

East Carolina University  
Master of Library and Information Science  
**LIBS 6856 Information Literacy & Library Instruction**  
*Fall 2023, 3 credits*

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### **Course Description and Objectives**

This course centers on conceptualizing and collaboratively planning a program of library instruction to promote information literacy with an emphasis on applications in academic library settings.

Prerequisite: LIBS 6014

Upon completion of this course, students will be able to:

1. **Develop** systematic library instruction interventions
2. **Design** systematic plans of library instruction in order to promote information literacy in libraries
3. **Evaluate** current professional ideas around information literacy in libraries

### **Textbooks and Reading Materials**

The reading for each module will be listed in each Canvas Module and the Course Schedule at the end of this document. The required text for the course is **Laura Saunders and Melissa A. Wong, *Instruction in Libraries and Information Centers: An Introduction*** and is **freely available online** at <https://iopn.library.illinois.edu/books/windsor-downs/catalog/book/12>. You may also purchase a print-on-demand copy of the text from this site for a small fee. Additional reading or viewing materials will be linked on Canvas.

### **Course Requirements and Grading**

#### **Expectations**

As a graduate course you should plan on dedicating a minimum of **nine hours a week** to completing your work for this class. This includes the time spent reviewing the lecture, working through the required reading and viewing materials, and completing the assignments.

#### **Grading Scale**

Your assignments and final grade will be assessed according to the following grading scale:

##### **Grade / Quality Point / %**

A / 4.0 / 93-100 %

B / 3.0 / 85-92 %

C / 2.0 / 77-84 %

F / 0 / 00-76 %

## Course Assignments and Assessment

During the semester, you will complete a variety of assignments that will ask you to apply what we have learned from the course readings and lecture materials. All assignment descriptions and expectations are available through the course Canvas site. **Please do not hesitate to ask questions if you are unsure about the assignment expectations or if the instructions are unclear.** You may post your questions to the Course Chat discussion board, reach out via email, or schedule a meeting with the professor.

### Assignments at a Glance

Assignment	Weight
Discussion Boards	20%
Course Participation	15%
Library Instruction Plan	35%
Instruction Session and Lesson Materials	20%

### Discussion Board Posts – 20% of final grade

The course discussion boards will serve as our forum for interaction as we move learn together this semester. There are six different discussion boards throughout the semester, each with a different prompt. Your *initial* post to the discussion board will be assessed according to the following rubric (Module 0 will be graded as Complete/Incomplete). You are also required to post additional replies on each discussion board (Module 1 and onward). The replies are graded as Course Participation under a separate rubric.

	A	B	C
Responds to prompt 30%	The post responds directly to each of the questions in the assignment prompt, staying on topic, and addressing the prompt fully and completely	The post responds to each question in the prompt, but lacks detail in one or two areas	The post fails to respond to every question in the prompt and/or lacks significant detail for more than two areas
Synthesis and analysis 60%	Your post draws on your personal reflections from the prompt activities and makes direct connections between your observations and the assigned reading, weekly course materials, or other authoritative references.	The post reflects on personal observation and the weekly course materials and makes a weak connection between the assigned materials and/or may contain lengthy quotes.	The post fails to draw connections between the prompt activities and the weekly course materials.
Proofing, Citations, and Clarity 10%	The post lacks grammatical errors and includes proper citation of any works referenced. (References to assigned	The post contains few proofing errors and includes proper citation of any works referenced.	The post contains many proofing errors and/or improper citation.

	readings only require parenthetical citation in the body of the post, materials outside of the syllabus require a full citation at the end of the post.)		
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### Course Participation – 15% of final grade

The course discussion boards allow us to share our thoughts, perspectives, and knowledge as we learn together this semester. This virtual conversation takes the place of synchronous classroom discussion. **Each discussion board will remain open for comments, questions, and responses for one week past the due date for the initial post so that you may contribute additional thoughts and ideas to the conversation.** You should plan to read your classmates' posts and respond throughout the week. Your replies will be assessed after our final discussion closes and graded according to the following criteria:

