

Spring 2018

INSC 557: User Instruction

The School of Information Sciences, The University of Tennessee

LIVE Class Meetings: Tuesdays, 12-1:15 p.m., ZOOM: <https://tennessee.zoom.us/j/432895417>

Additional asynchronous hour required weekly

Rachel Fleming-May, Associate Professor

Office Hours: By Appointment

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COURSE DESCRIPTION

Theory, strategy, design, and practice in providing instructional services and technology for end users of information and information systems. Includes practical experience.

PURPOSE OF THE COURSE

This course is intended to provide students with an introduction to the concepts, theories, and practice of library user instruction through reading, discussion, class speakers, and practice. The focus of the course will be on instruction for adult users with a particular focus on academic library settings. This course is designed for the “accidental library instructor” with little or no background in educational theory.

Specific topics to be covered include:

- The history and theory of library instruction
- Information Literacy concepts and standards
- Teaching and learning theory
- Differing models of library instruction
- Library instruction for specific user groups
- Developing, marketing, implementing, and evaluating library instruction programs
- Strategies for collaborating with teaching faculty to integrate library instruction into the classroom

STUDENT OUTCOMES

Students completing this course will

- Have an understanding of learning theory as relates to library instruction.
- Understand Information Literacy concepts, competencies, standards, and outcomes and their role in library instruction.
- Know strategies for developing (and helping faculty develop) assignments that encourage the development of information literacy skills.
- Be familiar with strategies and templates for designing library instruction.

- Know the pros and cons, and appropriate uses, of different types of library instruction: pre-scheduled drop-in classes, subject or course-specific instruction, integrated library instruction, point-of-need instruction, and course-length library instruction, among others.
- Have learned strategies for working with teaching faculty to encourage collaboration.
- Be familiar with library instruction support networks in the form of professional literature, associations and organizations, and web and listserv resources for library instructors.
- Understand the importance of and approaches to evaluating library instruction initiatives.

READINGS

REQUIRED TEXT:

Crane, Beverley E. *How to Teach: A Practical Guide for Librarians (2nd Ed.)*. Rowman & Littlefield, 2017. 978-1-5381-0415-6 <https://goo.gl/Gv6j5v>

e-Book on Rowman & Littlefield website (30% discount—use promo code STUDENT30):
<https://goo.gl/gwgkcg> (must create an account)

Kindle Edition: <https://goo.gl/iMUkCz>

We will have additional readings each week, primarily journal articles. These will be available through UTK's electronic resource subscriptions or as pdfs on our class **Canvas** space. I do not expect you to read all of every part of every item.

POLICIES

COMMUNICATION AND TECHNOLOGY

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Email is the most expedient way to get in touch with me. If I will be unable to check my email for a significant period (exceeding 24-hours) I will provide you with an alternative method of contact.

I will post most lecture notes on Canvas before the class meeting for you to download. Note that lecture notes do not substitute for the assigned readings. Read the class announcements posted on Canvas to stay current with course matters.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and ZOOM software.

You must learn how to submit your assignments using Canvas.

The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a Tmail account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer to download the lecture notes from Canvas.

CLASS ATTENDANCE

It is assumed that each student be present and speak in class. Missing multiple classes and/or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary, and unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.
- Complete any assigned activity

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays and
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

INCLEMENT WEATHER

“The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and local radio and TV stations will be notified and a UAlert will be issued. The notice will also be posted on the front page at www.utk.edu...” SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who may need course adaptations because of a disability are welcome to make an appointment to speak with me. Students with disabilities must register with the [Student Disability Services](#), 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted the Office of Disability Services, please call (865) 974-6087 or email sds@utk.edu to inquire about the registration procedure.

CIVILITY

“In 2011, the university adopted the Principles of Civility and Community. They are designed to work in concert with all existing codes of conduct. The principles encourage all members of the campus community to foster a learning environment where the differences of our diverse culture are valued, respected and celebrated. Civility is an act of showing regard and respect for others including: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness...” (Hilltopics, p.10). This statement applies to communicating with the instructor, classmates, and other members of the UT community.

CCI DIVERSITY STATEMENT

“The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship, and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.”

ASSIGNMENTS AND GRADING

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in [Hilltopics](#) as: *“Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”*

Students should abide by the [Honor Statement](#) described in the same Hilltopics: *“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”*

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

You must request an Incomplete; if you "disappear" without contacting me and/or without completing the required form, your semester grade will be based on your work to that point in the semester.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I pay close attention to all comments, suggestions, and recommendations.

PREPARATION OF WRITTEN WORK

- Please use either APA or CMS documentation styles.
- You must cite all sources, format and attribute all quotations correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).
- All assignments must be word-processed and **include your name**, date, and course number.

PRE-SUBMISSION FEEDBACK

I am happy to look at a **good draft** of assignments prior to final submission. I will not pre-grade assignments, just provide general feedback and tips. These pre-submissions should be sent via email attachment (i.e., not Canvas) no later than one week prior to final due date.

