LIS458LE: Instruction and Assistance Systems

Spring 2010
2 or 4 graduate hours

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I encourage you to email me at any time with a question or issue. You are welcome to call me between 9 am and 9 pm Pacific Time; generally, the best time to reach me is weekday mornings. If you are having trouble reaching me, please feel free to email me to arrange an appointment for us to talk on the phone or online.

Course Catalog Description
Provides an overview to instruction and assistance methods used in a variety of information systems, including libraries, archives, museums, and electronic environments. Includes an overview of theoretical and applied research and discusses relevant issues and concepts. Students will have an opportunity to design and present an instruction or assistance program.

Course Organization
In my experience, the student population for this class is widely varied. Some students will come to the class with little or no library experience and little or no teaching experience; some students will have little library experience, but extensive teaching experience from a previous career; and some students will have extensive library experience, but no teaching experience. This diversity of backgrounds brings a rich variety of experience to our class discussions; at the same time, it makes it difficult to design the “perfect” course that meets everyone’s needs and goals.

Therefore, this course will have a self-directed element that will allow you to tailor the course content to your needs. As a class, we will cover a core curriculum with common readings. As an individual student, you will be responsible for additional self-directed reading that fits your experience, personal needs and career goals. Ultimately, I expect you to use this semester to move ahead in your own knowledge of teaching, information literacy, or both.

Expected Learning Outcomes
Upon successful completion of this course, you will:

• Be familiar with the history and forms of library instruction.
• Be familiar with the information literacy movement and a specific set of information literacy competency standards.
• Be familiar with learning theory and its relevance to instructional design.
• Be able to design student learning outcomes and an assessment plan for a library instruction session.
• Be able to design a “one-shot” library instruction session that accommodates multiple learning styles.

Text
Svinicki, Marilla. Learning and Motivation in the Postsecondary Classroom. (Anker, 2004).

Additional readings will be available through the University Library’s Course Reserves and/or Electronic Journals.

About Melissa
I was the Library Director at Marymount College in Rancho Palos Verdes, California, a small, two-year, private college, for eight years. Prior to Marymount, I spent six years at the University of Southern California, first at the Leavey Library, which was built specifically to be a “teaching library” and was one of the first libraries to combine a
reference library and computer lab, and later as Chair of the Science Center and librarian for the Wrigley Marine Science Center, a research facility located on Catalina Island. In summer 2008, I left full-time work to focus on adjunct teaching.

In addition to my administrative experience, I have experience developing and providing library instruction in a wide variety of settings and have developed training programs on reference and customer service. I have also developed and taught a number of credit courses – information literacy courses for USC and Marymount, a freshmen seminar at USC and a first-year experience course at Marymount. I have been teaching for LEEP since fall 2001. I have a M.S. in Library Science from the University of Illinois at Urbana-Champaign (of course!). While at Illinois, I worked as a Graduate Assistant in the Main Reference Library for two years.

I live in San Pedro, California, a small community about twenty-five miles south of downtown Los Angeles, with my husband, daughter and son and our two dogs.
## Assignments and Grading Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points 2 Hour</th>
<th>Points 4 Hour</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Self-Directed Reading (10 pts each)</td>
<td>30</td>
<td>60</td>
<td>Feb. 12, 19, 26</td>
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<td>Email text (no attachments, please)</td>
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<tr>
<td>Teaching Demonstration</td>
<td>NA</td>
<td>200</td>
<td>Presentation: March 7</td>
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<td>Reflection: March 19</td>
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<tr>
<td>Instructional Design Project</td>
<td>220</td>
<td>220</td>
<td>Review Copy: Apr. 9</td>
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<td>Optional Instructor Feedback: Apr. 9</td>
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<td>Peer Feedback: Apr. 16 (20 pts)</td>
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<td>Final Copy: Apr. 30 (200 pts)</td>
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<tr>
<td>Learning Reflection</td>
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<td>50</td>
<td>May 7</td>
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<tr>
<td>Participation</td>
<td>60</td>
<td>60</td>
<td>Weekly</td>
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<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>590</strong></td>
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**Notes:**

- Detailed directions for each assignment are available under the syllabus on our Moodle page.
- All assignments should be emailed to me. Acceptable formats include Word (any variation), pdf, or a simple webpage. Please put the name of the assignment in the subject line of your email.
- Assignments are due by the end of the day. I expect all work to be turned in on time or an email with a reasonable explanation as to why your assignment is late and when you plan to complete it. If I do not receive an email, if your explanation is not acceptable, or if you make late work a habit, I may at my discretion, deduct 10% for every day an assignment is late. I reserve the right to give individuals firm deadlines by which any late work must be turned in.
- Spelling, grammar, etc., affect your ability to communicate and therefore will affect your grade.
- In general, I am a fast grader. I try to have small assignments returned within 72 hours. Larger assignments will take longer, but I will respond with a quick email to confirm I have received your work. If at any time you have a question about whether I have received an assignment, individual assignment grades or your course grade, please do not hesitate to contact me.
- If you feel you may qualify for accommodations for any type of disability, please inform me immediately so that we can arrange for appropriate assistance.

**Grading Scale**

- A+ 100-99%
- A  98-93%
- A- 92-90%
- B+ 89-88%
- B  87-83%
- B- 82-80%
- C+ 79-78%
- C  77-73%
- C- 72-70%
- D+ 69-68%
- D  67-63%
- D- 62-60%
F  59% and below

Academic Integrity

All work in this course should be your own. If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgement must be given (using MLA, APA or another standard style). Not to do so is to commit plagiarism, a form of academic dishonesty. If you are not absolutely clear on what constitutes plagiarism and how to cite sources appropriately, now is the time to learn. Please ask me!