	A	B	C
Frequency of participation 25%	Posted frequently to the discussion boards, averaging more than one reply in each module; your initial post and replies were always posted on different dates	Posted a single response to the discussion in each module and/or your initial post and replies were timestamped on the same date	Less than one reply was posted to each discussion board
Substance 75%	Responses were substantive in length and content, synthesized the ideas and themes from the discussion board, and offered additional evidence from the course materials, and questions or comments that continued to build the conversation, responses were respectful and followed the cultural norms of the classroom	Responses were substantive in length and offered additional context, but did not consistently offer an analysis of the unfolding discussion	Responses were brief, offering no additional context or insight and/or strayed off topic and/or failed to meet the cultural norms of the classroom

## Library Instruction Plan – 35% of final grade

### Completed in 3 parts

The Library Instruction Plan will be drafted as a series of assignments as we work through the course material this semester. This assignment will allow you to practice developing a series of information literacy instruction lessons by writing learning objectives, identifying activities, and developing assessment strategies. At the end of the semester, you will develop a complete lesson plan and instructional materials for one of the lessons from your plan.

### Part 1 – Backwards Planner

#### Due September 27

In this first assignment for the Library Instruction Plan, you will begin to draft your plan using the principles of Backwards Design. In your planner, you will introduce your setting and audience, identifying an information need that the instruction sessions will address. Your plan will outline at least five courses or lessons, including a brief title and description for each. Your lessons may build on one another or stand alone as one-off instruction sessions designed around a theme. Your plan should include a minimum of two learning outcomes for each lesson and activities and assessments that map to the outcomes. You will submit your work using the provided Backwards Design Planner (available on Canvas). Your assignment will be assessed according to the following rubric:

	A	B	C
Scenario 15%	The scenario includes an introduction to the library setting, the targeted audience, the information need that the lessons address, and the context for the lessons. The relationship between the lessons is clearly identified (are these on-shot courses, lessons embedded in a semester-long course, a full for-credit course offered by the library?).	The scenario includes all the required elements but is lacking detail in one area.	The scenario is missing one or more of the required elements and/or is lacking detail in more than one area.
Lessons 15%	The planner includes at least five lessons. Each lesson has a descriptive title and/or a brief one-sentence description that clearly introduces the topic for the lesson. The instructional approach (online, face-to-face, hybrid, etc.) is	The lessons include all the required elements but are lacking detail in one area.	The lessons are missing one or more of the required elements and/or are lacking detail in more than one area.

	clearly identified. All of the lessons are focused on an aspect of information literacy instruction.		
Learning Outcomes/Objectives 20%	Each lesson has at least two learning outcomes that are written using active verbs from Bloom's Taxonomy. The verbs are clearly highlighted in each outcome. There is a noticeable continuation of skills acquisition built throughout the courses.	Two learning outcomes are provided for each lesson. Bloom's Taxonomy is used, but the verbs are not highlighted. The verbs are not appropriately ordered as the lessons progress.	Less than two learning outcomes are provided for each lesson. Bloom's Taxonomy has not been utilized.
Assessment 20%	A minimum of one assessment is proposed for each lesson. The assessment(s) are clearly mapped to all the learning outcomes. The matching learning outcomes are highlighted after each assessment.	Assessments clearly map to all of the learning outcomes, but there is some question as to how some of the assessments will provide the necessary feedback to test the learning outcomes.	The planner fails to clearly map the proposed assessments to the learning outcomes and/or the assessments do not appropriately match the outcomes or the planner fails to propose an assessment for each lesson.
Learning Activities 20%	At least two activities are proposed for each lesson. The activities are clearly mapped to all of the learning outcomes. The matching learning outcomes are highlighted after each activity. A variety of instructional approaches and course activities are proposed.	The activities clearly map to all of the learning outcomes, but there is some question as to how the activities match the proposed objectives. There is minimal repetition in activities across the courses.	The planner fails to clearly map the proposed activities to the learning outcomes and/or the activities do not appropriately match the outcomes and/or the activities are identical across all lessons or the planner fails to propose assessments for each lesson.
Proofing, Citations, and Clarity 10%	The assignment lacks grammatical errors and includes proper citation of any works	The assignment contains a few minor proofing errors and includes proper citation	The assignment contains many proofing errors and/or improper citation. The

