

AUBURN UNIVERSITY SYLLABUS
EDMD 7120/7126 – Information Sources and Services
3 semester hours credit -- Fall Semester 2015

Dr. Susan Bannon
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Textbooks:

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago: American Library Association. [available as an eBook via AU Libraries]

American Association of School Librarians. (2007). *Standards for the 21st Century Learner*.

Chicago: American Library Association. [available as an eBook via AU Libraries]

Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners*. Santa Barbara, CA: Libraries Unlimited. [available as an eBook via AU Libraries]

Lanning, S. (2014). *Reference and instructional services for information literacy skills in school libraries*. Santa Barbara, CA: Libraries Unlimited.

Course Description

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

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.

Course Content:

Week #1 Introduction to Information Services and Sources (Aug 17)

- A. History and functions of information services
- B. Overview of types of information services
- C. Overview of types of information sources

Week #2 Information Services and School Librarian's Roles (Aug 24)

- A. Types of information services in school libraries
- B. Planning for information services
- C. Reference interview and the art of questioning
- D. Ethical issues when providing information services

Week #3 Electronic Information and Internet Sources (Aug 31)

- A. Online public access catalogs and types of access
- B. Online databases (Alabama Virtual Library) and Google Scholar
- C. Search engines -- searching strategies and tips
- D. Teaching youth to use electronic and Internet sources

Labor Day Holiday – No Class (Sept 7)

Week #4 Information Literacy and School Librarian (Sept 14)

- A. Information literacy – definition, concepts and models
- B. Information literacy standards and skills
- C. Information seeking process and developmental issues
- D. Information literacy instruction

Week #5 Information Literacy Project (Sept 21 and 28)

- A. Research on information-seeking behavior (Dr. Bannon will work with each student during the synchronous meeting on Sept 21).

Week #6 Information Literacy Project Presentations (Sept 28)

Week #7 Selecting and Evaluating Information Sources (Oct 5)

- A. Criteria for selecting and evaluating print sources
- B. Criteria for selecting and evaluating electronic sources
- C. School library reference collection

Week #8 Bibliographies and Collection Development (Oct 12)

- A. Introduction to bibliographies
- B. Types and uses for bibliographies
- C. Selecting bibliographies
- D. Pathfinders and school librarian's role

Week #9 Ready Reference Sources (Oct 19)

- 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 youth to be effective and critical users of ready reference sources

Week #10 Geographical Sources – Atlases and Gazetteers (Oct 26)

- 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 youth to be effective and critical users of geographic sources

Week #11 Biographical Sources (Nov 2)

- 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 #12 Dictionaries and Encyclopedias (Nov 9)

- A. Types of dictionaries: unabridged, collegiate, school; thesauri, slang, usage
- B. Types of encyclopedia: general, subject, children's
- C. Evaluating dictionaries and encyclopedias
- D. Teaching youth to be effective users of dictionaries and encyclopedias

Week #13 Government Information Sources (Nov 16)

- 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
- D. Teaching youth to be effective users of government information sources

Thanksgiving Holiday – No Class (Nov 23)

Week #14 Future of Information Services and Reference 2.0 (Nov 30)

- A. Virtual reference services
- B. Selecting and evaluating reference 2.0 tools and apps

Week #15 Information Skills Lessons and Pathfinder Presentations (Dec 7)

Student presentations of lesson plans and pathfinders

Course Requirements/Evaluation:

- Information Literacy Project (75 pts.)
- Information Services Plan with Reference Interview and Ethical scenario (60 pts.)
- Information Skills Lesson with “pathfinder” (50 pts.)
- Information Sources Exercises (explore information sources and identify how they can be used in curriculum) (~110 pts.)

271 - 295 pts = A

236 - 270 pts = B

207 - 235 pts = C

177 - 206 pts = D

< 177 pts =

Class Policy Statements:

- A. Attendance. Students are expected to attend all synchronous class sessions. Auburn University Class Attendance Policy:
<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>
- B. Excused absences. Students are granted excused absences from a synchronous class session 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 Dr. Bannon (bannosh@auburn.edu) in advance to request an excused absence, and make arrangements to view the archived synchronous class session if you are absent.
- C. Make-up Policy. Make-up course work/assignments will be given only for University-approved excuses as outlined above. 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 Dr. Bannon **in advance**.
- D. Accommodations. Students who need accommodations are asked to arrange a meeting with Dr. Bannon during the first week of classes, or as soon as possible if accommodations are needed immediately. To arrange an accommodation meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

- E. Academic Honesty. All portions of the Auburn University Honesty Code found at this link <https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf> will apply in this class. I expect you to complete your assignments individually. My major interest is in your learning which will best take place as we share questions, answers, and experiences. Reading/studying the scheduled topics from the textbooks/other sources should take place before doing the assignments or attending the synchronous class on that topic.
- F. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality