School of Information Management  
INFO 6810 Managing Information Literacy Instruction  
Fall 2015

Instructor: Paul F. McKenna  
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E-mail: paul.mckenna@dal.ca  
Office hours: By appointment with Instructor  
Course Website: Access through BbLearn/OWL  
Class Time: Thursdays – 8:35 to 11:25 a.m.  
Class Location: Room # 3001 (Kenneth Rowe Management Bldg.)

COURSE DESCRIPTION
This course introduces selected theories & methods for managing processes designed to educate students, patrons, and clients in information research skills. Concepts covered will relate to the design, implementation, evaluation, and management of instructional programs for a diverse array of clients/patrons. Lectures and class discussions will include an exploration of relevant theories of learning and a consideration of how these approaches may be effectively managed for client instruction.

COURSE PRE-REQUISITES
None

COURSE GOALS
1. To provide an historical framework for the management of user instruction in information settings.
2. To introduce the rationale for, and details about, the ACRL Information Literacy Competency Standards.
3. To introduce current methods for the design, delivery, evaluation, and management of instructional sessions and programs.
4. To aid students in applying theory to practice.
5. To introduce issues in the management of Information Literacy instruction and its relevance in academic, public and private organizational settings.
LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Describe and explain concepts, principles, and practices related to the management of Information Literacy instruction.
2. Identify instructional needs in a variety of hypothetical and real settings.
3. Develop specific instruction aids in print and/or electronic formats.
4. Plan, design, a program of instruction to address stated instructional needs.
5. Understand the processes of effective evaluation for improvement in instructional method.

TECHNOLOGY USED

This course will utilize current and emerging technologies that contribute to the delivery of Information Literacy instruction. Students will be encouraged to explore, and experiment with, various instructional technologies (e.g., Camtasia, QR Codes, etc.) that may be adopted for the enhancement of the Information Literacy programs.

INSTRUCTIONAL METHODS

Teaching and learning will take place through course readings, class discussions, student-led presentations, report preparation, as well as, instructor and guest lectures. An integral component of this course will involve student engagement in structured self and peer assessments, and the application of guidelines explained, and developed, in class.

LEARNING MATERIALS

There is no required textbook for this course. A detailed list of readings is included in this syllabus. All required readings will be listed clearly in the course syllabus and many of the resources may be acquired through the Killam Library. Students are also encouraged to read widely in the academic literature for information studies and education for this course. Of particular importance for student understanding will be the following:


http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf
SELECTED LISTS AND BLOGS

Please consider subscribing to the following:

<table>
<thead>
<tr>
<th>List/Blog</th>
<th>Go to Link</th>
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<tbody>
<tr>
<td>ILI-L</td>
<td><a href="http://lists.ala.org/wws/info/ili-l">http://lists.ala.org/wws/info/ili-l</a></td>
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<tr>
<td>TILTTALK</td>
<td><a href="http://tilt.lib.utsystem.edu/resources/tilttalk.html">http://tilt.lib.utsystem.edu/resources/tilttalk.html</a></td>
</tr>
<tr>
<td>Information Literacy Weblog</td>
<td><a href="http://information-literacy.blogspot.com/">http://information-literacy.blogspot.com/</a></td>
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METHOD OF EVALUATION

Detailed instructions regarding each assignment will be provided by the course instructor. Assessment of assignments will include attention to these detailed instructions, clarity of expression & presentation, as well as, evidence of critical thinking. Please consult the attached general “Guidelines for class presentations and assignments” for more information. Also, the following link provides detailed information on the marking scheme used within the School of Information Management:

http://sim.management.dal.ca/Courses/Grading_System.php

Evaluation of Specific Assignments

- Current Topic Report for Instruction Practitioner 15%
- Instructional Presentation 30%
- Asynchronous or Synchronous Online Instruction Evaluation 15%
- Instruction Planning & Implementation Report 30%
- Participation* 10%

* [Includes individual involvement with regular online discussions & engagement with student presentations throughout the semester]
CLASS POLICIES

Class attendance is required in all MLIS courses and is included in the participation mark. Attendance records will be kept by the course instructor.

Absence from class (one class)
Students are required to inform the instructor ahead of time of any absence from class. This absence may affect participation marks or class activities.

Extended absence from class (two or more classes)
- Emergencies
  - Contact the MLIS Program Coordinator and provide a list of the courses you are taking and your instructors’ names.
- Illness
  - Contact your instructor(s) as soon as possible prior to class to inform him or her of your illness.
  - All absences due to illness must be supported by a physician’s note to be submitted to the MLIS Program Coordinator (JoAnn Watson) with a list of courses you are taking and your instructors’ names.

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.
ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In General:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please see http://plagiarism.dal.ca/Student%20Resources/
Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at:

http://www.registrar.dal.ca/calendar/ug/UREG.htm#12

Furthermore, the Policy on Student Submission of Assignments & Use of Originality Checking Software states that “any instructor may require student assignments to be submitted in both written and electronic (computer-readable) form, e.g., a text file or as an email attachment, as defined by the instructor. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The results of such assessment may be used as evidence in any disciplinary action taken by the Senate.”