	referenced. The information is presented clearly making use of tables, charts, bullets, headings, or other elements that help to guide the reader.	of any works referenced. A few of the required sections of the assignment are difficult to identify due to the organization of the assignment.	assignment is very disorganized. It is very difficult to identify many of the required sections of the assignment due to the organization of the work.
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## Part 2 – Library Instruction Plan Draft

### Due October 25

In this second assignment, you will build on your Backwards Design Planner and begin developing your Instruction Plan. The Instruction Plan provides a detailed narrative for each of the proposed lessons. Your plan should address the following for each of the five lessons proposed in the Backwards Design Planner and incorporate any feedback that you received from this first step of the project:

	A	B	C
Scenario 10%	The Instruction Plan opens with the scenario that you are speaking to. The scenario includes an introduction to the library setting, the targeted audience, the information need that the lessons address, and the context for the lessons. The relationship between the lessons is clearly identified (are these on-shot courses, lessons embedded in a semester-long course, a full for-credit course offered by the library?).	The scenario includes all the required elements but is lacking detail in one area.	The scenario is missing one or more of the required elements and/or is lacking detail in more than one area.
Lesson Introduction 25%	Each of the five proposed lessons includes: <ul style="list-style-type: none"> <li>• A <b>descriptive title</b> for each lesson</li> <li>• A <b>description</b> that summarizes the lesson and describes the lesson within the</li> </ul>	The lesson intros include all the required elements but are lacking details a few areas.	The lesson intros are lacking detail many areas and/or the required elements are missing.

	<p>context of the plan</p> <ul style="list-style-type: none"> <li>• The <b>running time</b> for the lesson</li> <li>• The <b>modality</b> for the lesson (in-person, online, hybrid, etc.)</li> <li>• The <b>materials</b> necessary for the lesson</li> <li>• The <b>learning outcomes/objectives</b></li> <li>• The <b>information literacy standard(s)</b> being addressed</li> </ul>		
<p>Learning Activities 25%</p>	<p>Each lesson includes a brief narrative that describes at least two learning activities to be completed during the lesson. The description should:</p> <ul style="list-style-type: none"> <li>• Provide a clear <b>rationale</b> for each activity</li> <li>• Clearly map to the lesson's <b>learning objectives</b></li> <li>• Reference the associated <b>materials</b> necessary for each activity</li> </ul>	<p>The activities include all the required elements but lack detail in a few areas.</p>	<p>The activities fail to address all the required elements and/or are lacking detail in many areas.</p>
<p>Assessment 20%</p>	<p>Each lesson includes brief narrative that describes at least one assessment to be completed during the lesson. The description should:</p> <ul style="list-style-type: none"> <li>• Provide a clear</li> </ul>	<p>The assessments include all the required elements but lack detail in a few areas.</p>	<p>The assessments fail to address all the required elements and/or are lacking detail in many areas.</p>

	<p><b>rationale</b> for each assessment</p> <ul style="list-style-type: none"> <li>Clearly map to the lesson's <b>learning objectives</b></li> <li>Reference the associated <b>materials</b> necessary for the assessment</li> </ul>		
<p>Responds to Feedback 10%</p>	<p>The Instruction Plan clearly builds on the feedback provided in the critique of the Backwards Design Planner, making significant improvements.</p>	<p>The Instruction Plan makes some improvements based on the critique of the first assignment.</p>	<p>The Instruction Plan demonstrates little improvement based on the critique of the first assignment.</p>
<p>Proofing, Citations, and Clarity 10%</p>	<p>The assignment lacks grammatical errors and includes proper citation of any works referenced. The information is presented clearly making use of tables, charts, bullets, headings, or other elements that help to guide the reader.</p>	<p>The assignment contains a few minor proofing errors and includes proper citation of any works referenced. A few of the required sections of the assignment are difficult to identify due to the organization of the assignment.</p>	<p>The assignment contains many proofing errors and/or improper citation. The assignment is very disorganized. It is very difficult to identify many of the required sections of the assignment due to the organization of the work.</p>

