Instructor: Lindsay McNiff
Office: Rowe 4029, or Killam Library by appointment
Telephone: 902-494-4460 (Killam)
E-mail: lindsay.mcniff@dal.ca
Office hours: See IM Subject Librarian website, or by appointment
Course Website: Brightspace

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

*There are no pre-requisites; however, students are strongly encouraged to complete INFO 5530: Information Sources, Services, and Retrieval before enrolling in this course.*

LEARNING OBJECTIVES

1. To provide an historical framework for the management of user instruction in information settings.
2. To introduce the rationale for, and details about, standards and frameworks for Information Literacy instruction.
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.

LEARNING OUTCOMES

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. Create a lesson plan that establishes student learning outcomes, teaching strategies, assessment of student learning, course/instructor evaluation, and other key elements.
5. Develop the skills and confidence required to effectively facilitate an information literacy workshop.
6. Identify and create opportunities for integrating information literacy into curricula, to assess its effectiveness, and to promote information literacy instruction to stakeholders.

TECHNOLOGY USED
Students should already be familiar with a range of databases and search approaches. Students will learn how to use screen capture software to create online learning objects. Course material will be available on Brightspace.

INSTRUCTIONAL METHODS
Teaching and learning will take place via recommended readings, class discussions, student presentations, in-class exercises, and instructor and guest lectures. As this class involves developing professional skills, active and experiential learning techniques are incorporated, and regular attendance is required.

LEARNING MATERIALS
There is no required textbook for this course. Please check Brightspace regularly for any updates to the reading list.

For recommended blogs, websites, and listservs, see the Information Management Research Guide: http://dal.ca.libguides.com/InformationManagement

METHODS OF EVALUATION
Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of critical thinking. Please see the attached general “General guidelines for assignments.”
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DETAILS</th>
<th>DUE DATE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short report &amp; lightning talk</td>
<td>Students write a short, professional report on a current IL-related topic and present a short talk to the class.</td>
<td>September 30</td>
<td>15%</td>
</tr>
<tr>
<td>Online tutorial</td>
<td>Students create an online tutorial for a specific audience and reflect on the experience.</td>
<td>November 4</td>
<td>20%</td>
</tr>
<tr>
<td>Instructional session, materials, lesson plan</td>
<td>Students design a lesson plan, activities, and an evaluation instrument and teach the session to their classmates.</td>
<td>Various dates</td>
<td>30%</td>
</tr>
<tr>
<td>Instructional planning document</td>
<td>Students work in pairs to create a plan for integrating information literacy instruction and concepts into a specific course.</td>
<td>December 2</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>See participation rubric.</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

**Participation Evaluation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of contributions</td>
<td>The student’s comments are relevant and reflect understanding of readings and other course material. The student’s contributions move the discussion forward.</td>
</tr>
<tr>
<td>Frequency of participation</td>
<td>The student is actively engaged in the class, discussions, and activities at all times.</td>
</tr>
<tr>
<td>Attendance/Punctuality</td>
<td>The student is always punctual with no unexcused absences.</td>
</tr>
<tr>
<td>SIM Academic Support Series participation</td>
<td>The student attends workshop: <em>Effective presentations</em> (Wednesday, November 16th, 12-1pm)</td>
</tr>
<tr>
<td>Discussion board post and response</td>
<td>The student answers the following question on the discussion board sometime between November 5th and December 2nd: If you could recommend one of our course readings to an aspiring IL practitioner, which one would it be and why? (about 400 words). Each student must also respond to another student’s post.</td>
</tr>
</tbody>
</table>
## Integration of MLIS Competencies

