School of Information Management  
INFO 6810 Managing Information Literacy Instruction  
Winter 2018

Instructor: Lindsay McNiff  
Office: Rowe 4029, Killam Library  
Telephone: 902-494-4460  
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 and 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

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.
5. To introduce students to the scholarship of teaching and learning (SoTL)

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.
7. Consider how instruction initiatives might become research projects.

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 significant analysis and reflection. Please see the attached general “General guidelines for assignments.”

See also the SIM Grading Policy.

<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 an education-related topic and present a short talk to the class.</td>
<td>Jan 30 (lightning talk Feb. 6)</td>
<td>20%</td>
</tr>
<tr>
<td>Online tutorial</td>
<td>Students create an online tutorial for a topic</td>
<td>March 13 or March 20</td>
<td>15%</td>
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<tr>
<td>Specific Audience and Reflect on the Experience</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Instructional session, materials, lesson plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students design a lesson plan, activities, and an evaluation instrument and teach the session to their classmates.</td>
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<tr>
<td>March 13 or March 20</td>
<td></td>
<td></td>
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<tr>
<td>30%</td>
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<td></td>
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<tr>
<td>SoTL project outline</td>
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<td></td>
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<tr>
<td>Students work in pairs to construct a research outline for a hypothetical teaching research project</td>
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<tr>
<td>April 6 (short presentation on April 3)</td>
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<tr>
<td>20%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See participation rubric.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15%</td>
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</tbody>
</table>

**PARTICIPATION EVALUATION RUBRIC**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>Preparation and quality of contributions (including discussion questions) (Weighting: 40%)</td>
<td>The student’s comments are relevant and reflect understanding of readings and other course material. The student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.) The student’s contributions move the discussion forward.</td>
</tr>
<tr>
<td>Frequency of participation (Weighting: 10%)</td>
<td>The student participates in the in-class discussion.</td>
</tr>
<tr>
<td>Attendance/Punctuality (Weighting: 10%)</td>
<td>The student is always punctual and no unexcused absences.</td>
</tr>
<tr>
<td>Information Without Borders (attendance and discussion board post) (Weighting: 20%)</td>
<td>The student writes a 400-500-word post on the discussion board commenting on their overall thoughts and impressions of the IWB conference, their favourite session, and an IL-related takeaway. Each student must also comment on at least one classmate’s post. Due Feb. 27, 11:59pm.</td>
</tr>
</tbody>
</table>
In-class activities (Weighting: 20%)
The student is present and engaged for in-class activities.

You **must** attend **all** of your classmates’ instructional sessions to qualify for full participation marks. If this is a problem, please speak to the instructor well in advance.

**Information Without Borders conference:**

Due by February 27\(^{th}\), 11:59pm. Post 400-500 words on the following:

- your overall thoughts/impressions of the IWB conference
- your favourite session.
- At least one information literacy-related takeaway

You must also comment on at least one classmate’s post.

**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>Education topic report; Instructional session &amp; materials; SoTL project outline</td>
</tr>
<tr>
<td>3. Risk &amp; 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; SoTL project outline</td>
</tr>
<tr>
<td>5. Research and Evaluation</td>
<td>6 and 7</td>
<td>Education topic report; Instructional session &amp; materials; SoTL project outline</td>
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<tr>
<td>6. Workplace Skills &amp; Attributes:</td>
<td></td>
<td></td>
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<tr>
<td>(a) Collaborate &amp; communicate</td>
<td>5 and 6</td>
<td>Education topic report; Instructional session &amp; materials; SoTL project outline</td>
</tr>
<tr>
<td>(b) Organize, Plan &amp; Manage</td>
<td>4 and 6</td>
<td>Instructional session &amp; materials; SoTL project outline</td>
</tr>
<tr>
<td>(c) Develop Personally &amp; Professionally</td>
<td>1, 5, and 6</td>
<td>Education topic report; Online tutorial; Instructional session &amp; materials; SoTL project outline</td>
</tr>
</tbody>
</table>

**CLASS POLICIES**

INFO 6810 Winter 2017-12-11
Attendance
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.

Absence from class (extended)
- **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.**

Citation Style
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people’s ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at [https://libraries.dal.ca/help/style-guides.html](https://libraries.dal.ca/help/style-guides.html) or the APA’s Frequently Asked Questions about APA.

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>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>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 Honesty 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.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI’KMAQ TERRITORY
Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Topics &amp; Assignments</th>
<th>Reminders &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2. Jan. 16</td>
<td>Unpacking the Framework and the Standards</td>
<td></td>
</tr>
<tr>
<td>Class 4. Jan. 30</td>
<td>Instructional design. Lesson plans and learning outcomes.</td>
<td>Assignment 1 due</td>
</tr>
<tr>
<td>Class 5. Feb. 6</td>
<td>Assessment &amp; evaluation</td>
<td>Assignment 1 lightning talks</td>
</tr>
<tr>
<td>IWB</td>
<td>Students in INFO 6810 are expected to attend the Information Without Borders Conference and post a reflection to the discussion board.</td>
<td></td>
</tr>
<tr>
<td>Study break</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Class 7. March 6</td>
<td>Critical information literacy/pedagogy</td>
<td>Guest speaker</td>
</tr>
<tr>
<td>Class 8. March 13</td>
<td>Assignment 3: Instructional sessions x 3 (Group A)</td>
<td>Assignment 2 due (Group B)</td>
</tr>
<tr>
<td>Class 9. March 20</td>
<td>Assignment 3: Instructional sessions x 3 (Group B)</td>
<td>Assignment 2 due (Group A)</td>
</tr>
<tr>
<td>Class 10. March 27</td>
<td>Selected issues: Credit course. Diverse groups.</td>
<td>Guest speaker: Meg Raven (Mount Saint Vincent University)</td>
</tr>
<tr>
<td>Class 11. April 3</td>
<td>Managing and marketing IL</td>
<td>SoTL outline presentations Assignment 4 due April 6th (Friday)</td>
</tr>
</tbody>
</table>

### Class 1: Course introduction. Information literacy – Jan 9.


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


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

**Assignment 1 (Education Topic Report) due**

- Have a look at Lesson plan template [Brightspace]
• Browse Project CORA: [http://www.projectcora.org/](http://www.projectcora.org/) - find a lesson plan that you like and come to class prepared to share.
Class 5: Assessment and evaluation – Feb. 6

Lightning talks


Class 6: E-learning and Digital Literacies – Feb. 27

- Readings TBD

Class 7: Critical information literacy/pedagogy – March 6


Class 8: Instructional sessions – March 13

<table>
<thead>
<tr>
<th>Instructional sessions – Group A Assignment 2 (Online tutorial) due – Group B</th>
</tr>
</thead>
</table>

Class 9: Instructional sessions – March 20

<table>
<thead>
<tr>
<th>Instructional sessions – Group B Assignment 2 (Online tutorial) due – Group A</th>
</tr>
</thead>
</table>
Class 10: Selected issues: Credit courses. Diverse groups – March 27


Class: 11: Managing, marketing, and measuring information literacy instruction – April 3

**SoTL outline presentations**


**SoTL project outline due Friday, April 6, 11:59pm**

**ACRL guidelines (please have a look)**


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. Please book an appointment with the Dalhousie Writing Centre for support if needed. 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. Double-space all written assignments.
4. 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_EducationTopicReport

5. All works you refer to should be properly cited in APA format. 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 above).
7. Assignments are to be submitted by 11:59pm on the due date unless otherwise stated.