Course Information

Date Submitted: 11/21/2013

Current Prefix and Number: LIS - Library &Information Science , LIS 625 - INSTRUCTIONAL SERVICES

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Library &Information Science

c. Is there a change in 'ownership' of the course?   No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: 257-3317

Responsible Faculty ID (if different from Contact)

Name: Lisa O'Connor

Email: loconnor@uky.edu

Phone: 257-5679

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INSTRUCTIONAL SERVICES

Proposed Title: Information Literacy Instruction

c. Current Transcript Title: INSTRUCTIONAL SERVICES

Proposed Transcript Title: Information Literacy Instruction

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

    LECTURE: 3

Proposed Meeting Patterns

    LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Examines instructional services that libraries and other information-related organizations offer their clients to provide them with the knowledge and skills they need to effectively use information resources. Attention is given to the nature of instructional services, the instructional needs of clients, information literacy, methods of instruction, teaching and learning styles, instructional design and the evaluation of students and instruction.

Proposed Course Description for Bulletin: This course examines the theory and practice of instruction provided in information organizations to develop clients' abilities to effectively locate, evaluate, select and use information. Attention is given to the nature of information literacy, systematic instructional design, needs assessment, methods of instruction, teaching and learning preferences, and the evaluation of learning and programs. This course is interdisciplinary and draws on theory from Library &Information Science, Instructional Communication, Education and Cognitive Psychology. We will examine and criticize various instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various information agency contexts, with a special emphasis on those in academic settings.

2j. Current Prerequisites, if any: Prereq: LIS 601 or consent of instructor.

  Proposed Prerequisites, if any: Prereq: LIS 601 or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

  Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   Yes

If YES, explain and offer brief rational: This course is undergoing a revision to update course objectives and student learning outcomes to update content and reflect a change of emphasis in the course as reflected by the updated course description.

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Lisa O'Connor

Instructor Email: loconnor@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No.

If yes, which percentage, and which program(s)?   0%

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless or location. We also have a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Libary Services when appropriate.

6.How do course requirements ensure that students make appropriate use of learning resources?   In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Students are informed via the syllabus and given contact information for technical issues.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   Course offered through DLP and ATL

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Lisa O'Connor

SIGNATURE|ZNNIKO0|Roshan N Nikou|LIS 625 CHANGE Graduate Council Review|20131121

SIGNATURE|CEMONA2|E C Monaghan|LIS 625 CHANGE College Review|20131018

SIGNATURE|JTHU222|Jeffrey T Huber|LIS 625 CHANGE Dept Review|20130909

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

| | Browse... | Upload File |

	ID	Attachment
Delete	2619	LIS 625 Information Literacy Instruction.pdf

First 1 Last

Select saved project to retrieve...   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	LIS - Library & Information Science LIS 625 - INSTRUCTIONAL SERVICES		*Proposed Prefix & Number:*	
*	What type of change is being proposed?		☑ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 600 same "hundred series" ☐ Minor - editorial change in course title or description which does not imply content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in cou or emphasis, or which is made necessary by the elimination or significant alt the prerequisite(s) ☐ Minor - a cross listing of a course as described above		

Should this course be a UK Core Course? ○ Yes ◉ No	
If YES, check the areas that apply:	
☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

1.	General Information	
a.	Submitted by the College of: COMMUNICATION AND INFORMATION	Submission Date: 11/21/2013
b.	Department/Division:	Library & Information Science
c.*	Is there a change in "ownership" of the course?	
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select...	
e.*	* Contact Person Name: Will Buntin Email: will.buntin@uky.edu Phone: 257-3317	
	* Responsible Faculty ID (if different from Contact) Lisa O'Connor Email: loconnor@uky.edu Phone: 257-5679	
f.*	Requested Effective Date: ☑ Semester Following Approval OR Specific Term: ²	

2.	**Designation and Description of Proposed Course.**	
a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.	
b.	Full Title: INSTRUCTIONAL SERVICES	*Proposed Title: * Information Literacy Instruc
c.	Current Transcript Title (if full title is more than 40 characters): INSTRUCTIONAL SERVICES	

c.	Proposed Transcript Title (if full title is more than 40 characters):			Information Literacy Instruction		

d.	Current Cross-listing:	☐ N/A		OR	Currently[3] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[3] Cross-listing (Prefix & Number):					
	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):					

e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.					
Current:	Lecture 3	Laboratory[5]		Recitation	Discussion	Indep. Study
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	
Proposed: *	Lecture 3	Laboratory[5]		Recitation	Discussion	Indep. Study
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	

