# 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:** May 2018

**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.

EDMD 7120/7126 is a core course for library media certification

# 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 an information literacy/inquiry-based skill lesson 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 literacy/inquiry-based 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:

**Module # 1 Information Services Overview [May 21 and 28]**

* 1. Overview of EDMD 7120/7126
  2. Overview of history and trends in information services
  3. Overview of information service work
  4. Types of information services in school libraries
  5. Virtual information services
  6. Information services policies
  7. Assessing information services
  8. Reference interview
  9. Ethical issues when providing information services

# Module #2 Information Sources [June 4 - June 25]

1. Providing information sources
2. Selecting and evaluating information sources
3. Core information sources
4. Types of information sources and uses

* Online catalogs
* Databases and indexes
* Search engines
* Bibliographies
* Ready Reference Sources: Almanacs, Directories, Yearbooks, and Handbooks
* Geographical Sources: Atlases and Gazetteers
* Biographical sources
* Dictionaries and Encyclopedias
* Web 2.0 information sources
* Government information sources

**Module #3 Information Literacy/Inquiry-Based Learning [July 2 - 23]**

1. Information literacy/inquiry-based learning: concepts, models, standards, and skills
2. Information seeking behavior/process & the search process
3. School librarian’s roles and information literacy
   * Information specialist
   * Instructional partner with classroom teachers
   * Teacher and teaching information literacy

# D. Information literacy instruction and lesson planning

# Course Requirements/Evaluation:

* Information Services Plan (50 pts.)
* Information Services Observation/Interview (20 pts.)
* Information literacy/inquiry-based learning literature review (100 pts.)
* Information sources evaluations/exercises/recommendation list (~120 pts.)
* Information skills lesson plan with assessment tool(s) (50 pts.)
* Information Sources Pathfinder (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

**Students must complete all assignments to be eligible for a grade of A.**

**8. Class Policy Statements:**

* 1. **Attendance**. While attendance is not required at each week's 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](mailto: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