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.
SCHOOL OF INFORMATION MANAGEMENT
General Guidelines for Presentations and Written Assignments

Professionals are expected to produce high-quality work. These guidelines suggest points to consider when preparing, writing, and presenting your work. Criteria for assessment will be based on: these general guidelines, specific attention to individual assignment guidelines, and evidence of wide reading and reflection on the topics under consideration.

1. Please read and pay attention to the instructions for individual assignments.
2. Written reports should be word-processed, and professionally presented (regarding spacing, use of subheadings, headers or footers, etc., and with a table of contents for any complex and lengthy documents).
3. Please make use of print as well as electronic sources when reading and preparing your assignments. There are many volumes helpful for information literacy instruction in the monograph collection in the Killam Library.
4. You may use any style guide of your choice, but please apply it consistently. This point refers to all sources of information: from published documents in any format to personal communication. Please refer to “Ethical Guidelines” on the “Courses” section of the School website.
5. All reports should include a bibliography of the items you use in the preparation of your report, following the style of your choice.
6. Read your work over carefully before submitting it. Spelling and grammar do matter in professional life. Automated spell-checking and grammar-checking will generally not be enough. Setting aside your report for a day or two and then returning to it can be a helpful way to catch errors.
7. When using PowerPoint or related presentation software, please avoid putting narrative text on the screen – it is much better to use key words or phrases and only, very occasionally, lengthy quotes. Take care that the font size you use is appropriate for our classroom.
8. If you require special equipment for any class presentation, please let me know at least one week in advance, so that I may make the necessary arrangements. You are encouraged to practice your formal instructional presentation in the classroom before making your presentation to us all; so that you reduce any last-minute technical worries, etc. I shall bring my laptop to every class and you are welcome to load your presentation on it.
9. If you have handouts for your classmates and for me, please duplicate these ahead of time and ensure that the title of your presentation, your name(s) and the date appear. Professional quality handouts are encouraged. The SUB facilitates colour printing and can aid you with bi-fold brochures, etc. Julia’s copy shop on Coburg Road is also excellent.
10. There is usually a penalty for late assignments (other than for medical or family emergencies).
11. Questions are welcome at any time! I eagerly anticipate the opportunity to view your excellent efforts and learn from your work.
<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Topics &amp; Assignments</th>
<th>Assignments/Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17th</td>
<td>Detailed discussion of course assignments; Mock teaching exercise</td>
<td>Smith, Jorden K. (2013). “Secondary Teachers &amp; Information Literacy: Teacher understanding and perceptions of IL in the classroom.” Library &amp; Information Science Research, 35 (3), 216-222.</td>
</tr>
<tr>
<td>September 24th</td>
<td>Distance learners &amp; Information Literacy</td>
<td>Prepare Current Topic Report</td>
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<tr>
<td>October 1st</td>
<td>Course &amp; class planning for learning; Presentation skills &amp; methods; Learning theories &amp; styles</td>
<td>Current Topic Report due date</td>
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<tr>
<td>October 8th</td>
<td>The Theories of Carol Kuhltau</td>
<td>Student Presentations [to be determined]</td>
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<tr>
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<td>October 22nd</td>
<td>Educational theory (Adult education); IL in higher education &amp; the ACRL Competency Standards</td>
<td>Guest Speaker: [TBA]&lt;br&gt;Student Presentations [to be determined]</td>
</tr>
<tr>
<td>October 29th</td>
<td>Needs assessment &amp; evaluation</td>
<td>Online Instruction Evaluation Assignment due date</td>
</tr>
<tr>
<td>November 5th</td>
<td>Managing Information Literacy in academic libraries</td>
<td>Clapp, Melissa et al. (2013). “Innovation in the Academy: Creating an Online Information Literacy Course.” <em>Journal of Library &amp; Information Services in Distance Learning</em>, 7 (3), 247-263.</td>
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<td>November 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Information Literacy research &amp; development; Continuing education for Information Literacy</td>
<td>Student Presentations [to be determined]</td>
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<tr>
<td>November 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Managing, marketing, &amp; measuring Information Literacy instruction</td>
<td>Instructional Plan due date Student Presentations [to be determined]</td>
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<tr>
<td>December 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>The future of Information Literacy; Roundtable discussion of planning documents</td>
<td>Course Evaluations</td>
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The literature on what is variously called library instruction, bibliographic instruction, user education, and/or information literacy is extensive. Accordingly, you are encouraged to read broadly in this subject area. Our class readings will be drawn mainly from the current academic literature. Please also refer to the some of the following items that may be sourced from the Killam Library (i.e., those references with call numbers next to them).

*The expectation is that each student will read three of the suggested readings each week and be prepared to bring their insights gained from their readings to the class discussions. Reading more articles is encouraged, but I am keenly aware of time constraints!*  

**General Background Readings and Sources:**


Smith, D. *Directory of Online Resources for Information Literacy*. Available at [http://bulldogs.tlu.edu/mdibble/doril/](http://bulldogs.tlu.edu/mdibble/doril/)

**Weeks 1 and 2**


**Week 3**


**Week 4**


**Week 6**


**Week 7**


Week 8


Week 9


**Week 10**


**Week 11**


Week 12


Week 13