f.	Current Grading System:		Graduate School Grade Scale	
	Proposed Grading System:*	◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ○ Graduate School Grade Scale		

g.	Current number of credit hours:		3	Proposed number of credit hours:*	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes ◉ No
*	Proposed to be repeatable for additional credit?	○ Yes ◉ No
	If YES:	Maximum number of credit hours:	
	If YES:	Will this course allow multiple registrations during the same semester?	○ Yes ○ No

i.	Current Course Description for Bulletin:
	Examines instructional services that libraries and other information-related organizations offer their clients to provide them with the knowledge and skills they need to effectively use information resources. Attention is given to the nature of instructional services, the instructional needs of clients, information literacy, methods of instruction, teaching and learning styles, instructional design and the evaluation of students and instruction.
*	Proposed Course Description for Bulletin:
	This course examines the theory and practice of instruction provided in information organizations to develop clients' abilities to effectively locate, evaluate, select and use information. Attention is given to the nature of information literacy, systematic instructional design, needs assessment, methods of instruction, teaching and learning preferences, and the evaluation of learning and programs. This course is interdisciplinary and draws on theory from Library & Information Science, Instructional Communication, Education and Cognitive Psychology. We will examine and criticize various instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various information agency contexts, with a special emphasis on those in academic settings.

j.	Current Prerequisites, if any:
	Prereq: LIS 601 or consent of instructor.
*	Proposed Prerequisites, if any:
	Prereq: LIS 601 or consent of instructor.

k.	Current Supplementary Teaching Component, if any:	○ Community-Based Experience

			○ Service Learning
			○ Both
	Proposed Supplementary Teaching Component:		○ Community-Based Experience
			○ Service Learning
			○ Both
			◉ No Change
3.	**Currently, is this course taught off campus?**		○ Yes ◉ No
*	*Proposed to be taught off campus?*		○ Yes ◉ No
	If YES, enter the off campus address:		
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**		◉ Yes ○ No
	If YES, explain and offer brief rationale:		

This course is undergoing a revision to update course objectives and student learning outcomes to update content and reflect a change of emphasis in the course as reflected by the updated course description.

5.	**Course Relationship to Program(s).**		
a.*	**Are there other depts and/or pgms that could be affected by the proposed change?**		○ Yes ◉ No
	If YES, identify the depts. and/or pgms:		

b.*	**Will modifying this course result in a new requirement[Z] for ANY program?**		○ Yes ◉ No
	If YES[Z], list the program(s) here:		

6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the different* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruc in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techno

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	LIS 625	Date:	9/9/2013
Instructor Name:	Lisa O'Connor	Instructor Email:	loconnor@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.
Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Universit Syllabus Guidelines, specifically the Distance Learning Considerations?

Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal: assessment of student learning outcomes, etc.

Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acade offense policy; etc.

Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via an: DL, as defined above?

No.

Which percentage, and which program(s)?

0%

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deliv: six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom sett

Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/o the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
◯ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said tec

Course offered through DLP and ATL

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Reso Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Acco: which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uk;
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Lisa O'Connor

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "r
form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me
meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[2] In order to change a program, a program change form must also be submitted.

Submit as New Proposal   Save Current Changes

University of Kentucky
School of Library & Information Science

LIS 625
Information Literacy Instruction

Instructor

Lisa O'Connor
Associate Professor
335 Little Library Building
loconnor@uky.edu
859.257.5679
Twitter: DrOatUK

Office Hours

TBD
(In person and via Adobe Connect)

COURSE INFORMATION

Course Description

This course examines the theory and practice of instruction provided in information organizations to develop clients' abilities to effectively locate, evaluate, select and use information. Attention is given to the nature of information literacy, systematic instructional design, needs assessment, methods of instruction, teaching and learning preferences, and the evaluation of learning and programs. This course is interdisciplinary and draws on theory from Library & Information Science, Instructional Communication, Education and Cognitive Psychology. We will examine and criticize various instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various information agency contexts, with a special emphasis on those in academic settings.

Prerequisites: LIS 601or consent of instructor.

Course Objectives

This course will enable students to:

- Demonstrate an advanced understanding of information literacy theory
- Apply systematic instructional design processes to the planning and delivery of instruction.
- Apply research from multiple disciplines to instructional practice.
- Deliver instruction in a variety of contexts (e.g., face-to-face, computer mediated)
- Utilize current instructional technologies to develop content.

- Apply instructional strategies and communication to point-of-need contexts

- Develop marketing strategies and develop persuasive messages for information literacy initiatives
- Describe the major challenges faced in implementing and managing information literacy programs
- Demonstrate an advanced knowledge of current trends and options for assessing information literacy learning outcomes and programs

Required Texts

McCroskey, J.C., and Richmond, V.P. (2005). *An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training.* Pearson Publishing: ISBN: 0205396151.

Branch, R.M. (2009). *Instructional Design: The ADDIE Approach.* ISBN: 0-387-09505-5. (Ebook available through InfoKat).

Readings from scholarly and professional literature are assigned in the course schedule below. These readings are available online and will not require the use of print reserves.

STUDENT EVALUATION

Grading Scale
[90% – 100%] = **A (Exceptional Achievement)**
[80% – 89%] = **B (High Achievement)**
[70% – 79%] = **C (Average Achievement)**
[0% – 69%] = **E (Failing)**

Student Assessments

Computer-aided Instruction Project (30%): Using a systematic instructional design process, students will plan for and create a computer-aided instructional unit.

Teaching Project (25%): Students will prepare a 25-30 minute instructional unit. Each unit will be and presented to and critiqued by the group in terms of clarity, creativity, and the learning cycle. Students will turn in a 1-3 page, typed, double-spaced lesson plan. The lesson plan must include a goal statement, rationale statement, content statements (i.e. material covered), and process statements (pedagogy). Each lesson will also be captured. Students will view their own lesson, review class critiques, and submit a brief reflection on their performance.

Marketing/Outreach Plan (20%): You will create a plan for developing, integrating and marketing a new IL initiative into an existing information organization.

Teaching Portfolio (15%): Students will complete a teaching portfolio including a philosophy, syllabus, sample lesson plans, sample exams, and sample activities. Each

of these should demonstrate understanding and application of course materials, discussions, and readings.

Class Participation (10%): As you will notice above, participation accounts for a portion of your grade for the course. **This class is organized in a seminar format, which means that its success is highly dependent on your informed, engaged participation in class discussions.** I take the assignment of this grade very seriously. I have included a rubric at the end of this syllabus that will be used to assess your overall participation for the semester. It should be used as guidance, rather than as a set of rules.

Participation also includes credit for the following:

1) Meet with the instructor at LEAST three times during the semester: once during the first two weeks of class, at midterm, and, later, in preparation for the final project.
2) Create video introductions and other video-oriented postings as requested.
3) Responding to the instructor's emails in a prompt manner.

As instructor, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors. Otherwise, students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Absences/Attendance
Attendance in an online environment is critical to the overall success of the course. Online attendance is measured by attendance at synchronous online meetings and logins to Blackboard and by participation in the discussion forums. An average of 2.5 hours per week should be spent engaged in this activity. Our week is officially defined as Monday - Sunday. One absence is constituted by a lack of activity for a week. Unexcused absences for online attendance will affect your grade for class participation. *Unexcused absences in excess of 15% of the course "meetings" will lower your maximum possible grade for the course to a C.* Acceptable reasons for non participation include illness or bereavement; it is the school's policy NOT to grant incompletes (I) for reasons other than these.

The Challenges of the Online Environment
While learning in an online environment may be convenient, it presents a number of unique challenges. You will need to prepare yourself for them. I highly recommend you read "The Changing Nature of Universities: Going Online" before beginning this course. I've provided a link to the article in the "Web Links" section of Blackboard. It is a helpful reflection on what you'll need to succeed in this course.

Technological challenges: You know the old adage: what can go wrong will go wrong. Expect it and plan for it. Never put off things until the last minute because technology may fail you. Give yourself plenty of time to work around technological bumps in the road. Technological failure is not an acceptable excuse for late work. You'll also need patience and a sense of humor to work through the inevitable glitches.

Self-discipline: Because we will not be meeting each week, it can be surprisingly easy to forget about your online course. If you are like me, time whizzes by without my realizing how quickly it has gone. I highly recommend scheduling yourself for several regular times a week to "meet" with the class. Treat these meetings just as you would face-to-face meetings – only missing them in an emergency – and you will find it much easier to keep up with the course.

Reading: This is an advanced, graduate-level seminar course. That means you will be learning primarily through reading and discussion. Thus, the reading load is much heavier than it might be in a traditional setting. Your class "discussions," "course content," instructions for assignments, and supplemental readings are all text-based. For some of you, this will be challenging and will require patience and tenacity. I am always here to help you and happy to answer any questions you have. I only ask that you carefully read instructions, notes, texts, and assignments thoroughly before asking for clarification. I also recommend that you make some real-time connections with a few of your classmates who live near you. Try scheduling, for example, some live discussions and exam study sessions. You will find building a small community of co-learners will ease the isolation and strain of learning exclusively online.

