LIS 5524 - INSTRUCTIONAL ROLE OF THE INFORMATION PROFESSIONAL
Section(s)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
MODE OF INSTRUCTION: ONLINE

Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:

LIS 5524 focuses on three concepts: merging instruction theory with practice; learning how to create an instruction program; and learning how to become a successful instructor in information settings. Students will develop a conceptual framework for information user education, which includes an overview of learning theory, teaching methods, and instructional design. Students will learn how to create, teach, evaluate, and manage an instruction program.

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. Discuss how learning theory can be applied to user education, and how to incorporate critical thinking strategies in user education.
2. Describe different methods of user education and their applicability in different types of libraries.
3. Use library technology in the teaching process.
4. Design and present parts of a user education program.

5. Describe the major literature in the field and some of the major resources for library user instruction.

COURSE MATERIALS:
Required Textbook for all students:
Grassian, Esther & Kaplowitz, Joan, **Information Literacy Instruction: Theory and Practice** (2nd edition), Neal-Schuman, 2009. (ISBN: 978-1-55570-666-1)

Additional Required Textbook for school media specialist candidates:
American Association of School Librarians, **Empowering Learners: Guidelines for School Library Media Programs**, American Association of School Librarians, 2009.
(ISBN: 978-0-8389-8519-9)

Required Textbook for students pursuing the school library media specialist Leadership Certificate:
Dickinson, Gail, **Achieving National Board Certification for School Library Media Specialists: A Study Guide**, American Library Association, 2005.
(ISBN: 0-83890-901-9)

Suggested Textbook for students with no teaching experience:
LaGuardia, Cheryl and Oka, Christine K., **Becoming a Library Teacher**, Neal-Schuman, 2000. (ISBN: 1-55570-378-X)

COURSE ASSIGNMENTS AND EVALUATION:

Teaching Observation
Students will locate a formal class that is being taught in a library and make arrangements to observe the class and interview the librarian after the class. This should be an educational program taught by a professional librarian. (Story hours are not applicable.) You will write a paper based on your experience.

Teaching Project
Students will develop and teach a class. This can be tailored to any age user or any type of library. Student will need to make arrangements with a local librarian to complete this if you are not currently employed in a library. This project should include a ten minute digital video segment of your class. Students are also required to use visual aids in presentations as well as at least one printed handout.

Professional Learning Network (PLN) Project
Students will curate online professional resources that will continue their learning outside of formal experiences at FSU. Online professional learning network will be defined in the broadest way possible: If a resource is online and it helps to achieve your learning goals, it is a part of your learning network.

Professional Learning Network Presentation

Students will participate in a virtual poster session in class to share their PLN site in small groups by type of information setting. Each group will be provided with 15 minutes in order to share the best resources as well as the pros and cons of their various curation methods.

Discussion Boards

Students will engage in class discussions and activities demonstrating an understanding of required readings and assignments.

Extra Credit

An extra credit project may be completed that is worth 5% of the total grade. (50 points) Extra credit projects are available by any of the following:

1. **Attending a professional conference or presentation concerning library instruction or information literacy.** Students can attend a state or local conference directed to library professionals and write a 1000 word essay about the experience. The essay should relate the presentation to class readings and discussions.

2. **Completing a service-learning project.** Students may donate their time and expertise to assist a librarian who is conducting a class or educational program. Assistance may be offered in helping to plan or execute the class, develop handouts, a media presentation, display, etc. Write a 1000 word essay about the experience. The essay should relate the presentation to class readings and discussions.

3. **Creating a library instruction video similar to:**
http://www.youtube.com/watch?v=ScydzFB3c14
http://www.youtube.com/watch?v=ScydzFB3c14%20%20%20 **.** The video should be one that can be used by iSchool students in utilizing the FSU library online resources.   Videos that are of high quality may be placed on the FSU Goldstein Library website.

GRADE CALCULATION:

Teaching Observation	20%	(200 points)
Teaching Project	25%	(250 points)
Professional Learning Network (PLN) Project	20%	(200 points)
PLN Presentation	20%	(200 points)
Asynchronous Discussion Boards (3 @ 5% each)	15%	(150 points)
Total	**100%**	**(1,000 points)**

GRADING SCALE:

The course will use the following standard grading scale for courses taught at FSU:

A	93 - 100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 – 66
B+	87 – 89	C	3 – 76	D-	60 – 62
B	83 – 86	C-	70 – 72	F	0 – 59

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	Introduction to course and introduction to the instructional role
2	Defining information literacy
3	Build your Personal Learning Network
4	Learning theory and learning styles
5	Planning Instruction – Part 1
6	Planning Instruction – Part 2
7	Instruction in different information settings
8	Teaching Observations
9	Social media use in information literacy instruction
10	Information search models
11	Professional Learning Communities - Presentations
12	Instruction in different information settings
13	Instruction in different information settings
14	Teaching experiences
15	Course wrap-up and reflections on professional growth

UNIVERSITY POLICIES:

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and

for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.)

Plagiarism

Plagiarism of any type, including material from Internet sources, will not be tolerated. Cases of academic dishonesty such as plagiarism and cheating will be investigated & pursued vigorously according to departmental and (if needed) university procedures. Before submitting any work for this class, please read the "Academic Honor System" in its entirety (see link above) and ask me to clarify any of its expectations that you do not understand.

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advanced notice.

SCHOOL OR DISCIPLINARY POLICIES:

Copyright Statement

Some of the materials in this course are possibly copyrighted. They are intended for use only by

students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form.
http://registrar.fsu.edu/bulletin/graduate/information/university_notices/

iSchool Hardware and Software Requirements

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

Student Eligibility for an Incomplete Grade

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).