DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

MLIS 7430, INFORMATION LITERACY
SPRING, 2017

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

Positively Impacting Learning Through Evidence-Based Practices 1

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 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 services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5, & 8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCY 4]*

PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCY 6]*

PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCY 7]*

Instructor

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Instructor availability and support: E-mail and telephone messages will be retrieved at least once daily throughout normal business hours (M-F, 9-5). The instructor will 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.

Course 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.

Required Textbooks / Resource Materials

Grassian, E. S., & Kaplowitz, J. R. *Information literacy instruction: Theory and practice.* (2nd ed.).
New York, NY: Neal-Schuman, 2009.
ISBN-13: 978-1555706661. Available used – you do not need the CD-ROM.
Make sure you purchase the second edition – it is much enhanced over the first edition.

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/colleges/education/master-of-library-andinformation-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf.

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

Course Activities/Assignments/Requirements

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

Post #1: Exploring New Influences on Learning	15 points	SLOs 1, 2, 3, & 5
Post #2: Learning by Viewing	15 points	SLOs 2, 3, 5, & 8
Post #3: Modality Makeovers	15 points	SLOs 2, 3, & 6
Post #4: Assessment of Learning	10 points	SLOs 4 & 5
Teaching Presentation with Handout	30 points	SLOs 2, 3, 4, 5, 6, & 7
Peer Review of a Classmate's Presentation	5 points	SLO 2
Self-Evaluation of Your Presentation	5 points	SLOs 2, 6, & 7
Final Reflection: Your Philosophy of Teaching	5 points	SLO 8

NOTE: Specifics on each graded requirement are included in the "Assignment Calendar" document.

Course Evaluation

Your final grade will be one of these letter grades:

A	Exceptionally exceeds minimum standards	100 – 90 points
B	Exceeds minimum standards	89 – 80 points
C	Meets minimum standards	79 – 70 points
D	Barely meets minimum standards	69 – 60 points
F	Fails to meet minimum standards	0 – 60 points

To be eligible for an A in this course, you must complete every assignment. No grade below a C will be credited toward a VSU graduate degree.

By VSU policy, course instructors may consider requests for a grade of Incomplete only if the majority of assignments have been submitted and documentation is provided before grades are due to the Registrar's office to show why assignments due after midterm could not be completed.

Attendance Policy
This is a Web-delivered course, with no required face-to-face meetings. The instructor will schedule real-time instruction using tools in BlazeVIEW such as BlackBoard Collaborate. Presentations using BlackBoard Collaborate are required at the end of the semester. These presentations are mandatory and attendance at the entire session in which you present is required.

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. Accordingly:

1. 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.
2. The student will be timely and complete with their assignments and other engagements.
3. The student will communicate in a professional manner in both speech and writing.
4. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity.
5. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy On Plagiarism
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Turnitin Notification
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.

Accessibility Statement
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.

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 Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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/directions-for-accessing-and-completingsois.php.