# AUBURN UNIVERSITY SYLLABUS

**1**. **Course Number:** EDMD 7120/7126

 **Course Title:** Information Sources and Services

 **Credit Hours:** 3 semester hours

 **Prerequisite:** None

**2. Date Syllabus Prepared January 2017**

**3. Textbooks:**

#  Required of all EDMD 7120/7126 Students:

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

#  Required of Library Media Certification (GMSE) Students:

\*American Association of School Librarians. (2009). [*Empowering learners: Guidelines for school library programs*](http://catalog.lib.auburn.edu/vufind/Record/4560759). Chicago: American Library Association.

\*American Association of School Librarians. (2007). [*Standards for the 21st century learner in action*](http://catalog.lib.auburn.edu/vufind/Record/4560761). Chicago: American Library Association.

\*Harada, V. H., & Yoshina, J. M. (2010). [*Assessing for learning: Librarians and teachers as partners*.](http://catalog.lib.auburn.edu/vufind/Record/4554765) Santa Barbara, CA: Libraries Unlimited.

\*Available as an eBook via AU Libraries

# 4. Course Description:

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

# 5. Course Objectives:

The student will be able to:

1. Model ethical behavior and adhere to legal principles with electronic access to information and use of digital resources.
2. Develop a plan for information services and access to sources for an identified audience.
3. Distinguish the various types and models of reference and information services.
4. Distinguish the school librarian roles of information specialist, instructional partner, and teacher as the roles relate to providing information sources and services.
5. Analyze and reflect on the reference interview process.
6. Define information literacy and advocate for information literacy skills to support the learning needs of a school community.
7. Examine information literacy models and information literacy skills/objectives for an identified audience.
8. Demonstrate their own information literacy skills to find, evaluate, and use information on a selected topic.
9. Demonstrate their ability to design information skills instruction that uses a variety of instructional strategies and assessment tools to assess student learning of information skills.
10. Prepare a pathfinder related to the information skills lesson.
11. Demonstrate ability to develop a collection of information sources in print and digital formats that supports the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.
12. Select, critique/evaluate, and recommend a variety of digital/electronic and print information sources.
13. Evaluate a web 2.0 tool for an information service.

# Course Content and Schedule:

**Week 1 Introduction to Information Services [Module #1 -- Jan 17]**

* 1. Overview of EDMD 7120/7126
	2. Overview of history and trends in information services
	3. Overview of information service work

# Week 2 Planning for Information Services [Module #2 – Jan 24]

1. Types of information services in school libraries
2. Virtual information services
3. Information services policies
4. Assessing information services

# Week 3 Providing Information Sources [Module #2 – Jan 31]

1. Genres of information sources
2. Core information sources
	1. Collection development
	2. Collection access
3. Web 2.0 information sources
4. Reference interview
5. Ethical issues when providing information services

# Weeks 4 - 7 Information Literacy and School Librarian’s Role [Module #3 – Feb 7 - 28]

1. Information literacy: concepts, models, standards, and skills (Feb 7)
2. Information seeking behavior/process & the search process using (Feb 14)
	* Online catalogs
	* Databases
	* Search engines
3. School librarian’s roles and information literacy (Feb 21)
	* Information specialist
	* Instructional partner with classroom teachers
	* Teacher and teaching information literacy

#  D. Information literacy instruction and lesson planning (Feb 28)

# Weeks 8–13 Selecting and Evaluating Information Sources [Module #4 – Mar 7 - Apr 18]

1. Criteria for selecting and evaluating information sources (Mar 7)
2. Information sources types and uses
	* Bibliographies and collection development (Mar 7)
	* Ready Reference Sources: Almanacs, Directories, Yearbooks, and Handbooks (Mar 21)
	* Geographical Sources: Atlases and Gazetteers (Mar 28)
	* Biographical sources (Apr 4)
	* Databases in the Alabama Virtual Library (Apr 11)
	* Dictionaries and Encyclopedias (Apr 18)

**Week 14 Work on Class Assignments (April 25)**

# Course Requirements/Evaluation:

* Information sources evaluations/exercises (~120 pts.)
* Information literacy literature review (100 pts.)
* Information services plan (50 pts.)
* Information skills lesson plan with assessment tool(s) (50 pts.)
* Pathfinder (20 pts.)
* Reference Observation/Interview (20 pts.)
* Online discussions & introduction (50 pts.)

377 - 410 pts = A (92 – 100%)

328 - 376 pts = B (80 – 91%)

287 - 327 pts = C (70 – 79%)

246 - 286 pts = D (60 – 69%)

< 246 pts = F

**8. Class Policy Statements:**

* 1. **Attendance**. While attendance is not required at each Tuesday’s live/online session, I do expect students to view recorded lectures and participate in online discussions. I also expect students to read the [Auburn University Class Attendance Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf).
	2. **Excused absences**. Students are granted excused absences 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. **Make-up Policy**. Students may make-up course work/assignments for University- approved excuses as outlined above. Students are required to make arrangements to make-up missed assignments/exam 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 must be documented and cleared with Dr. Bannon **in advance**.

D. **Accommodations**: Students who need accommodations should arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail, bannosh@auburn.edu. 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](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) will apply in this course. I expect you to complete your assignments individually. 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 participating in a 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’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