<table>
<thead>
<tr>
<th>PROGRAM COMPETENCY</th>
<th>COURSE LEARNING OUTCOME</th>
<th>COURSE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management of Information Technology</td>
<td>3</td>
<td>Online tutorial</td>
</tr>
<tr>
<td>2. Information Management Leadership</td>
<td>2 and 6</td>
<td>Current topic report; Instructional session &amp; materials; Instructional planning document</td>
</tr>
<tr>
<td>3. Risk and Change Management</td>
<td>5</td>
<td>Instructional session &amp; materials</td>
</tr>
<tr>
<td>4. User-centred Information Services</td>
<td>2, 3, and 4</td>
<td>Online tutorial; Instructional session &amp; materials; Instructional planning document</td>
</tr>
<tr>
<td>5. Research and Evaluation</td>
<td>6</td>
<td>Current topic report; Instructional session &amp; materials; Instructional planning document</td>
</tr>
<tr>
<td>6a. Workplace Skills &amp; Attributes: Collaborate and communicate</td>
<td>5 and 6</td>
<td>Current topic report; Instructional session &amp; materials; Instructional planning document</td>
</tr>
<tr>
<td>6b. Workplace Skills &amp; Attributes: Organize, Plan &amp; Manage</td>
<td>4 and 6</td>
<td>Instructional session &amp; materials; Instructional planning document</td>
</tr>
<tr>
<td>6c. Workplace Skills &amp; Attributes: Develop Personally &amp; Professionally</td>
<td>1, 5, and 6</td>
<td>Current topic report; Instructional session &amp; materials; Instructional planning document</td>
</tr>
</tbody>
</table>

## CLASS POLICIES

Laptops and mobile devices are permitted for notetaking and some class exercises.

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

SIM Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Represents very high achievement. Signifies original work of distinction, well organized and presented.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Superior performance indicating high level of command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Very good. Has firm command of course principles and techniques.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Above average performance.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Satisfactory. Acceptable performance for a Master’s program.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Marginal performance.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Failure. Unacceptable for credit towards a Master’s degree.</td>
</tr>
</tbody>
</table>

ACCOMMODATION POLICY FOR STUDENTS
Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

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 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 or send an email to notetaking@dal.ca

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 fully 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 Dalhousie Libraries’ online Citing & Writing 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 consult the University Secretariat’s Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. 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 Dishonesty contained in the Calendar.
Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result 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.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.
COURSE SCHEDULE

PLEASE NOTE that this schedule may change slightly depending on fluctuating course registration numbers. Please consult regularly for updates and modifications.

<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Topic(s)</th>
<th>Reminders &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2. Sept. 16</td>
<td>Unpacking the Framework and the Standards</td>
<td></td>
</tr>
<tr>
<td>Class 3. Sept. 23</td>
<td>Educational theory. Learning styles. Active learning.</td>
<td>Four minute pairs</td>
</tr>
<tr>
<td>Class 4. Sept. 30</td>
<td>Instructional design. Lesson plans and learning outcomes</td>
<td>Current topic report due (first draft for grading) Instructional session assignment explained.</td>
</tr>
<tr>
<td>Class 5. Oct. 7</td>
<td>Assessment and evaluation</td>
<td>Current topic report lightning talks</td>
</tr>
<tr>
<td>Class 6. Oct. 14</td>
<td>Critical information literacy/pedagogy</td>
<td>Online tutorial assignment explained. Guest speaker</td>
</tr>
<tr>
<td>Class 8. Oct. 28</td>
<td>Selected issues: Credit courses. Diverse groups.</td>
<td>Current topic report (second draft for review) due Guest speaker Instructional planning report explained</td>
</tr>
<tr>
<td>Class 9. Nov. 4</td>
<td>Managing, marketing and measuring information literacy instruction.</td>
<td>Online tutorials due Guest speaker</td>
</tr>
<tr>
<td>Nov. 11 – NO CLASS (REMEMBRANCE DAY &amp; STUDY WEEK)</td>
<td>Lesson plans for November 18th workshops due by 11:59pm Friday, November 11</td>
<td></td>
</tr>
<tr>
<td>Class 10. Nov. 18</td>
<td>Instructional sessions x 5</td>
<td>Lesson plans for November 25th workshops due by 11:59pm Friday, November 18th</td>
</tr>
<tr>
<td>Class 11. Nov. 25</td>
<td>Instructional sessions x 5</td>
<td>Lesson plans for December 2nd workshops due by 11:59pm Friday, November 25th</td>
</tr>
<tr>
<td>Class 12. Dec. 2</td>
<td>Instructional sessions x 5</td>
<td>Instructional planning report due Final draft of report (for blog) due</td>
</tr>
</tbody>
</table>

