Course Syllabus

LI 837XA

Teaching in the Information Professions

Summer Semester 2014

Faculty: Dr. Brendan Fay
E-mail: brendan.fay@washburn.edu
Primary Phone: 785-670-1481; cell 812-606-5186
Online Course Login: canvas.emporia.edu
Credit Hours: 2
Meetings: 6/21, 7/19 Saturdays Only
Virtual Office Hours: Thursdays, 9-10 am

Important Dates for Summer 2014

5/19 First Day of Class
7/2 Last Day to Withdraw
5/26 Memorial Day (ESU closed)
7/4 Independence Day (ESU closed)
8/12 Final Grades Due
5/27 Last Day to Add/Drop
8/2 Last Day of Classes

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Overview of the theories and models of instructional design, learning pedagogy, and assessment associated with teaching in the information professions. Case studies of a variety of instructional situations for face-to-face and online distance learning are covered. **Recommend: LI 802.** *(Approved 2/16/2009)*

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the semester, the student will be able to:</th>
<th>Related class assignment(s)</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the role of continued professional development for practitioners in libraries and information agencies.</td>
<td>Participation</td>
<td>7 PV 2, 3, 4</td>
<td>7A</td>
</tr>
<tr>
<td>2. Describe the variety of instructional situations found within the information profession and list the primary characteristics of the learners in each.</td>
<td>Assignment 1</td>
<td>1, 7 PV 1, 4</td>
<td>7B, 7C</td>
</tr>
<tr>
<td>3. Design, develop, present and evaluate a representative instructional lesson, and suggest improvements based on the evaluation.</td>
<td>Individual Presentation</td>
<td>4, 6, 7, 8 PV 1, 4</td>
<td>7B, 7C, 7D</td>
</tr>
<tr>
<td>4. Prescribe appropriate instructional methods in a variety of situations, including face to face, individual, group and online instruction, and explain how these methods provide for different learning styles, information needs, and content.</td>
<td>Assignment 1</td>
<td>4, 6, 7 PV 1, 4</td>
<td>7C, 7D</td>
</tr>
<tr>
<td>5. Articulate a philosophy of teaching and learning.</td>
<td>Assignment 2</td>
<td>1, 7 PV 1, 2, 3, 4</td>
<td>7A, 7B, 7C, 7D</td>
</tr>
</tbody>
</table>

Instructor Contact Information

Feel free to contact me at any point over the course of the semester either by email or phone (if I am not in my office, you may call my cell if you like, otherwise leave a message and I will call you back). In addition, I will be holding regular office hours utilizing the “Chat” feature on Canvas. More information on office hours will be conveyed at the beginning of the course.
Required Readings


Alison Head, “How Freshman Conduct Course Research Once They Enter College,” *Project Information Literacy Research Report*, 2013. (online)

Li Zhang, “Effectively Incorporating Instructional Media into Web-Based Information Literacy,” The Electronic Library, 24 (3), 2006, 294-306. (online)


Course Assignments

**Weekly Discussion Posts**

Each week, we will read a few articles relating to the assigned topic. After reading each text, you are required to submit one long paragraph (12-15 sentences) summarizing 1) what you found to be the salient points of the essay 2) What you found most interesting about the study 3) What you would like to learn more about the topic. These must be submitted no later than SATURDAY evening for the assigned week so as to give me time to compile the responses.

**Article Presentation**

Students will be required to identify an area of particular interest within teaching and pedagogy, locate THREE articles on that topic and critically evaluate each before finally presenting their findings in front of the class during our first class meeting on JUNE 21. More details to follow.
**Teaching Demonstration**

Because this is a course geared towards making you a better teacher, each student will conduct a 20 minute presentation on a particular topic using all of the strategies and techniques that we have covered in the class over the course of the semester. These will be held on JULY 21 during our second in class meeting. More details to follow.