### Part 3 - Final Instruction Plan

#### Due November 29

As we approach the end of the semester, you will have one final opportunity to finalize the details of your Library Instruction Plan. This assignment builds on the feedback from the draft earlier in the semester and will be graded according to the rubric for Part 2.

All students will upload a copy of their assignment to Canvas. **Students in the Academic Libraries Concentration will also upload this assignment AND the required reflection to Taskstream by the stated deadline.** A separate Taskstream link will be provided in Canvas. **A late penalty will be assigned to students who fail to upload their materials to Taskstream by the deadline.** A separate rubric for the portfolio artifact and reflection can be found in Taskstream.

## Lesson Plan and Instructional Materials – 25% of final grade

### Due December 6

This final assignment allows you to practice developing and delivering a library instruction session. While you might not have an opportunity to present the materials to a group of learners, for this assignment, you will select ONE lesson from your Library Instruction Plan and develop the materials you would need to deliver that session. Your Lesson Plan should build on the details in your Library Instruction Plan and mirror the example lesson plan Appendix B (275-388) of the textbook. Your Lesson Materials must include at least one recorded video or audio element, such as a lecture, tutorial, or walkthrough, demonstrating your ability to speak to an audience. You should also include any slides, worksheets, handouts, surveys, tests, etc. required for your lesson. Someone reading your lesson plan should be able to deliver the lesson without additional guidance. You will upload multiple files for this assignment. Your Lesson Plan and Instructional Materials will be assessed according to the following rubric:

	A	B	C
Lesson Introduction 10%	<p>The lesson introduction includes:</p> <ul style="list-style-type: none"> <li>• A <b>descriptive title</b></li> <li>• A <b>description</b> that summarizes the lesson</li> <li>• The <b>running time</b> for the lesson</li> <li>• The <b>modality</b> for the lesson (in-person, online, hybrid, etc.)</li> <li>• A list of the <b>materials</b> necessary for the lesson</li> <li>• The <b>learning outcomes/objectives</b></li> <li>• The <b>information literacy standard(s)</b> being addressed</li> </ul>	<p>The lesson intro includes all the required elements but is lacking details a few areas.</p>	<p>The lesson intro lacks detail many areas and/or the required elements are missing.</p>
Outline 25%	<p>The lesson plan includes a detailed outline that mirrors the examples in Appendix B of the textbook. The outline includes the timing for each activity, providing</p>	<p>The outline includes all of the required elements but lacks a few details in some areas that raise some questions as to how the instructor should</p>	<p>The online is lacking required details and/or fails to reference the lesson materials and/or does not conform to the details for the lesson in the Library</p>

	<p>clear details for how the instructor should deliver the session. The outline makes clear references to the required materials, noting where these additional materials should be used. The outline of activities aligns with the learning objectives for the lesson and conforms to the details for this lesson in the Library Instruction Plan. Someone following the outline should be able to deliver the lesson without additional guidance.</p>	<p>deliver the lesson.</p>	<p>Instruction Plan.</p>
<p>Instructional Materials 35%</p>	<p>The Lesson Plan is accompanied by all the required lesson materials, including any slides, worksheets, handouts, surveys, quizzes, or other materials necessary to deliver the lesson. The materials are well organized, include specific instructions where applicable, and clearly align with the lesson plan and learning objectives for the lesson.</p>	<p>The Lesson Plan is accompanied by all the required lesson materials, but the materials are lacking a few minor details that draw questions about their use.</p>	<p>Some of the necessary instructional materials are missing and/or the materials are disorganized and difficult to follow and/or the materials are lacking significant details that make them difficult to use.</p>
<p>Recorded Element 20%</p>	<p>The Lesson Plan includes one recorded audio or video element such as a lecture, walkthrough, or tutorial. The recorded element aligns with the lesson plan and learning objectives and is well organized and easy to follow.</p>	<p>The recorded element aligns with the lesson plan and learning outcomes, but is somewhat difficult to follow at times.</p>	<p>The recorded element does not align with the lesson plan and/or is very difficult to follow.</p>

