

## AUBURN UNIVERSITY SYLLABUS

- 1. Course Number:** EDMD 7120/6  
**Course Title:** Information Sources, Services, and Instruction  
**Credit Hours:** 3 semester hours  
**Prerequisite:** Graduate standing  
**Co-requisite:** None

**2. Date Syllabus Prepared August 5, 2011**

**3. Texts:**

Lanning, S., & Bryner, J. (2010). *Essential reference services for today's school media specialists*. Santa Barbara, CA: Libraries Unlimited.

American Association of School Librarians. (2007). *Standards for the 21<sup>st</sup> Century Learner*. Chicago: American Library Association, 2007.

Association for College and Research Libraries. (2000). *Information literacy standards for higher education*. Chicago: American Library Association.

**4. Course Description:**

An overview of information needs, services, and print and electronic resources. Ways to teach information literacy skills.

**5. Course Objectives:**

The student will be able to:

1. Demonstrate knowledge of a variety of information sources and services that support needs of diverse learners.
2. Model ethical behavior and adhere to legal principles with electronic access to information and use of digital resources.
3. Distinguish types and models of reference and information services.
4. Determine appropriate search strategies to locate, access, and ethically use information in electronic and print sources.
5. Define information literacy and examine information literacy skills for an identified audience.
6. Explain school librarian role of information specialist, instructional partner, and teacher as they relate to information literacy.
7. Examine information literacy models and research on information-seeking behavior.
8. Prepare and assess an information skills lesson/presentation and prepare a pathfinder related to the lesson/presentation.
9. Analyze the reference interview process and demonstrate a reference interview process.

10. Develop a plan for information services and access to sources for an identified audience.
11. Select, critique and recommend a variety of electronic and print information sources.
12. Evaluate web 2.0 tools for information services.

## **6. Course Content:**

### **WEEK 1. Introduction to Information Services**

- A. Overview of history and trends in information dissemination, organization, and retrieval
- B. Overview of information service work, genres of information sources, including community resources
- D. Communication in libraries

### **WEEK 2. Electronic Information Sources**

- A. Online public access catalogs
- B. Databases and indexes
- C. Types of access: author, title, subject, keyword, Authority control
- D. Selecting and evaluating electronic databases for different purposes
- E. Indexes to collections: poetry, plays, illustration, music

### **WEEK 3. Information Literacy**

- A. Models of information literacy
- B. Information literacy standards
- C. 21<sup>st</sup>-Century learner skills

### **WEEK 4. Roles of School Librarian and Teaching Information Literacy**

- A. Information specialist, teacher, and partner roles
- B. Organization of information services to support curriculum and information literacy (pathfinders)
- C. Research on information searching behavior in adults and students
- D. Teaching children to be effective and critical information searchers using periodical and aggregate databases

### **WEEK 5. Planning for Information Services**

- A. Types of information services in school libraries
- B. Information services policies
- C. Reference interview
- D. Ethical issues when providing information services

### **WEEK 6. Selecting and Evaluating Information Sources**

- A. Criteria for selecting and evaluating print sources
- B. Criteria for selecting and evaluating electronic sources
- C. Core reference collection
- D. Collection development

- WEEK 7      Bibliographies and Collection Development**  
A. Current print and non-print review sources  
B. U. S. national and trade bibliographies – types, uses, selection  
C. Collection mapping and weeding of reference collection
- WEEK 8      Ready Reference Sources – Print and Electronic Almanacs, Yearbooks, Handbooks, Directories**  
A. Almanacs and Yearbooks – uses, evaluation, selection  
B. Handbooks to the various disciplines and curriculum related subjects – uses, evaluation, and selection  
C. Directories – uses, evaluation, selection  
D. Teaching children to be effective and critical users of ready reference sources
- WEEK 9      Geographical Sources – Atlases and Gazetteers**  
A. History of cartography, types of projections, scales  
B. Types of geographical sources: maps, atlases, gazetteers, electronic maps  
C. Evaluation of geographic sources  
D. Teaching children to be effective and critical users of geographic sources
- WEEK 9.      Biographical Sources**  
A. Types of biographical sources: indexes, directories, dictionaries, web-based  
B. Evaluation of biographical sources  
C. Teaching children to be effective and critical users of biographical sources
- WEEK 11      Dictionaries**  
A. Types of dictionaries: unabridged, collegiate, school; thesauri, slang, usage  
B. Evaluating dictionaries  
C. How dictionaries are made; Evolution of language  
D. Teaching children to be effective users of dictionaries
- WEEK 12      Encyclopedias**  
A. Types of encyclopedias: general, subject, children's  
B. Uses of encyclopedias  
C. Evaluating encyclopedias
- WEEK 13      Government Information Sources**  
A. U. S. and state government documents – overview of and history of government publications  
B. Access to government publications  
C. Selecting and utilizing government publications
- WEEK 14      Reference 2.0**  
A. Virtual reference services  
B. Selecting and evaluating reference 2.0 tools

**WEEK 15      Information Skills Lessons and Pathfinder Presentations**  
Student presentations of lesson plans and pathfinders

**7. Course Requirements/Evaluation:**

- Exercises (class work, reference questions, explore information sources, etc.) (110 pts.)
- Information Literacy flyer (20 pts.)
- Information Services Plan (75 pts.)
- Information Skills Lesson/presentation (20 pts.)
- Pathfinder for Information Skills Lesson/Presentation (20 pts.)
- Reference 2.0 Tool presentation (15 pts.)
- Reference Observation/Interview (25 pts.)
- Reflective Journal or Blog (15 pts.)

273 - 300 pts = A

240 - 272 pts = B

210 - 239 pts = C

180 - 209 pts = D

< 179 pts = F

**8. Class Policy Statements:**

A. Attendance. Although attendance is not required, students are expected to attend all class meetings and will be held responsible for any content covered in the event of an absence.

B. Excused absences. Students are granted excused absences from class for the following reasons: 1) illness of the student or serious illness of a member of the student's immediate family, 2) the death of a member of the student's immediate family, 3) trips for student organizations sponsored by an academic units, trips for university classes, trips for participation in intercollegiate athletic events, 4) subpoena for a court appearance, and 5) religious holidays. Should students need to have an excused absence for any other reason, please contact the course instructor in advance to request an excused absence.

C. Make-up Policy. Make-up course work/assignments will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to make-up missed assignments/exam must be made in advance. Students who miss a class because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other avoidable absences from campus must be documented and cleared with the instructor **in advance**.

D. Accommodations. Students who need special accommodations are asked to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If the student has a conflict with the instructor's office hours, an alternative time can be arranged. A copy of the Accommodation Memo and an Instructor Verification Form. If you do not have an Accommodation Memo but need accommodations,

please contact the Program for Students With Disabilities, 1244 Haley Center, as soon as possible. Telephone: 334-844-2096 (V/TT)

E. Academic Honesty. All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class. I expect you to complete your assignments individually, but collaboration techniques you are learning in this course are highly desirable and will be encouraged. While sharing your work and giving and receiving assistance from others in the class can be valuable for the learning community, I expect you to do your own work for evaluation and for the course grade. My major interest is in your learning which will best take place as we share questions, answers, and experiences. Reading on the scheduled topic from the textbooks and other sources should take place before doing the assignments or attending class on that topic.