DUE DATES AND LATE ASSIGNMENTS

Submit assignments to the "assignments" area of Canvas. Assignments are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Canvas early the next morning. **I will ONLY download assignments from Canvas ONCE.** Therefore, if your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late. **Not doing so will result in a one-point deduction for each day I don't hear from you.**
- When it's ready, you must **submit it to me via email**, as an attachment (i.e., **NOT** using Canvas)
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

GRADING FORMAT

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the

assignment and refer to the “Evaluation” scale for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be $92/100=A-$. Your final grade will be based on total points earned/100 possible points over the course of the semester.

EVALUATION

Semester grades are assigned according to the following scale:

A	93-100	(4 quality points/ semester hour) superior performance.
A-	90-92.75	(3.7 quality points/ semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points/semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points/semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points/semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points/semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points/semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point/semester hour) clearly unsatisfactory performance; cannot be used to satisfy degree requirements.
F	59.75 \geq	(no quality points) extremely unsatisfactory performance; cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

ASSIGNMENTS: DESCRIPTION

This table provides a quick reference for assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment	Group/ Individual	Due Date	%
Participation	Individual	Ongoing	10
Group Agreement	Group	2/27	5
Response Journals (3)	Individual	2/6 3/6 4/3	15
Asynchronous Instruction Module	Individual	Module: 3/20 Report/self-assessment: 4/24	25
Peer Evaluation of Modules	Individual	4/10	15
Instruction Program Proposal	Group	Presentations: 4/10, 4/17, 4/24 Written: 4/27	30
TOTAL			100

- **Class preparation and participation, subscription to and monitoring of ILI-L (10%)**

Preparation for class is essential. Students are expected to complete reading prior to class and be ready to participate in activities and discussion. Students will be required to subscribe to and monitor ILI-L, the library instruction listserv, for the duration of the course. A tip sheet about subscribing to ILI-L is available on the course website.

- **Group Agreement (5%)**

Library work is a collaborative enterprise. Much of the work you complete this semester will be done as part of a group. There are several reasons for this: first, to replicate the collaborative environment in which you are likely to find yourself as an information professional; second, to maximize peer learning opportunities, and third, to maximize the quality of your work through blending individual group members' strengths.

You will be assigned to a group based on a variety of factors including areas of interest, scheduling preferences, and proximity. Your group will need to create a group agreement (templates and examples available in Canvas) outlining the group's expectations and processes for completing and submitting work.

- **Response journals (15%)**

Response journals are informal, brief essays. Two of the RJ's may be written about any topic of interest to you—as long as it relates in some way to the course content. Did a statement in one of the readings or a post on ILI-L strike a particularly strong chord for you? Concerned about the job market? This is your chance to vent.

One of your RJ's must describe an observed instruction session –either live, if possible, or recorded and hosted on YouTube or a library's website.

Though response journals do not receive a letter grade, in order to receive full credit, your journal must exhibit evidence of considered thought on your part and should be at least 250 words.

- **Proposal for development of instruction program (30%)**

You will be assigned to a group of 3-4 students for the purpose of developing a proposal for a new library instruction program. This can be targeted at a library's administration or other supervisors or an academic department representative. The proposal should include:

- ❖ The identified need, supported with "statistics" (these can be fabricated but should have some basis in fact)
- ❖ The structure of the instruction program: course-integrated, stand-alone, drop-in, web-based; and your rationale for using that approach
- ❖ The projected need for equipment, staffing, and space, with an estimate of accompanying costs
- ❖ The benefits of implementing your program
- ❖ Support already established for your program
- ❖ Methodology to be employed in evaluating your program.

- **Asynchronous Instruction Module (25%) and Peer Evaluation (15%)**

The final project has two parts:

- ❖ An asynchronous instruction module that you will share with the rest of the class
- ❖ Thoughtful, thorough, constructive evaluations of the modules created by three classmates (to be assigned).

The Module:

You may choose to create a resource that provides instruction for a single general or introductory resource or topic, or for a resource or topic that is more specialized. You may choose to create...

- ❖ A screencast (mp4)
- ❖ A tutorial that uses html, flash, or another program
- ❖ A video, podcast, or vodcast
- ❖ ...a resource using another platform, approved in advance.

Your module must...

- ❖ Include at least 10 minutes of content, though it can be comprised of multiple, shorter segments
- ❖ Reflect judicious selection of subject matter for the time allowed
- ❖ Include an evaluative tool like a pre- and post-test

Peer Evaluations:

- ❖ You will be provided with access to three of your classmates' instruction modules to evaluate.
 - Base your analysis on the semester's lectures, readings, and other content.
 - Cite sources to support your evaluation.

Due Dates:

3/20: Submit your module to me for distribution to/evaluation by your classmates

4/10: Submit evaluations of classmates' modules to me

4/24: Submit final report to me, summarizing:

- ✓ Your approach to selecting the topic and developing the module
- ✓ Your intended audience and topic of coverage (seems like this should be obvious, but let's play it safe)
- ✓ How you would evaluate the effectiveness of the module
- ✓ Your self-evaluation (what went well, what could've gone better, what you learned, what you'd change...)
- ✓ A summary of and response to your classmates' reactions to the module.