

SI 641 / EDCURINS 575: INFORMATION LITERACY FOR TEACHING AND LEARNING
Fall 2011: Mondays, 1-4pm, 2185 North Quad

THE BASICS

Instructor

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Office hours: Tuesdays, 11am - 1pm, 3435 North Quad, and by appointment

Office hours are a way for us to chat about course content, your concerns, questions you have, jobs you're interested in, or anything else that's on your mind. If the above times don't work for you, please let me know so we can find a time -- in-person, via phone, or on Skype -- that works on your end.

Online Resources

<http://ctools.umich.edu>

<http://si641.wikispaces.com>

Course Description

This course introduces theories and best practices for integrating library-user instruction with faculty partnerships. Instructional roles are presented within the wider context of meeting institutional learning goals. Students acquire explicit knowledge, skills, and competencies needed to design, develop, integrate, and assess curriculum and instruction in a variety of information settings, including educational and public organizations. The integral relationship between technology and information literacy is examined. Students are given opportunities to partner with professional mentors in schools, academic libraries, museums, and in other educational institutions.

Learning Objectives

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

1. Identify key theories about inquiry-based learning and information literacy;
2. Create a virtual learning module about some aspect of information literacy and learning;
3. Reflect on their experiences observing practitioners in a teaching role;
4. Lead face-to-face instruction on an aspect of inquiry or information literacy;
5. Develop an online learning module on some aspect of inquiry or information literacy, in partnership with a mentor;
6. Engage in ongoing discussions about how we define literacy(-ies) in the digital age.

Format

This class is intentionally structured in an inquiry-learning format. Beginning with our questions on the first day of class and continuing into field work as we observe, then design, then test our thinking, the goal of this course is to reach deeper, more resonant understandings than lecture alone can capture. Although

there will be some course lecture, this particular class will take advantage of the wide range of talents and academic interests of the participants and include significant discussion and idea sharing.

Due to the diversity of learning interests of the class, there may be some variation on the types of field experiences in which students engage. To quote Rick Wormelli, "Fair isn't always equal," meaning that there will be priority placed on students having experiences of similar levels of *resonance*, although the specific *tasks* within each project may vary according to the mentor and student interests. The goal is to match students with experiences in a way that seeks equal *value* across experiences.

In addition, this course is meant to empower students to play an active role in constructing knowledge for themselves and others.

David Lankes, in *The Atlas of New Librarianship* (ACRL 2011) says:

LIS classes need to become more studio-like with a series of guided investigations and a lot of whole-class synthesis time. This is a model very familiar in the arts and architecture. The first part of classes is covering concepts and examples, plus mapping out the uncertain terrain. As the class progresses, these more broadcast portions get smaller and are replaced with projects ... The end of the class then looks like a sort of group-think, where each student comes back and the instructor facilitates a synthesis session where new ideas are explained, and the class as a whole seeks to integrate the new knowledge back into a map that will help guide the next class. Modeling co-learning doesn't just let us get important topics into the classroom faster, it builds a stronger sense of ownership in the learning from the student perspectives ...

If we truly engage in co-constructed conversation and knowledge-building, then we must anticipate that the schedule for this course may ebb and flow in order to better accommodate the conversations that occur in class. There is the potential for readings to change, and for topics to shift from less-relevant to more-relevant ones. Class votes or the instructor's observations can cause these changes and, if made, will be noted in CTools and via email announcements. Ultimately, the result should be a course that is more flexible, responsive, and relevant to those enrolled in it. Please see the instructor if you have any concerns about this approach.

Required Text - on reserve at the Shapiro Library

Grassian, Esther S., and Joan R. Kaplowitz. 2009. *Information Literacy Instruction: Theory and Practice*. 2nd ed. New York: Neal-Schuman.

Please note: the textbook is required reading and will be necessary for participating in class and completing class assignments. In-class lectures complement - but do not replace - the textbooks. The book is available at campus bookstores and through online booksellers. Additional readings will be available in CTools.

Brief Overview of Assignments

(see separate handouts to be distributed in class for details)

- 1. Submit weekly Prof Letters in which you track your thinking on course content, your hours, and your project progress. (20%)**
- 2. Spend a total of 20 hours in an instructional setting.** You will observe other educators, assist with their teaching, help with clerical tasks, help with planning, prepare materials, make nametags, update online materials, post to social networks, etc. All of these tasks, from the gritty to the glamorous, are tasks that you will engage in as a teaching professional. (15%)
- 3. Teach an inquiry and/or information literacy lesson, face-to-face, at least twice.** You will submit a lesson plan and a post-lesson reflection. (15%)
- 4. Attend class and participate actively in discussions.** Because we are running this as a class about pursuing answers to questions, not passively absorbing lecture content, this is especially important. What makes this particular class, this particular semester, unique is that we have the benefit of multiple points of view. (10%)
- 5. Create, in collaboration with a mentor and/or partner, an online information literacy or inquiry module that can be used by a target audience.** You and your mentor will meet to set project goals and internal deadlines. This project may or may not be formally implemented by the mentor. (20%)
- 6. Write up a summary of the entire planning, execution, and reflection of the project and combine it with the summaries of your classmates in a digital publication. (20%)**

THE FINE PRINT

Grades

Final letter grades are consistent with the SI Master's Handbook/Rackham Student Handbook. You will be able to track your grades in CTools. All submissions are electronic; you do not need to submit any printouts.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; <http://www.umich.edu/sswd>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.

Collaboration

I strongly encourage collaboration while working on homework problems and while discussing and interpreting the reading assignments. Active learning is effective. Collaboration is especially valuable in summarizing the reading materials and picking out key concepts. Unless otherwise noted, however, you must write your work on your own, in your own words, before turning it in. If you worked with someone on the homework before writing it, you must list any and all collaborators on your written submission.

Sources

Throughout this course, you will be referencing course materials, mentor conversations, and outside research. While we sometimes use popular media or practitioner writings as readings in this course, and they may show up in your research as well, there should also be evidence that your work reflects scholarly investment and academic thinking. Back up hunches with evidence from scholarly literature, practitioner journals, research reports (e.g., Pew), and more. When in doubt, ask, "Does this work's author have *authority and credibility* for making these statements? What about the year the article was written compared to the subject it covers -- can I still trust it?"

Citation

You may obtain copyediting assistance and discuss your ideas with others, but the words and thoughts of others should be cited, whether in parenthetical expressions or when directly quoted. You may incorporate selected excerpts from the publications of other authors, but such excerpts must be clearly marked as quotations and be attributed both in the text (or footnote) and in a references page.

Plagiarism and Synthesis

Your work have a strong individual feel; that is, it should transcend merely stringing together sentences and thoughts expressed by others, and your own synthesis should be evident in your work. Please refer to the SI Master's Handbook for the definition of plagiarism and associated consequences. If you are not an SI student, a copy is available upon request.

Citation Formats

You may use the citation style of your choice (e.g., MLA, APA, Harvard, Turabian/Chicago).

Need Help?

- Sweetland Writing Center (1st floor, NQ) can help with craft.
- MLibrary's librarians can help with research, sources, and citation.
- MLibrary's TechDeck can help you gain fluency in tech tools and their use.
- I can help you know if your work is on track. (A few days' lead time really helps!)

If You Have the Flu

Please stay home if you exhibit flu-like illness. The University (and the CDC) recommend that "Students, faculty, and staff with flu-like illness remain home until 24 hours after resolution of fever without the use of fever-reducing medications." If you will be away from class, please contact me at font@umich.edu as soon as possible so we know you won't be with us and can set make-up work if necessary. You may also wish to gather contact information from several classmates to stay in touch if you are ill.

- Library books, keyboards, and other library and learning artifacts are major carriers of germs ... get in the habit of washing your hands to safeguard your health throughout your professional life!

COURSE SCHEDULE

Note: Dates and topics are tentative and may be adjusted to better respond to student needs and unforeseen circumstances. Any schedule changes will be posted in CTools, shared via email, and/or announced in class. Additional resources will be found in CTools, including links to assignment details and resources.

