IRLS 588-012 Information Resources: Instructional Programs in Academic Libraries

Updated Wed, 06/01/2011 - 08:43

COURSE NAME, NUMBER AND PREREQUISITES:

Prerequisite: IRLS 504 or consent of the instructor.

Instructor: Gretchen Trkay

COURSE DESCRIPTION:

Lynch and Smith’s (2001) “The Changing Nature of Work in Academic Libraries” illustrates the growing importance of instructional skills in academic libraries, yet many librarians enter the job market unable to develop and implement a comprehensive library instruction program. Through readings, lecture, discussion, and assignments, students enrolled in this course will learn to develop information literacy curriculum, write and assess student learning outcomes, and market instructional services. Each student will develop an instruction portfolio that addresses the information needs of their selected academic program.

What You Can Expect from Me

- I will respond to your emails within 24 hours of receipt.
- I will provide feedback on all assignments.
- I will read the discussion board posts several times a week, and participate on a weekly basis.
- All lectures and course materials will be available at least two weeks prior to the week for which they are intended.
- I will have virtual office hours twice a week (days/hours will be determined by class consensus).

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the A1, A3, B5, and C9 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies. More specifically, by the end of the semester, students will be able to:

- Map information literacy standards to the learning goals of academic departments/programs.
- Develop student learning outcomes that address students’ information needs.
- Create library instruction curriculum/lesson plans that meet established student learning outcomes.
- Plan assessment protocols that determine what, and how well, students have learned.
- Outline marketing/outreach activities that promote the library and instruction to both faculty and students.

REQUIRED COURSE MATERIALS:


Additional required readings will be assigned and available online.

Optional texts:

If you did not take IRLS585 Information Literacy Instruction, you may want to purchase Grassian and Kaplowitz's *Information Literacy Instruction*. Their book is an essential resource for any librarian who intends to pursue a career in library instruction.


**COURSE REQUIREMENTS:**

**Course Curriculum**

Week 1

- Role of information literacy instruction in the library/university mission
- History of information literacy
- ACRL standards

Week 2

- Types of IL programs in academic libraries
- Mapping IL standards to academic program goals

Week 3

- Bloom’s taxonomy
- Writing student learning outcomes

Week 4

- Active learning
- Learning styles
- Diversity
- Accessibility
- Teaching techniques

Week 5

- Developing lesson plans
- Peer review of instruction

Week 6

- Formative v. summative assessment
- Assessment techniques
- Rubrics

Week 7

- Interpreting assessment data
- IRB
Week 8
- Marketing instruction and outreach

Week 9 – 12
- Portfolio Draft review and revisions

What I Expect from You
For this course, the academic week will be Sunday – Saturday. I expect all assignments to be completed and submitted on time.

Due dates/times:
- All readings and lectures, for the week they are assigned, need to be read/viewed by Wednesday at 11:59pm.
- All initial discussion board posts, for the week they are assigned, need to be completed by Thursday at 11:59pm.
- All response discussion board posts, for the week they are assigned, need to be completed by Saturday at 11:59pm.
- All assignments, for the week they are assigned, need to be submitted by Saturday at 11:59.

Posting on the Discussion Board:
There are four discussions required in this course. You are expected to post at least twice to each of the required discussion threads. I will start each thread with leading questions. Your first post should express your thoughts on the subject. You are also required to submit a second post that synthesizes your initial thoughts with the ideas of your fellow students.

Although the posts will not necessarily be lengthy, they do need to be thoughtful. I will expect you to back up your opinions and ideas with evidence from lectures, readings, and outside research.

For additional forum post guidelines, see the Discussion Board Grading Rubric available in the Grading Rubrics folder in D2L.

ACRL Standards Assignment:
This assignment is an exercise in translation, specifically from library jargon to faculty and student-specific language. Read the ACRL Information Competency Standards.

Explain the standards to faculty. Make certain to consider what they are trying to accomplish in their courses (look at the Academic Program Goals in the D2L folder of the same name).

You will also explain the standards to students. Make certain to consider typical student tasks, commitments, and concerns (reflect on your own needs as a student or ask students you know about their coursework).

For the sake of clarity, specifically define your audience in each section of this assignment.

There is no length requirement for this assignment. For additional ACRL Standards Assignment guidelines, see the ACRL Standards Assignment Grading Rubric available in the Grading Rubrics folder in D2L.

Instruction Portfolio Assignment:
A majority of the work in this course will be the development of an instruction portfolio. The purpose of this assignment is to walk you through the process an academic librarian goes through when developing information literacy instruction for an academic program. Each of you will select an academic program from the Academic Program Goals available in the D2L folder of the same name. The academic programs are:

- Freshman Orientation
- First Year Seminar
- First Year English Program
- Upper-Level Subject Specific Instruction
- Graduate-Level Subject Specific Instruction
- One Credit Course

Once you have selected an academic program, you will create a comprehensive plan for providing information literacy
Draft Elements of the Instruction Portfolio:
A percentage of your grade will be earned by creating drafts of the materials that will make up your instruction portfolio. To earn full points for this phase of the portfolio assignment, all drafts must be turned in by the date they are due. You must also honestly attempt to complete the draft to the best of your ability. Incomplete drafts, even if they are submitted by the due date, will be considered late until they are complete. I, and your classmates, will review the draft elements of your portfolio and provide feedback. You will then have two weeks to adjust your instruction portfolio prior to the final due date.

Standards Mapping
Your first task will be to determine which information literacy standards correspond with the goals of the academic program you have selected. Each of you will create a document that shows the academic program goals and the IL standards you feel are relevant to these goals. You will also give justification for why you have included and excluded specific standards.

For additional Standards Mapping Assignment guidelines, see the Standards Mapping Assignment Rubric available in the Grading Rubrics folder in D2L.

Student Learning Outcomes
Based on the Standards Mapping Assignment, you will develop student learning outcomes.

For additional Student Learning Outcomes Assignment guidelines, see the Student Learning Outcomes Assignment Rubric available in the Grading Rubrics folder in D2L.

Lesson Plan
Using the student learning outcomes created in the previous assignment, you will develop a lesson plan for either a single in-person library instruction session or a single online tutorial. Lesson plans must include the following:

- Student learning outcomes addressed
- Length of instruction
- Learning activities used to teach the content
- Needed materials (library resources, software, incentives, office supplies, classroom requirements)

For additional Lesson Plan Assignment guidelines, see the Lesson Plan Assignment Rubric available in the Grading Rubrics folder in D2L.

Assessment Plan
This section of the instruction portfolio will require you to develop a plan for assessing whether students have met the student learning outcomes. Assessment plans must include:

- How the assessment will be administered
- A description of the tool that will be used to assess student learning, e.g., rubric, pre/post-test, etc.
- Criteria for success

For additional Assessment Plan Assignment guidelines, see the Assessment Plan Assignment Rubric available in the Grading Rubrics folder in D2L.

Marketing & Outreach Plan
The final component of the instruction portfolio will be a plan for marketing and outreach to both faculty and students. The plans should address the following questions:

- How will you make faculty aware of the instruction you provide?
How will you convince faculty to have their classes attend library instruction?

How will you share the data gathered through assessment?

How will you promote continued interaction with students once formal instruction is complete?

You must include at least one marketing piece with your plan. This can be in the form of an email, poster, web site, brochure, etc. Be creative.

For additional Marketing & Outreach Plan Assignment guidelines, see the Marketing & Outreach Plan Assignment Rubric available in the Grading Rubrics folder in D2L.

Portfolio Draft Peer Review:
Once everyone has selected the academic program they will use for this course, I will create student cohorts of no more than five students. Each member of the group will be required to review the draft elements of the instruction portfolios of their fellow group members. Use the grading rubrics available in the Grading Rubrics folder in D2L in order to provide both praise and constructive criticism of your classmates’ work. Your input will be used to revise the portfolio materials before the final due date. You may begin reviewing your group members’ work anytime after the draft due date for that element of the portfolio.

For additional Portfolio Draft Peer Review Assignment guidelines, see the Portfolio Draft Peer Review Assignment Rubric available in the Grading Rubrics folder in D2L.

Final Instruction Portfolio
You will have two weeks after the peer reviews are due to revise the elements of your instruction portfolio. The grading rubrics available in the Grading Rubrics folder in D2L will be used to grade your final portfolio.

Assignment Calendar Assignment Due Date
Discussion 1 June 6 - 11
ACRL Standards Assignment June 18
Discussion 2 June 19 - 25
Standards Mapping Draft June 25
Student Learning Outcomes Draft July 2
Lesson Plan Draft July 16
Discussion 3 July 16
Assessment Plan Draft July 23
Discussion 4 July 31 - Aug. 6
Marketing & Outreach Plan Draft (Extra Credit) July 30
Portfolio Draft Peer Review July 30
Final Instruction Portfolio August 10

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. ‘The guiding principle of academic integrity is that a student's submitted work must be the student's own.’ If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by
appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

Draft portfolio materials should be submitted to your group space in D2L. All other assignments (ACRL Standards Assignment and Final Instruction Portfolio) will be submitted into your personal folder in the D2L Dropbox.

The naming protocol for all documents should be Last Name, First Initial Assignment Name (Trkay, G. ACRL Standards Assignment).

Depending on the assignment you are submitting, the file format may change. If you are using something other than Microsoft Office or Adobe software to create your work, please check with me in order to determine whether I can open the file prior to the due date. I expect all assignments to be written in proper English. The preferred citation style is APA. If you can justify using a different citation style, email me with your reasons and I will consider your request.

Late assignments will lose 10% every day past the due date. If you have a legitimate reason for why an assignment will be late, please let me know prior to the assignment's due date and I will work with you. Fun events like vacations, family reunions, shopping sprees, winning the lottery, etc. are not legitimate excuses for late work.

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

100 Points Possible

- 15 Points Discussion Board Participation
- 5 Points ACRL Standards Assignment
- 10 Points Draft Elements of the Instruction Portfolio (these points are awarded only for completing drafts by the due date)
- 20 Points Portfolio Draft Peer Review
- 50 Points Final Instruction Portfolio

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Gretchen Trkay
University of Texas at Arlington

gtrkay@uta.edu

IM: gretrkay
Courses

Syllabi

Fall 11
- IRLS 470-010 Database Development and Management (Summer 2011)
- IRLS 475/575-010 User Interface and Web Site Design (Virtual, Smith)
- IRLS 488-010 Issues in Information Resources: International Librarianship
- IRLS 521-010 Children's and Young Adult Literature in a Multicultural Society
- IRLS 524-010 INFORMATION RESOURCES & SERVICES
- IRLS 533-010 Medical Online Searching
- IRLS 541-001 Preservation
- IRLS 556-010 Health Information in Ethnic-Cultural Communities
- IRLS 564-031 The Organization and Administration of a Corporate Library
- IRLS 570-010 Database Development and Management (Summer 2011)
- IRLS 571-010 Introduction to Information Technology (Virtual-Smith)
- IRLS 588-010 Issues in Information Resources: International Librarianship
- IRLS 588-011 Archival Care and Management of Photographs
- IRLS 588-012 Information Resources: Instructional Programs in Academic Libraries
- IRLS 588-014 Introduction To Special Collections
- IRLS 608 Planning and Evaluation of Libraries and Information Centers
- IRLS 651-010 Information Policy & Cultural Perspectives
- IRLS 672-010 Introduction to Applied Technology (Summer 2011)
- IRLS 676-910 DigIn Capstone

Fall 10
- Summer 10
- Winter 10-11

Spring 10
- Winter 09 10

Fall 09
- Summer 09
- Spring 09
- Winter 08 09

Fall 08
- Archive of Old Syllabi

Schedules
- Core Courses
- Course Delivery Options
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
  more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
  more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
  more...

Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
  more...

Topic
- Index (33)
- Masters (33)