<p>Proofing, Citations, and Clarity 10%</p>	<p>The assignment lacks grammatical errors and includes proper citation of any works referenced. The information is presented clearly making use of tables, charts, bullets, headings, or other elements that help to guide the reader.</p>	<p>The assignment contains a few minor proofing errors and includes proper citation of any works referenced. A few of the required sections of the assignment are difficult to identify due to the organization of the assignment.</p>	<p>The assignment contains many proofing errors and/or improper citation. The assignment is very disorganized. It is very difficult to identify many of the required sections of the assignment due to the organization of the work.</p>
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### Assignment Submission and Formatting

All assignments must be submitted through the appropriate Canvas assignment link. Assignments should adhere to standard formatting where appropriate:

- 12-point font Times New Roman or equivalent
- Double-spaced without additional spaces between titles, headings, and paragraphs
- Charts, tables, etc. should be single spaced and use a smaller font when needed
- References also appear double-spaced 12-point font
- Page limits and word counts (if provided) do **not** include title pages, references, or attachments
- All references should follow APA 7<sup>th</sup> edition
  - The [APA Publication Manual](#) is available through Joyner Library
  - You may also reference the [Online Writing Laboratory of Purdue University](#)

### Use of AI in Coursework

Students **are allowed** to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course **if that use is properly documented and credited**. Students should seek out the appropriate source (e.g., MLA, APA, etc..) and cite in the most correct format according to the style guide. Note, online style guides are being updated continually to include new sources such as ChatGPT.

If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool, in addition to citing the use of any tool used. This description should be included with the citation in the bibliography.

### Work Expectations, Due Dates, and Late Work

As a 3-credit course, you are expected to spend a **minimum of 9 hours per week** completing the readings, reviewing recorded lectures, and completing assignments for this course. This meets the standards and expectations set by ECU for all credit-bearing courses at the university.

While the asynchronous delivery of this course allows you some flexibility to work at your own pace, it is important to follow the course schedule so that you have adequate time to complete the coursework this semester. Submitting assignments in a timely matter also allows me to assess your work promptly. I

will return grades and feedback within two weeks of assignment deadlines for major assignments and within one week for discussion boards.

All assignments are due on the date posted on the course Canvas site, except in cases of genuine emergency. **If you cannot meet an assignment deadline, contact Dr. Mattock as soon as possible.** No penalty extensions will only be granted in extenuating circumstances. Otherwise, assignments received after the deadline will be **docked 5% per day.**

### **About the Course Artifact and Reflection**

As you know, The MLS program requires students to create, maintain and complete a student portfolio to meet the requirements for graduation. **For this course, the Library Instruction Plan is the portfolio artifact for students in the Academic Libraries Concentration. The artifact for this class and the required reflection must be uploaded to Taskstream by the stated deadline.** If you are taking the course as an elective, you are not required to upload your materials to Taskstream.

### **Incomplete Grades**

Incompletes may be considered, but only as a result of serious and unexpected health and life situations. Documentation for the request is required in writing, most commonly in the form of an email, with appropriate signatures or other evidence if necessary. Incompletes must be made up promptly and by a deadline set by the instructor and before the deadline set by the Registrar's Office which is indicated in the academic calendar for every semester. The Registrar's Office deadline is for actual grade input, whereas your instructor will need time to read and grade the works before assigning the final grade. Students who are unable to complete assignments when due are expected to withdraw from the course. **The deadline for graduate students to drop a course without a grade is mid-semester (October 30, 2023 as indicated on the [Fall 2023 Academic Calendar](#))** so it would have to be an extreme case for the instructor to agree to an 'I' rather than suggesting the student drop the course.

## **Office Hours and Communication with the Professor**

### **Office Hours**

Office hours will be held by appointment. I will do my best to reserve 3-6pm on Tuesdays and Thursdays each week. The [office hours scheduler \(https://bit.ly/MeetwithMattock\)](https://bit.ly/MeetwithMattock) links directly to my calendar, so that you may find a time that works best with your schedule. If you cannot find a time that suits your schedule or wish to meet in a different modality, please feel free to email me to schedule an appointment.

I am always available via email to answer your questions or address your concerns during the semester. I will do my best to respond as quickly as I can but will respond within 24 hours during the week and 48 hours on the weekends. You may also post general questions to the Course Chat discussion board on Canvas.

## **Cultural Norms for the Classroom**

Any successful learning experience requires mutual respect on the part of the student and the instructor. I believe that my role is to help facilitate your path through the course material as we learn together. Neither the instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. At a minimum the expectations for the professor and student are as follows:

### **Instructor's responsibilities:**

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that all students have an equal opportunity to participate in the course.
- Respond to student e-mail requests in a timely manner (please allow 24hrs during the week and 48hrs over the weekends for my response).
- Provide assignment feedback in a timely manner (within two weeks of due date).

**Student's responsibilities:**

- Remain active on the course Canvas site, checking the announcements at least once per week.
- Work through all the assigned reading and materials by the stated deadline in Canvas.
- When communicating with classmates, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
- Operate in discussion with respect, accountability, and patience. This is an environment for learning and we will all be challenged by the course material at times.
- Take responsibility for your learning experience, submit your work on the agreed upon deadlines and be open to constructive criticism.

## Acknowledgements

### Land and People Acknowledgement

As we work together this semester, I would like to acknowledge the Tuscarora people, who are the traditional custodians of the land on which I work and live, and recognize their continuing connection to the land, water, and air that Greenville consumes. I pay respect to eight recognized tribes; Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, all Nations, and their elders past, present, and emerging. I also want to acknowledge the enslaved peoples who worked and died on these lands, and their descendants. Their pain and struggle also shaped this land and culture. ECU's Land Acknowledgement can be found at <https://wcc.ecu.edu/indigenous-land-acknowledgement/>.

### Support for the Design of this Course

The work to redesign this course was generously supported by the 2023 [Alternative Textbook Program](#) through ECU's Joyner Library. I would like to thank the Scholarly Communications Librarians who supported this work and Head of Research and Instructional Services David Hisle for their support and expertise.

## University Policies

### ADA Accommodation

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the instructor immediately. East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support. For more information on the department's ADA compliance see <http://www.ecu.edu/cs-educ/disted/ADA.cfm>

### Copyright

The intellectual property used or created in this course and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course

assignments and email discourses, and the course instructor as expressed in his course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within this course, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

### **Academic Integrity**

Students are expected to turn in original work and adhere to all "Academic Honesty" policies and procedures. All resources consulted for the work should be listed as “Consulted or Background Sources” and all resources actually used (quoted, cited, exemplified, etc.) should be listed in detail. When you quote a resource verbatim, you must enclose the text in quotation marks and identify the original resource in your citations following proper APA Manual of Style rules. Ideas that you paraphrase must be attributed, even if you are not quoting the original source verbatim. Any use of copyright protected materials in your assignments must follow all applicable copyright and intellectual property laws. Students shall avoid all forms of deliberate academic dishonesty, including but not limited to:

- Collusion – students concealing their collaborating in the completion or production of course assignments submitted for credit when specifically prohibited in advance by the instructor.
- Plagiarism – the use or nearly exact use of others intellectual property without attribution and without enclosing the property in quotation marks or other identifier notation. An extended quotation or paraphrase of another’s intellectual property must be attributed to its source and will be considered plagiarism if not attributed to its source.