**Class 1: Course introduction. Information literacy – Sept. 9**


**Class 2: Unpacking the Framework and Standards – Sept. 16**


**Class 3: Educational theory. Learning styles. Active learning – Sept. 23**


**Class 4: Instructional design. Lesson plans and learning outcomes – Sept. 30**

- Cahoy, E.S., & Schroeder, R. (2012). **Embedding affective learning outcomes in library instruction.** *Communications in Information Literacy, 6*(1).
- Lesson plan template [Brightspace]

**Class 5: Assessment and evaluation – Oct. 7**


**Class 6: Critical information literacy/pedagogy – Oct. 14**


**Class 7: E-learning – Oct. 21**


• Explore PRIMO (Peer-reviewed Instructional Materials Online): http://primodb.org/

Class 8: Selected issues: Credit courses. Diverse groups – Oct. 28


Class: 9: Managing, marketing, and measuring information literacy instruction – Nov. 4


Class 10: Instructional sessions – Nov. 18

Class 11: Instructional sessions – Nov. 25

Class 12: Instructional sessions – Dec. 2
GENERAL GUIDELINES FOR ASSIGNMENTS

In order to aid you in meeting professional expectations, these guidelines suggest points to consider when preparing, writing, and presenting your work. Criteria will be based on attention to these general guidelines, on specific attention to individual assignment guidelines, and on evidence of wide reading and reflection of the topics. If you have any questions at all as we move through the term, please do not hesitate to get in touch with me.

QUALITY OF WRITING

Careful attention to the quality of writing is expected. Correct spelling and grammar should be matters of course at the graduate level. Clarity, eloquence, and cogency will be considered when grading. My Academic Support Series workshop on Academic Writing is highly recommended (October 12th 12pm), and the Dalhousie Writing Centre is an excellent resource for writing support. Regardless of its content, your assignment will not receive top marks if it is poorly written.

ASSIGNMENT SUBMISSION & FORMATTING REQUIREMENTS

1. Use 11- or 12-point font.
2. Title pages are completely optional.
3. Submit your assignments via Brightspace as MS Word attachments (NOT PDF). Name files clearly, following this template:
   Surname_Firstname_INFO6810_AssignmentName
   Example: McNiff_Lindsay_INFO6810_CurrentTopicReport
4. All assignments should have a header on the first page with your name, course number, the date, and the assignment title. Subsequent pages should include your last name and the page number.
5. All works you refer to should be properly cited in APA format. All incoming students are required to attend the APA Citation workshop on September 14th at 12:30pm. See the Information Management Research Guide http://dal.ca.libguides.com/InformationManagement/APA for suggested APA resources.
6. Please ensure that you have read and understand the Faculty of Management and Dalhousie policies on academic integrity (see below).
7. Assignments are to be submitted by 11:59pm on the due date.
# ASSIGNMENTS

<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First draft (for marks):</strong></td>
<td>September 30th, 11:59pm</td>
<td></td>
</tr>
<tr>
<td><strong>Second draft (for peer-review):</strong></td>
<td>Oct. 28th, 11:59pm</td>
<td></td>
</tr>
<tr>
<td><strong>Final report (for blog) due by the end of the term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nov. 4, 11:59pm</strong></td>
<td>Online tutorial</td>
<td>20</td>
</tr>
<tr>
<td><strong>Instructional session scheduled for various dates; Lesson plan and materials due on Friday, one week before your instructional session, 11:59pm (Nov. 11-Nov 25)</strong></td>
<td>Instructional session and materials, lesson plan</td>
<td>30</td>
</tr>
<tr>
<td><strong>Dec. 2, 11:59pm</strong></td>
<td>Instructional planning report</td>
<td>25</td>
</tr>
<tr>
<td><strong>Participation (see rubric on page 3)</strong></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Acknowledgements: For parts of the course syllabus and course assignments, I am indebted to A. Hicks, S. Hook (2015), P. McKenna (2015), E. Meyers (2012-2015).