COURSE OUTLINE

Week	Topic	Readings	Assignments Due**
1	Educational Philosophy Instructional Communication	Dewey, Hansen & Palmer (on e-reserve) McCroskey & Richmond Chapters 1 & 2 Meyers, Scott. (2010). Chapter 8: Instructional Communication: Section Introduction in Fasset, D.L. & Warren, J.T. (eds.) *The SAGE Handbook of Communication and Instruction.* Thousand Oaks, CA: Sage Publishing. (on e-reserve). Nussbaum, J. F., & Friedrich, G. (2005). Instructional/Developmental Communication: Current Theory, Research, and Future Trends. *Journal Of Communication, 55*(3), 578-593.	
2	What Does It Mean to be Information Literate?	Webber, S., & Johnston, B. (2000). Conceptions of information literacy: New perspectives and implications. *Journal Of Information Science, 26*(6), 381. Kuhlthau, c. C. (2008). From information to meaning: confronting challenges of the twenty-first century. *Libri: International Journal of Libraries & Information Services, 58*(2), 66-73. Sturges, P., & Gastinger, A. (2010). Information Literacy as a Human Right. *Libri: International Journal Of Libraries & Information Services, 60*(3), 195-202. Hobbs, R. (2011). Empowering learners with digital and media literacy. *Knowledge Quest, 39*(5), 12-17. Mihailidis, P., & Diggs, V. (2010). From Information Reserve to Media Literacy Learning Commons: Revisiting the 21st Century Library as the Home for Media Literacy Education. *Public Library Quarterly, 29*(4), 279-292.	

	Alternative Conceptualizations of Information Literacy	Pawley, c. (2003). Information literacy: a contradictory coupling. *Library Quarterly*, 73(4), 422-452. Hall, R. (2010). Public Praxis: A Vision for Critical Information Literacy in Public Libraries. *Public Library Quarterly*, 29(2), 162-175. Andersen, J. (2006). The public sphere and discursive activities: information literacy as sociopolitical skills. *Journal Of Documentation*, 62(2), 213-288. Chapter One: Students as Researchers: Critical Visions; Emancipatory Insights. In Steinberg, Shirley R., Kincheloe, Joe L.(1998) *Students As Researchers: Creating Classrooms That Matter.* Falmer Press Teachers' Library Series ; 15. (E-book available through InfoKat (Netlibrary). Langer, E. J., & Moldoveanu, M. (2000). The Construct of Mindfulness. *Journal of Social Issues*, 56(1), 1. Retrieved from EBSCO*host*.	
3	Pedagogy	Assf, M. A. (2009). Teaching and Thinking: A Literature Review of the Teaching of Thinking Skills. (ERIC document online through ERIC). Ku, K.Y.L., and Ho, T. (2010). Metacognitive Strategies that Enhance Critical Thinking. *Metacognition Learning*, 5, p, 251 – 267. (Available online through ERIC). Jacobs, H. M. (2008). Information Literacy and Reflective Pedagogical Praxis. *Journal Of Academic Librarianship*, 34(3), 256-262. Macklin, A. (2008). A PBL Approach for Teaching Complex Information and Communication Technology (ICT) Skills in Higher Education. *Community &*	

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4	Systematic Instructional Design: Analyze and Design	Branch, Chapters 1 - 3 McCroskey & Richmond Chapter 5 & 6	Draft IL Philosophy (Part of the Teaching Portfolio)
5	Systematic Instructional Design: Develop & Implement	Branch, Chapters 4 & 5	
6	Classroom Teaching	McCroskey & Richmond Chapters 6 – 7;	Draft Teaching Philosophy (Part of the Portfolio)
7	Students, Power and Diversity	McCroskey & Richmond Chapters 8 Mortimore, J. M., & Wall, A. (2009). Motivating African-American Students Through Information Literacy Instruction: Exploring the Link Between Encouragement and Academic Self-Concept. *Reference Librarian*, 50(1), 29-42.	
8	Communication in and outside of the Classroom	McCroskey & Richmond Chapters 9 - 14	
9	Computer-aided Instruction	Farkas, M. (2012). Participatory technologies, pedagogy 2.0 and information literacy. *Library Hi Tech*, 30(1), 82-94. Rand, A. (2013). A Model for Designing Library Instruction for Distance Learning. *Journal Of Library & Information Services In Distance Learning*, 7(1/2), 84-92. Battles, J., Glenn, V., & Shedd, L. (2011). Rethinking the Library Game: Creating an Alternate Reality with Social Media. *Journal Of Web Librarianship*, 5(2), 114-131.	Teaching Project
10	Assessing IL Learning	Branch, Chapter 6 Schilling, K., & Applegate, R. (2012). Best methods for evaluating educational impact: a comparison of the efficacy of	

