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 January 5, 2012**

3. **Texts:**

    American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago: American Library Association.

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

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

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:

Session 1a. Introduction to Information Services (Jan 7th morning)
     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

Session 1b. Electronic Information Sources (Jan 7th afternoon)
     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

Session 2a. Information Literacy and School Librarian's Role (Jan 21st morning)
     A. Information literacy: concepts, models, standards and skills
     B. Research on information seeking behavior/process
     C. School librarian and information literacy: information specialist, teacher and instructional partner

Session 2b. Planning for Information Services (Jan 21st afternoon)
     A. Types of information services in school libraries
     B. Information services policies
     C. Reference interview
     D. Ethical issues when providing information services

Session 3a. Selecting and Evaluating Information Sources (Feb 4th morning)
     A. Criteria for selecting and evaluating print sources
     B. Criteria for selecting and evaluating electronic sources
     C. Core reference collection
     D. Collection development

Session 3b. Bibliographies and Collection Development (Feb 4th afternoon)
     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

Session 4a. Ready Reference Sources (Feb 25th morning)
     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

Session 4b. **Geographical Sources – Atlases and Gazetteers (Feb 25th afternoon)**
- 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

Session 5a. **Biographical Sources (March 3rd morning)**
- 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

Session 5b. **Dictionaries and Encyclopedias (March 3rd afternoon)**
- A. Types of dictionaries: unabridged, collegiate, school; thesauri, slang, usage
- B. Types of encyclopedia: general, subject, children's
- B. Evaluating dictionaries and encyclopedias
- C. Teaching youth to be effective users of dictionaries and encyclopedias

Session 6a. **Government Information Sources (March 17th morning)**
- 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

Session 6b. **Future of Information Services (March 17th afternoon)**
- A. Virtual reference services
- B. Selecting and evaluating reference 2.0 tools

Session 7. **Information Skills Lessons and Pathfinder Presentations (April 21st)**
Student presentations of lesson plans and pathfinders

7. Course Requirements/Evaluation:
- Exercises (class work, reference questions, explore information sources, etc.) (110 pts.)
- Information Literacy assignment (50 pts.)
- Information Services Plan (50 pts.)
- Information Skills Lesson/presentation (30 pts.)
- Pathfinder for Information Skills Lesson/Presentation (20 pts.)
- Reference Observation/Interview (20 pts.)
- Reflective Journal or Blog (15 pts.)

271 - 295 pts = A
236 - 270 pts = B
207 - 235 pts = C
177 - 206 pts = D
< 177 pts = F

8. Class Policy Statements:

A. <u>Attendance</u>. Because this course will only meet on seven weekends and we will do in-class learning activities, attendance will be required and students are expected to attend all seven class sessions. Auburn University Class Attendance Policy:
https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

B. <u>Excused absences</u>. 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 Dr. Bannon (bannosh@auburn.edu) in advance to request an excused absence.

C. <u>Make-up Policy</u>. 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 form campus must be documented and cleared with Dr. Bannon **in advance**.

D. <u>Accommodations</u>. Students who need 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 you have a conflict with my office hours, an alternate time can be arranged. To set up this 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. <u>Academic Honesty</u>. All portions of the Auburn University Honesty Code found at this link
https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf
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/studying the scheduled topics from the textbooks/other sources should take place before doing the assignments or attending class on that topic.