**Statement of Teaching Philosophy**

Each student will craft a statement of teaching philosophy outlining their own unique approach to teaching and its importance for libraries and librarians in the 21st century. This is an increasingly an important part of every job applicants materials and a tricky genre to master—but you will become an expert by the time the course is over!

**Participation**

Needless to say, you are expected to complete all modules every week and attend both face-to-face meetings during the session. Please notify me in advance of any conflicts should they arise.

**Learning Activities**

**Assignments**

(More detailed descriptions to be posted in Canvas).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Article Presentation</td>
<td>6/21</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2: Statement of Teaching Philosophy</td>
<td>8/2</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Demonstration</td>
<td>7/19</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>Throughout</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout</td>
<td>10</td>
</tr>
</tbody>
</table>

**Tentative Course Outline**

(I reserve the right to make MINOR tweaks)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 5/19-5/25</td>
<td>Introductions &amp; Course Syllabus</td>
<td>Syllabus; Booth Introduction</td>
<td>5/25 - Mini biography</td>
</tr>
<tr>
<td>Week 2: 5/26-6/1</td>
<td>Learning and Instruction Theory</td>
<td>Booth Chapters 3,4,5; Perry</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Week 3: 6/2-6/8</td>
<td>Teaching Info Literacy: Concepts and Strategies</td>
<td>Grassian; McGuinness</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>Week 4: 6/9-6/15</td>
<td>Innovation and Effectiveness in the Classroom</td>
<td>Booth 1,2,8</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>Week 5: 6/16-6/22</td>
<td>Teaching What you Don’t Know</td>
<td>Huston</td>
<td>Assignment 1: Article Presentation</td>
</tr>
<tr>
<td>Week 6: 6/23-6/29</td>
<td>Managing the Classroom</td>
<td>McKeachie</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>Week 7: 6/30-7/6</td>
<td>Technology, Instructional Design and Delivery</td>
<td>Booth 6,7; Zhang</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>Week 8: 7/7-7/13</td>
<td>The USER Method</td>
<td>Booth Chapters 9,10,11,12</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>Week 9: 7/14-7/20</td>
<td>Assessment/Trends</td>
<td>Kurz &amp; Banta; Head</td>
<td>Teaching Presentation (7/19)</td>
</tr>
<tr>
<td>Week 10: 7/21-7/27</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Week 11: 7/28-8/2</td>
<td>Wrapping Up</td>
<td>None</td>
<td>Assignment 2: Statement of Teaching Philosophy</td>
</tr>
</tbody>
</table>

**SLIM Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>96 -100</th>
<th>90 - 95</th>
<th>87 - 89</th>
<th>84 - 86</th>
<th>80 - 83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>77 - 79</td>
<td>74 - 76</td>
<td>70 - 73</td>
<td>0 - 69</td>
<td></td>
</tr>
</tbody>
</table>

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.
When a student has been given an academic warning, an administrative hold will be placed on
the student’s record to block future enrollment. Before enrollment can be done, the student is
required to meet with his or her academic advisor with the goal of developing an academic
improvement plan. The administrative hold can only be released by the student’s academic
advisor or by the SLIM dean. The administrative hold will be released once the student
completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic
warning for two semesters, then the student’s academic progress will be reviewed in light of the
academic improvement plan by the student’s program director and the SLIM dean. A decision
will be made as to whether the student should be academically dismissed from the SLIM
graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate
programs, the doctoral program, and academic concentrations. It also applies to all those who
have passed into MLS or doctoral degree candidacy.

**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are
6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for
more information.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy
(for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be
considered approved without an Incomplete Request Form having been submitted by the
instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete.
If the incomplete grade is being requested for reasons of health, then documentation must be
submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean,
then the student will be limited to enrolling in six credit hours in the immediately succeeding
semester. If a SLIM student requests more than one incomplete grade to be issued at the
conclusion of a semester, then an administrative hold will be placed on the student’s record to
block future enrollment until all incomplete grades are finished and the final grade changes have
been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU
Registrar’s Office.
SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]
Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu