two recent research articles on ILI and for evaluating a minimum of 2 websites on information literacy instruction in either school or academic libraries. Abstracts and website demonstrations and evaluations will be shared in class on Thursday afternoon. Time will be allowed each afternoon (Monday-Wednesday) to identify, locate, and

evaluate research articles and websites to evaluate. Abstracts and evaluations will be shared in class and should be posted to the WEBCT site for Thursday's class.

3. GRADING:

Your grade will be assessed according to the following assessment tools:

1. Evaluation of 2 Websites	10%
2. Evaluation of 2 Abstracts	10%
3. Present Information Literacy Instructional Lesson or exercise	20 %
4. Case Study Presentation	10%
5. Class Participation (Daily)	20%
6. Information Literacy Instructional Unit (Due July or September)	<u>30%</u>
	100%

IV. SECTION FOUR: ASSIGNMENTS AND ASSESSMENTS:

1. Evaluation of 2 Websites DUE THURSDAY:

Evaluate current websites on information literacy instruction in school, academic, or public libraries and write an evaluation based on established criteria. Follow the assessment tool for websites. Each student will review and write 2 website evaluations by choosing two excellent examples of ILI. One web site evaluation will be presented in class on Thursday afternoon as a demo as well as posted to WebCT and submitted in writing in class.

2. Abstract of 2 articles DUE THURSDAY:

Select two recent articles 2000 to present on ILI in school, academic, or public libraries. Select two research based articles. Your abstract should be one or two paragraphs highlighting the purpose of the research and identify the success of the instruction as well as assess the value of the ILI research project for the intended audience. Use rubric as your guide. **(Due Thursday)**

3. Presentation of Information Literacy Instructional Lesson or Exercise: Due Friday

Prepare an interactive lesson using information literacy standards on a topic of your choice for a school, academic, or public library of your choice or on the Women's Studies course research assignment if you do not have a context. Choose a grade level, curriculum area, or target audience and program of your interest for a school, academic, or public library. You should identify a subject area or curriculum for a real school or public library or create a hypothetical one. Your unit should focus on the Information Literacy Standards for School (AASL) or Academic libraries (ACRL) and be integrated with curriculum. For a public library you should identify the target population and the intended subject area of focus for your lesson (i.e. bilingual program for English Language learners or multicultural program for diverse young adults or Internet searching for Senior Citizens.) You should strive to integrate at least one cognitive strategy with a framework such as the Big6 Skills or Multiple Intelligences into your lesson or activity. Your lesson plan is also due in class on Friday by you and your partner while presenting

one lesson to the class. Your oral presentation will follow your lesson plan and the class will become your target audience K-16 as identified by you. You will demonstrate at least **one** teaching strategy introduced in this course to demonstrate mastery such as cooperative learning, active learning, shared inquiry, interpretive questions, critical or creative thinking skills, multiple intelligences, while using an information literacy framework such as the Big Six Skills Approach. Your grade for presentation will reflect how effective you are in meeting your stated objectives as well as the style of your delivery. Thus, both content and performance are important. See rubric for presentation of ILI lesson. The presentation lesson should be an interactive activity and focus on one topic of your choice for a school or academic library. Practice is the best teacher so please practice and prepare your presentation based on the rubric and models provided. I will allow time each afternoon for you and your partner to work together and I will be available to assist you with your questions.

4. Case Study DUE TUESDAY OR WEDNESDAY: Analyze and present one case study with a partner using the problem solving approach to analyze the problem. Create one memo for resolving the problem in the assigned scenario by focusing on ILI instruction in either school, academic, or public library. Present your scenario in a role-playing situation and use a problem solving approach. Each student will be responsible for one class presentation on a case assigned for that day. You and your partner will be assigned to lead the discussion of his/her case and will prepare an abstract of the case and begin the session by selecting the major ILI problem in the form of a question: What would you do about ... (identify the ILI problem)?..or How should one proceed to solve (identify the ILI problem...? You should develop and choose the alternative that YOU believe is BEST and give a rationale WHY. **PREPARE A WRITTEN MEMO TO RESOLVE YOUR PROBLEM..** Address your target audience in the memo.

Use the problem-solving model by also presenting issues to investigate as well as raise questions about other problems or issues of concern for discussion. Engage the class in the discussion by asking for approaches to address these issues or areas of concern. You will be graded on your effectiveness in both problem solving and in your presentation and leading a class discussion based on your questions. Put yourself in the shoes of the individual with the major problem and present the case from the first person point of view. If this role is difficult for you, act as a colleague or consultant offering advice. Plan a concise 15 minutes presentation. **(Due Tuesday or Wednesday)**

5. Information Literacy Instructional Unit DUE FRIDAY OR JULY OR SEPT.: Your ILI unit should contain an overview and at least **FIVE lessons or exercises** using either the ACRL Information Literacy Competency standards for Academic libraries or AASL Information Literacy Standards integrated with a content area. You may choose an academic, school or public library by identifying the type of library and the grade level, rationale, curriculum or subject area connections, essential questions to investigate for each lesson, content presented, method of instruction, materials used, and performance outcomes or objectives for assessment. Learner outcomes or objectives are essential for each lesson. You must focus on the learner during your lesson preparation and presentation by writing objectives in the infinitive verb form to answer the following

questions stated as objectives or outcomes.

1. **What do you want the learner to know?** (i.e. concepts or subject area content)
2. **What do you expect the learner to be able to do?** (i.e. identify which information literacy skills or Big6 skills); and
3. **What do you want the learner to value** (i.e. social skills, attitudes, culture, diversity).

You should use the lesson plan formats given. Title your unit and include a cover sheet with all handouts and a bibliography/webliography. **(Due Friday for Grade for Summer Session One or July 20th for Grade for Summer Session Two. You may submit the unit in September for a Grade for Fall Semester.)**

Sample learner outcomes for an assignment to research a woman from another country:

Upon completion of this information literacy unit and research on a women from another country, the student will be able:

1. To identify one famous woman from another country and research her significance.
2. To locate, use, and evaluate at least three sources including one research article from the reference databases from the URI Library.
3. To create a narrative about women from another country in order to value women's contributions to culture, country and society.

Information Literacy Instruction

Dr. Cheryl A. McCarthy

V. SECTION FIVE: SUMMER DAILY SCHEDULE AND COURSE OUTLINE:

DAY ONE:

TEXT PART I: INFORMATION LITERACY INSTRUCTION BACKGROUND:

DAY 1: 1. Definitions, History and Philosophy of Information Literacy
Chapters 1&2

DAY 1: AASL and ACRL Information Literacy Standards and integrating instruction into the curriculum with collaboration and planned programs
Chapters 7 & 8

DAY 1: Various Environments: School, Academic, and Public Libraries
Chapter 15

DAY TWO:

TEXT: PART II ILI BUILDING BLOCKS:

DAY 2: 4. Cognitive Learning Styles & Theories & Multiple Intelligences
Chapters 3 & 4

DAY 2: 5. Blooms Taxonomy, Critical Thinking, Active Learning & Big6 Skills
Chapter 5 & 6

DAY THREE:

TEXT: PART III PLANNING & DEVELOPING ILI

DAY 3: 8. Creating Web Based Instruction & Selecting & Evaluating Web Resources
Chapter 9

DAY 3: 7. Designing instructional units and other creative ILI activities
Chapter 10, & 11

DAY 3: 6. Assessing and evaluating information literacy instructional programs in school, academic, or public libraries
Chapter 12

DAY FOUR:

TEXT: PART IV: DELIVERING INFORMATION LITERACY INSTRUCTION

DAY 4: 9. Teaching: Presenting Information Literacy Instruction programs with passion
Chapter 13

DAY 4: 10. Information Literacy Instruction accommodating the needs of diverse populations
Chapter 14

DAY 4: 11. Technology: Teaching it to faculty and co-workers and using it to teach Chapters 16 & 17

**Evaluation of 2 websites on ILI and demo of one due THURSDAY.
Two Abstracts due today.**

DAY FIVE: TEXT: PART V: THE FUTURE OF ILI

DAY 5: Presentations of Information Literacy Instruction activities for school, academic, or public libraries.

DAY 5: Creating Future visions for ILI in libraries of your choice & partnerships.
Chapter 18