### **Course Schedule and Required Reading**

The following is a list of the *required* reading for the semester. Please refer to the course Canvas site for a complete schedule of readings, learning objectives, assignments, and additional materials.

#### **Module 0 | Introductions and Getting Started – complete by August 23**

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Objectives:

- Familiarize yourself with the course Canvas site
- Read through the course syllabus and review the expectations and course policies
- Introduce yourself to your classmates

Required Reading:

- Course Syllabus

Assignments:

- Introductions Discussion Board

#### **Module 1 | Information Literacy Standards – complete by August 30**

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Objectives:

- Objective

Required Reading:

- Saunders and Wong, Chapters 1-2

Assignments:

- Module 1 Discussion

## Module 2 | Learning Theories and Pedagogy – complete by September 13

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Objectives:

- **Compare and contrast** key learning theories
- **Define** active learning and **describe** learning activities that can be applied to this teaching methodology
- **Discuss** the role of critical pedagogy in learning environments and **identify** strategies for recognizing and mitigating bias in instructional settings
- **Identify** strategies to apply inclusive pedagogical approaches and create accessible learning spaces
- **Compose** a draft of your teaching philosophy that illustrates your approach to teaching and learning

Required Reading:

- Saunders and Wong, Chapters 3-6

Assignments:

- Module 2 Discussion

## Module 3 | Learning Objectives and Lesson Plans – complete by September 27

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Objectives:

- **Apply** your personal teaching philosophy and the principles of Backwards Design to outline your Library Instruction Plan
- **Use** Bloom's Taxonomy to identify active verbs and develop learning outcomes for each of the lessons in your plan

Required Reading:

- Saunders and Wong, Chapters 7-10

Assignments:

- Information Literacy Instruction Plan (Part 1) – Backwards Design Planner

## Module 4 | Delivering Instruction – complete by October 4

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Objectives:

- **Identify** the instructional best practices that align with your personal teaching philosophy
- **Assess** an information literacy instruction session, reflecting on the best practices for instruction illustrated in the course text

Required Reading:

- Saunders and Wong, Chapters 11-12

Assignments:

- Module 4 Discussion

## Module 5 | Evaluation and Reflection – complete by October 25

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Objectives:

- **Describe** methods for evaluating teaching and learning
- **Compose** a draft of your Library Instruction Plan building from your Backwards Design Planner

Required Reading:

- Saunders and Wong, Chapters 13-14

Assignments:

- Information Literacy Instruction Plan (Part 2) – Instruction Plan Draft

## Module 6 | Venues and Modalities – complete by November 8

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Objectives:

- **Compare** synchronous and asynchronous teaching methodologies
- **Identify** the best practices for creating videos, tutorials, and other multimedia materials
- **Recognize** where teaching and learning occur outside of traditional classroom spaces in LIS spaces

Required Reading:

- Saunders and Wong, Chapters 15-18

Assignments:

- Module 6 Discussion

## Module 7 | Program Management – complete by November 15

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Objectives:

- **Draft** program-level learning outcomes for a library instruction plan
- **Develop** an assessment strategy for an information literacy instruction program
- **Brainstorm** methods for marketing information literacy instruction

Required Reading:

- Saunders and Wong, Chapters 19-20

Assignments:

- Module 7 Discussion

## Module 8 | Final Library Instruction Plan – complete by November 29

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Objectives:

- **Revise and submit** the final version of your Information Literacy Instruction Plan building on the feedback from the previous assignment

Assignments:

- Information Literacy Instruction Plan (Final)

## **Module 8 | Library Instruction in Practice – complete by December 6**

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Objectives:

- **Design** a lesson plan and course materials for one of the lessons on your Library Instruction Plan
- **Celebrate** your accomplishments!

Assignments:

- Information Literacy Lesson Plan and Instructional Materials Due