**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 May 20, 2013**

**3. Texts:**

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

American Association of School Librarians. (2007). *Standards for the 21st century learner*. Chicago: American Library Association. [This is an online brochure]

American Association of School Librarians. (2009). *Standards for the 21st century learner in action*. Chicago: American Library Association. [required]

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

**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 (May 21)**

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 (May 28)**

A. Online public access catalogs

B. Databases and indexes

C. Selecting and evaluating databases and indexes

**Week 3 Information Literacy and School Librarian’s Role (June 4)**

1. Information literacy: concepts, models, standards and skills
2. Research on information seeking behavior/process
3. School librarian and information literacy: information specialist, teacher and instructional partner

**Week 4 Planning for Information Services (June 11)**

1. Types of information services in school libraries
2. Information services policies/procedures
3. Reference interview
4. Ethical issues when providing information services

**Week 5 Selecting and Evaluating Information Sources (June 17)**

1. Criteria for selecting and evaluating print sources
2. Criteria for selecting and evaluating electronic sources
3. Core reference collection
4. Collection development using bibliographic sources

**Week 6 Ready Reference Sources (June 25)**

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 7** **Geographical and Biographical Sources (July 2)**

A. 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

E. Types of biographical sources: indexes, directories, dictionaries, web-based

F. Evaluation of biographical sources

G. Teaching children to be effective and critical users of biographical sources

**Week 8 Dictionaries, Encyclopedias, and Government Information Sources (July 16)**

1. Types of dictionaries: unabridged, collegiate, school; thesauri, slang, usage
2. Types of encyclopedia: general, subject, children’s

C. Evaluating dictionaries and encyclopedias

D. Teaching youth to be effective users of dictionaries and encyclopedias

E. U. S. and state government documents – overview of and history of government publications

F. Access to government publications

G. Selecting and utilizing government publications

H. Teaching youth to be effective users of government information sources

**Week 9 Future of Information Services (July 23)**

1. Virtual reference services
2. Selecting and evaluating reference 2.0 tools

**Week 10 Information Skills Lessons and Pathfinder Presentations (July 23)**

Student presentations of lesson plans and pathfinders

**7. Course Requirements/Evaluation:**

* Exercises (class work, reference questions, explore information sources, etc.) (~100 pts.)
* Information Literacy research (75 pts.)
* Information Skills Lesson/Presentation (30 pts.)
* Pathfinder (20 pts.)
* Reference Observation/Interview (20 pts.)
* Web 2.0 for Reference Evaluation (20 pts.)
* Reflective Journal or Blog (50 pts.)

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290 - 315 pts = A (92% or higher)  
252 - 289 pts = B (80% to 91%)  
221 - 251 pts = C (70% to 79%)  
189 - 220 pts = D (60% to 69%)  
< 188 pts =  F (< 60%)

**8. Class Policy Statements:**

A. Attendance. Because we will do in-class learning activities, attendance will be required and students are expected to attend all 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 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](mailto:bannosh@auburn.edu)) 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 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. Accommodations. 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. Academic Honesty. 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.