



**FLORIDA STATE UNIVERSITY**  
COLLEGE OF COMMUNICATION & INFORMATION  
*School of Information*

**LIS 5916 - Literacy and Learning (3 credits)**

Section(s)

Summer 2022, COURSE MEETING DAY/TIME TBD

Mode of Instruction: Online

**Instructor:** Margaret Zimmerman

**Email:**

**Office:**

**Course Location/Website:**

**Office Hours:**

**COURSE DESCRIPTION:**

In this course you will explore learning and literacy as they are relevant to work in information institutions. You will also explore how librarians can help people process information and use it to form understanding and create new knowledge.

**COURSE OBJECTIVES:**

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

- Explain literacy and be able to explain what it means in various contexts
- Explain various kinds of literacies
- Apply literacy theory to problems in library and information agencies
- Construct and deliver content to patrons and clients of varying literacy levels
- Illustrate how literacy impacts various aspects of people's lives in communities in the United States and internationally

**COURSE MATERIALS:**

*Readings and Materials:* These texts are examples of those that will be mandatory and will be used in class. They may be purchased at the bookstore or from an online vendor. Also, any edition of these books is acceptable except for the last book, *Reflective Teaching*.

- Sapphire, *Push*
- Satrapi, Marjane, *Persepolis*
- Louis Sachar, *Holes*
- Bernhard Schlink, *The Reader*
- Booth, Char. *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators*. Second Edition. Chicago: American Library Association. 2021.

## COURSE ASSIGNMENTS AND EVALUATION:

**Class participation-** This is a seminar-style class. Participation in discussions is required.

**Reading responses-** Respond to a brief, three question form regarding the theme and purpose of the readings prior to class.

**Literacy narrative-** A personal narrative in response to the narratives that we read in class. This may take many forms including an essay, poetry, or art- as long as it responds to the central question of the impact and meaning of literacy to the student.

**Community service project-** Students are to volunteer for 10 hours in a way that they believe impacts literacy. There are many ways to do this, and suggestions are offered. Following the volunteer hours, the student writes a paper and presents their experience to the class.

**Library lesson-** A brief sample of a library lesson, based on Booth's pedagogical model, delivered to well-researched population, and scaled appropriately to their literacy level. A paper accompanies the presentation.

## GRADE CALCULATION:

|                           |            |
|---------------------------|------------|
| Class participation       | 10 points  |
| Reading responses         | 10 points  |
| Literacy narrative        | 15 points, |
| Community service project | 35 points  |
| Library lesson            | 30 points  |

## GRADING SCALE

|    |          |    |         |
|----|----------|----|---------|
| A  | 93 - 100 | C  | 73 – 76 |
| A- | 90 – 92  | C- | 70 – 72 |
| B+ | 87 – 89  | D+ | 67 – 69 |
| B  | 83 – 86  | D  | 63 – 66 |
| B- | 80 – 82  | D- | 60 – 62 |
| C+ | 77 – 79  | F  | 0 – 59  |

## COURSE SCHEDULE:

| WEEK | TOPICS TO BE COVERED  |
|------|---|
| 1    | Welcome, introduction, and determining the class questions to be answered over the semester |
| 2    | What is a literacy narrative? Louis Sachar, <i>Holes</i>                                    |
| 3    | Literacy and children in the United States  |
| 4    | Literacy and adults in the United States  |
| 5    | Bernhard Schlink, <i>The Reader</i>   |
| 6    | Literacy issues around the world  |
| 7    | Satrapi, Marjane, <i>Persepolis (Part 1)</i> & Sapphire, <i>Push</i>                        |
| 8    | Community service project presentations   |

|    |  |
|----|--|
| 9  | Literacy and instruction in information institutions, part 1 |
| 10 | Literacy and instruction in information institutions, part 2 |
| 11 | Literacy and instruction in information institutions, part 3 |
| 12 | Library Lesson Presentations                                 |

## SCHOOL 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/](http://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/](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.

## 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/Academics/Academic-Honor-Policy>)

### **Academic Success:**

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more

### **Americans With Disabilities Act:**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);
2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services 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

### **Office of Accessibility Services**

874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)

[oas@fsu.edu](mailto:oas@fsu.edu)

<https://dsst.fsu.edu/oas>

### **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 advance notice."

### **In-Class Masking**

To maintain consistency with state law, FSU is not requiring face-coverings, but public health experts strongly recommend that we continue to wear proper masks in public indoor spaces, like classrooms, where social distancing is not possible and large numbers of participants remain unvaccinated. While many of us are now vaccinated, others of us cannot be vaccinated, remain extremely vulnerable to the virus, or have family members in these situations. Moreover, Florida has become an epicenter of the COVID-19 Delta variant, which we now know can infect even vaccinated individuals and be spread by vaccinated individuals to others. For that reason, we strongly urge class participants to remain masked in the classroom. If any class members inform me that they are vulnerable in these ways, I may specifically request masks in the classroom. Please remember that you should NOT attend class in person if you have tested positive for COVID-19 or are quarantining after exposure. Finally, please bear in mind that the Covid-19 situation is fast moving and that guidance may change at any time.

### **Classes Subject to HB233 Recording**

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

### **Confidential campus resources:**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

#### **Victim Advocate Program**

University Center A, Rm. 4100

(850) 644-7161

Available 24/7/365

Office Hours: M-F 8-5

<https://dsst.fsu.edu/vap>

#### **University Counseling Center**

Askew Student Life Center, 2nd floor

942 Learning Way

(850) 644-8255

<https://counseling.fsu.edu/>

#### **University Health Services**

Health and Wellness Center

(850) 644-6230

<https://uhs.fsu.edu/>