		commonly used measures of library instruction. *Journal Of The Medical Library Association, 100*(4), 258-269. Whitlock, B., & Nanavati, J. (2013). A systematic approach to performative and authentic assessment. *Reference Services Review, 41*(1), 32-48.	
11	Assessing IL Programs	Oakleaf, M., & Kaske, N. (2009). Guiding Questions for Assessing Information Literacy in Higher Education. *Portal: Libraries & The Academy, 9*(2), 273-286. Lindauer, B., Arp, L., & Woodard, B. S. (2004). The Three Arenas of Information Literacy Assessment. *Reference & User Services Quarterly, 44*(2), 122-129.	
12	Social Marketing for Information Literacy Programs	Wejnert, B. (2002). Integrating models of diffusion of innovations: A Conceptual Framework. *Annual Review Of Sociology, 28*(1), 297-326 O'Connor, L., & Lundstrom, K. (2011). The Impact of Social Marketing Strategies on the Information Seeking Behaviors of College Students. *Reference & User Services Quarterly, 50*(4), 351-365 Ardis, S. B. (2005). Instruction: Teaching or Marketing?. *Issues In Science & Technology Librarianship,* (42)	Computer-aided Instruction Project
13	Creating Persuasive IL Messages	Farmer, L. J. (2007). I See, I Do: Persuasive Messages and Visual Literacy. *Multimedia & Internet@Schools, 14*(4), 30-33. Immroth, B., & Lukenbill, W. (2007). Promoting Information Literacy & Teacher-Librarian Collaboration through Social Marketing Strategies: A Human Information Behavior Study. *Texas Library Journal, 83*(2), 62-67.	

14	Managing IL Programs	Corrall, S. (2008). Information literacy strategy development in higher education: An exploratory study. *International Journal Of Information Management*, *28*(1), 26-37. Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline http://www.ala.org/ala/mgrps/divs/acrl/st andards/characteristics.cfm Guidelines for Instruction Programs in Academic Libraries http://www.ala.org/ala/acrl/guides/guiis. html	
15	Continuous Improvement & Professional Development	Westbrock, T., & Fabian, S. (2010). Proficiencies for Instruction Librarians: Is There Still a Disconnect Between Professional Education and Professional Responsibilities?. *College & Research Libraries*, *71*(6), 569-590. Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal Of Documentation*, *65*(4), 539-560. Estrin, J. (1998). Instructional communication as a core service competency: a call for curricular change in professional library education. *Katharine Sharp Review.* http://alexia.lis.uiuc.edu/review/6/estrin %5Finst.html	Marketing/ Outreach Plan
16	Final Exam Week		Teaching Portfolio

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300

Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
  http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://www.uky.edu/CIS/SLIS/academics/policies.pdf

Rubric for Discussion Participation

Discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content.
The following rubric will be used to assess the overall quality of and assign a grade to your discussion contributions during the semester.

Criteria	Unacceptable E Level	Acceptable C level	Good B Level	Excellent A Level
Frequency	Consistently participates less than 2 times per week.	Participates 2 times and/or postings are on the same day.	Participates 3 times but postings are not distributed throughout week.	Participates 3 or more times throughout the week.
Initial Topic Posting	Posts lack thought and preparation.	Posts adequate topic discussion with basic thought and preparation; and/or doesn't address the topic fully.	Posts well developed discussion that addresses the topic fully and demonstrates high levels of thought and preparation.	Posts unusually insightful and well developed discussion that demonstrates an engagement with the material beyond typical levels of thought and preparation.
Follow-Up Postings	Posts few or superficial follow-up responses to others (e.g., simply agrees or disagrees); does not enrich discussion.	Posts basic follow-up responses and makes a moderate contribution to discussion	Elaborates on existing postings with further comment or observation, enriching the discussion.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Etiquette, Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in courteously but with occasional lack of clarity and/or some errors mechanics.	Communicates clearly and collegially with only minor mechanics errors.	Postings are collegial, clear, concise and free of mechanics errors.