Please be aware that the consequences for plagiarism or other forms of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

Attendance

Attendance at the on-campus session is mandatory.

This class will meet synchronously (live) once a week. Attendance at live sessions is expected. However, I understand that many of you are returning students with commitments to work and family. I trust that if you miss class, it is for a good reason. If you must miss class, be sure to email me to check what you missed and listen to and read the transcript of the class session.
Schedule

January 20: Welcome and Course Overview

Due This Week:

- Participation: Post an introduction to the Introduction BB, including: your experience in LEEP and/or GSLIS, your experience as a teacher, why you are taking this course and what you plan to do when you graduate. [by Jan. 22]
- Participation: Teaching Metaphor – Propose a metaphor (or simile) that describes your view of teaching and/or teachers. The archived website at http://web.archive.org/web/20070227110955/http://leader.louisville.edu/edtl/kemp/edtl602/assign/metaphor/metaphor.htm explains the value of teaching metaphors and provides examples (note: the explanations given in these examples are quite long; please limit yourself to a paragraph of explanation in order to facilitate reading one another’s metaphors). [by Jan. 22]

January 27: Introduction to Library Instruction

Readings:

- Read the Update to this chapter at http://lu.com/boppsmith/chap8updates.cfm

Skim the following competency standards, paying most attention to the one appropriate for your intended career path:

- Adult/Public: “Equipped for the Future Content Standards” at http://eff.cls.utk.edu/fundamentals/eff_standards.htm

Due This Week:

- Participation: Post a contribution to the Introduction to Library Instruction forum. [by Jan. 29]

February 3: Online Tutorials / Other Avenues for Instruction

Readings:


Try at least three information literacy tutorials of your choosing. I have a list of tutorials at http://del.icio.us/mwonglis, although you are also welcome to explore and locate others.

Due This Week:

- Participation: Post a contribution to the Online Tutorials / Other Avenues for Instruction forum. If you decide to post about the tutorials you tried, be sure to provide links to the tutorials. [by Feb. 5]

February 10: Learning Theory

Readings:

- Svinicki, Chapters 1 (introduction), 2 (learning theory)

Due This Week:

- Participation: Post a contribution to the Learning Theory forum. [by Feb. 12]
- Self-Directed Reading 1 (2-Hour Students read 1; 4-Hour Students read 2) [due Feb. 12]

February 17: Information Seeking Behavior

Readings:


Due This Week:

- Participation: Post a contribution to the Information Seeking Behavior forum. [by Feb. 19]
- Self-Directed Reading 2 (2-Hour Students read 1; 4-Hour Students read 2) [due Feb. 19]

February 24: Outcomes and Assessment

Readings:
• TRAILS is an online information literacy assessment tool. I will give you the exact URL for our class session and a personal login code. There are 30 questions and the assessment should take you 10-15 minutes to complete.

Due This Week:

• Participation: Post a contribution to the Outcomes and Assessment forum. [by Feb. 26]
• Self-Directed Reading 3 (2-Hour Students read 1; 4-Hour Students read 2) [due Feb. 26]

March 3: No Class (See You Soon!)

Sunday, March 7: On-Campus Session (8 am – 4:30 pm, location TBD)

• Teaching Demonstrations
• Instructional Design

Readings:

• Svinicki, Chapters 3 (structuring learning), 4 (teaching skills), 5 (retention and transfer), pgs. 138-9 (read the short section “Self-Regulation and Volition”), Chapter 7 (motivation)
• LaGuardia, Cheryl and Christine K. Oka. “A Basis on Which to Build” and “Preparing the Class Outline” in Becoming a Library Teacher (Neal-Schuman, 2000) 53-89. [Electronic Reserve]
• Take the following learning style inventories and bring the results with you to class.
  o Take the “inventory” at http://usd.edu/~bwjames/tut/learning-style and then read “Summary” at the same site.

Due this Week:

• Teaching Demonstrations [in-class Mar. 7]

March 10: No Class (Recover from On-Campus Session)

March 17: Critical Thinking

Readings:

• Hensley, Randy Burke. “Curiosity and Creativity as Attributes of Information Literacy.” Reference & User Services Quarterly 44 (2004): 31-6. [Electronic Journals]
Due This Week:

- Participation: Post a contribution to the Critical Thinking forum. [by Mar. 19]
- Teaching Demonstration Reflections [due Mar. 19]

March 24: No Class (Spring Break)

March 31: “Seven Faces of Information Literacy”

Readings:

- Optional: Bruce, Christine S. “Seven Faces of Information Literacy in Higher Education.” at http://sky.fit.qut.edu.au/~bruce/il/faces.jsp [this website summarizes Bruce’s argument, so you may want to read it first; also, if the images in the original article do not scan well, you can look at them here]

Due This Week:

- Participation: Post a contribution to the Seven Faces forum. [by Apr. 2]

April 7: Program Management

Readings:


Due this Week:

- Participation: Post a contribution to the Program Management forum. [by Apr. 9]
- Instructional Design Project – Review Copy [due Apr. 9]
- Instructional Design Project – optional instructor feedback on SLOs and assessment plan [Due Apr. 9]

April 14: Professional Development
Readings:

- Standards for Proficiencies for Instruction Librarians and Coordinators at http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm [skim]

Due This Week:

- Participation: Post a contribution to the Professional Development forum. [by Apr. 16]
- Instructional Design Project - Peer Feedback [due Apr. 16]

April 21: Instructional Design Project Review

Due This Week:

- Participation: Post a question to the Guest Speakers or Interviewing forum. [by Apr. 23]

April 28: Guest Speakers

Due this Week:

- Instructional Design Project - Final Copy [due Apr. 30]

May 5: Interviewing / Course Wrap-Up

Due this Week:

- Learning Reflection [due May 7]