Date	Class Topic(s)	Readings to Prepare for Today	Assignments Due
9/12 #1	Course overview Introductions What is the current landscape? Setting up Diigo Group	"What Students Don't Know" <i>(Inside Higher Ed)</i> "Teaching 'Search'"(HackEducation.com) "Crazy: 90 Percent of People..." <i>(The Atlantic)</i> "What Today's College Students Say..." (Head and Eisenberg, Project Information Literacy - skip appendices) "Assigning Inquiry..." (Head and Eisenberg, Project Information Literacy - skip appendices)	Create an account with Diigo.com so we can create a class group Install the Diigo toolbar on your browser Fill out placement survey on class wiki Request access to class wiki
9/19 #2	Reflections on your Prof Letters Defining Information Literacy	"Literacy Sucks" blog post Textbook Preface, Chap. 1 & 2 (note: <i>Information Power</i> is no longer current!)	Prof Letter due Sun., 9/18, 8pm
9/26 #3	Reflections on your Prof Letters Learning Theories Research Models Information Literacy in multiple environments	Textbook Chap. 3, 4, 14 A professional reading of your choice about Eisenberg & Berkowitz's Big 6 model OR one of your choice about Carol Kuhlthau's Information Search Process	Make contact with your observation & project placements Prof Letter due Sun., 9/25, 8pm

10/3 #4	Reflections on your Prof Letters Inquiry vs. Information Literacy	AASL Standards - highlight the top 10 indicators on each page & bring to class ACRL Standards - what's missing/outdated? Make margin notes Read Stripling's article and chapter in the LC packet. <i>Optional: Browse the remainder of the packet</i>	Prof Letter due Sun., 10/2, 8pm Project Contract Due
10/10 #5	Reflections on your Prof Letters Common Core Standards - how do they complement/contradict the goals we've discussed so far? Midterm Course Evaluations	Common Core Standards for ELA * Be prepared to circle back to previous readings!	Prof Letter due Sun., 10/9, 8pm
10/17	Study Break - no class		
10/24 #6	Reflections on your Prof Letters Catchup/redirect course schedule as needed Critical Thinking Active Learning Reading Comprehension	Textbook Chapter 6	Prof Letter due Sun., 10/23, 8pm
10/31 #7	Reflections on your Prof Letters Planning for instruction	Textbook Chap.7 McTighe - Backward Design Overview of the Hunter model	Prof Letter due Sun., 10/30, 8pm
11/7 #8	Reflections on your Prof Letters Teaching and instructional strategies	Textbook Chap. 8 & 12	Prof Letter due Sun., 11/6, 8pm Complete observation hours and turn in scan of signed paperwork

<p>11/14 #9</p>	<p>Reflections on your Prof Letters</p> <p>Design and Aesthetics</p> <p>Topics as needed based on class input</p>	<p>Textbook Chap. 9 & 10</p> <p>Other readings may be added during the term</p>	<p>Prof Letter due Sun., 11/13, 8pm</p> <p>Lesson plan and reflection due</p> <p>Find your elementary school online. Browse the Web site. Be ready to share your observations.</p>
<p>11/21 #10</p>	<p>Reflections on your Prof Letters</p> <p>Assessment</p> <p>Group discussion: Review projects in process</p> <p>Guest: Chris Leeder</p>	<p>Textbook Chap. 11</p> <p>Harada (2005) on assessment and accountability</p>	<p>Prof Letter due Sun., 11/20, 8pm</p> <p>Have your project in a presentable state by today.</p> <p>Use your Thanksgiving break wisely so you pace yourself through the home stretch!</p>
<p>11/28 #11</p>	<p>Reflections on your Prof Letters</p> <p>Digital, Visual, and Media Literacy</p>	<p>Textbook Chap. 15</p> <p>Hobbs/Knight Commission Media Literacy report</p> <p><i>NYTimes</i> "In Classroom of Future, Stagnant Scores"</p> <p>Dangerously Irrelevant blog post rebuttal to <i>NYTimes</i></p>	<p>Prof Letter due Sun., 11/27, 8pm</p>
<p>12/5 #12</p>	<p>Reflections on your Prof Letters</p> <p>Catch-up/shift in gears as needed</p> <p>Peer review of chapter drafts</p>	<p><i>Nothing. Catch up on your chapter and project!</i></p>	<p>Draft of your chapter due</p> <p>Prof Letter due Sun., 12/4, 8pm (last one)</p>

<p>12/12 #13</p>	<p>Reflections on your Prof Letters</p> <p>Serving everyone: diverse learners, mental models, and anxiety</p>	<p>Textbook Chap. 13</p> <p>McIntosh: "Unpacking the Invisible Knapsack"</p>	<p><i>No Prof Letter due</i></p> <p>Final chapters due for publication</p> <p>Deadline to submit signed observation log</p>
<p>12/21 1:30pm (exam time)</p>	<p>Share Projects / Book Launch Celebration</p>	<p><i>Nothing</i></p>	<p>Final Projects and Mentor Sign-Off Due</p>