IST675 Course Syllabus Spring 2012  
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IST675 Required Textbooks


IST675 Course Description and Rationale

This course is designed as an inquiry-based learning experience focused on the development and assessment of information literacy curriculum and resources for elementary and secondary schools. The class format will include lecture and a variety of hands-on practical teaching and learning experiences to provide students opportunities to develop lesson plans, design assessments, deliver instruction, and provide and receive constructive feedback. Several of the assignments will involve presenting lessons to the class. Some of these lessons may be video taped, these tapes will then be shared with the students who have presented so that they can reflect upon, and improve their instructional practice.

Attendance, Communication, Grading & Academic Honesty

**Attendance:** Attendance will be taken each week. In the unavoidable event of an absence, students should make arrangements with other students to pick up class notes and assignments. Time will be given during the first meeting of class for students to find study partners. Students who miss more than 2 classes will have their final average dropped by five points for each additional absence. This course will depend heavily upon student involvement. This class meets for approximately three class contact hours each week. Homework should take at least three hours per each contact hour. You will need to devote at least 12 hours per week to this class (*3 hours in class and 9 hours outside of class*).

**Snow Contingency Plans:** In the event of inclement weather the instructor will hold class "online" for the missed course session(s). Students will be notified as early as possible via email that the class has been cancelled and online activities will be provided.

**Communication:** Each student is expected to have an Albany e-mail account for this class. Please see the instructor if you do not have an account or if you have questions about how to get one. Students will need to check e-mail several times a week. This is also the best method of communication with the instructor concerning assignments, questions, readings and office hours. E-mail accounts can be applied for and accessed in the Draper user room (UNIX). See the door of the computer room for times. Each student should also subscribe to IST-L, the Department of Information Studies' listserv.

**Grading**
The instructor will give a grade of "R" (rewrite) for any paper that does not meet graduate level standards. Students will have one week to rewrite the paper and resubmit it (together with the first graded submission). The "R" grade will be removed at that time if the rewrite is substantially improved. Remembering to hand in the rewrite is the student's responsibility. Late rewrites will NOT be accepted. A grade of "B" will be given for student performance that meets all course requirements on time and is judged satisfactory at the graduate level. Other grades will be determined in relation to the standards of a "B" grade. Please proofread all papers carefully before submitting.

**Academic Honesty**

Due to the exploratory nature of this course, students are encouraged to form working groups and to talk about and read each other's assignments - in effect to "share knowledge." Learn by interacting with one another-collaborate, support, and help one another. Nonetheless, students are expected to give credit where credit is due, citing the work and ideas of others in papers that they write. As a policy for this course, plagiarism or cheating will result in a failing grade for the course. In addition, the instructor will pursue further disciplinary action at the University level. Plagiarism will result in a zero for the assignment in which the plagiarism occurred, a zero for the course and a referral to the Dean of Undergraduate Studies. After two referrals to the Dean's office for plagiarism students are automatically referred to the Office of Judicial Affairs. Please read the "Standards of Academic Integrity" in the Undergraduate Bulletin 1999-2000 at: [http://www.albany.edu/tree-tops/docs/undergraduate_bulletin/regulations.html](http://www.albany.edu/tree-tops/docs/undergraduate_bulletin/regulations.html). The standards described in this document will be upheld in this course.

**Becoming a Participant in this Learning Community**

*Your participation is the learning experience.* This is not a passive experience. You are invited to design, shape, and pursue learning experiences that meet your needs and benefits your classmates and me. To that end, there are some things that would quickly erode our community and so must be avoided. These will be sufficient reason for you to fail the course immediately.

- Missing more than 2 classes without **prior** permission from me or the dean of graduate studies
- Lateness without **prior** permission from me
- Abusiveness toward instructors, classmates, or our learning partners
- Non-class related use of mobile phones, instant messenger, email, or other non-class related resources on the computers

**Course Goals and Objectives**

IST 675 is designed to help students to meet the following goals and objectives of the Department of Information Studies and will be aligned to the following formative and summative assessments

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<th>Goals and Objectives</th>
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| 1. Demonstrates a sense of professional identity by applying the concepts and principles of library and information sciences and related disciplines. | • Field Notes with appropriate APA citations  
• Expert Group Project  
• Information Literacy Curriculum Project |
|---|---|
| 2. Knows the history of the information professions and understand the changing roles of information professionals in a global environment | Practicum aligns local, state (NYS), and national associations’ professional standards  

* New York State Learning Standards  
* Common Core Standards  
* AASL Information Literacy Standards, and  
* International Society for Technology in Education (ISTE) Standards.  

• Field Notes with appropriate APA citations  
• Information Literacy Curriculum Project  
• Expert Group Project  
• Professional Workshop Project |
| 3. Creates, selects, acquires, organizes, describes, manages, preserves, retrieves, and disseminate information using relevant theories and practices. | • Expert Group Project  
• Information Literacy Curriculum Project  
• Adaptive Technology Project  
• Professional Workshop Project |
| 4. Assesses the information needs of diverse and under served populations and provides resources and instruction to meet those needs. | • Field Notes with appropriate APA citations  
• Adaptive Technology Project  
• Information Literacy Curriculum Project  
• Field Experience |
| 5. Recognizes the crucial role of users in the development and delivery of user-centered information systems and services. | • Field Notes with appropriate APA citation  
• Information Literacy Curriculum Project  
• Adaptive Technology Project |
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| **6.** Formulates, interprets, and implements information policy including issues of privacy, equity, intellectual property, and intellectual freedom. | **•** Field Notes with appropriate APA citations  
**•** Information Literacy Curriculum Project  
**•** Professional Development Workshop  
**•** Field Experience |
| **7.** Promotes and demonstrates the use of ethical standards in the creation, management, and use of information. | **•** Information Literacy Curriculum Project  
**•** Field Experience  
**•** Professional Development Workshop |
| **8.** Conducts and applies research to develop, maintain, and evaluate information content and assess information services. | **•** Field Notes with appropriate APA citations  
**•** Information Literacy Curriculum Project  
**•** Adaptive Technology Project  
**•** Professional Workshop Project  
**•** Field Experience  
**•** Kincheloe Paper |
| **9.** Understands, implements and uses appropriate technologies in the delivery of information content and services. | **•** Field Notes with appropriate APA citations  
**•** Field Experience  
**•** Information Literacy Curriculum Project  
**•** Adaptive Technology Project  
**•** Professional Development Workshop |
| **11.** Understands the information environment and builds collaborative relationships to strengthen library and information services and literacy. | **•** Field Notes with appropriate APA citations  
**•** Field Experience  
**•** Information Literacy Curriculum Project |


Course Assignments

Assignment #1: Virtual Introduction (5%)

Introduce yourself on the Class Wiki (has not been set up yet – you will receive notification when this site has been launched).

- Within a week after the first class meeting, post your photo and a brief introduction on the Virtual Introduction page.
- Include a current photo
- What would we be surprised to know about you?
- Create a metaphor that describes your view of learning and provide a brief explanation
- Fill out the following survey based upon your present skills and competencies: https://spreadsheets.google.com/viewform?formkey=dGJyYmxNSl96WENDX2dxQzdzc mNKWXc6MQ

Assignment #2: Field Notes x3 – (see Field Note Rubric)

Field Notes (10%) will be collected 3 times during the semester. Please use the field note template for your field notes. A field note rubric will be used to assess your field notes.

- First set of field notes are due February 2nd (week 3)
- Second set of field notes are due March 8th (week 8)
- Third set of field notes are due April 26 (week 14)

Please send your field notes via Blackboard and label your field notes as follows: last name, first nameFN-1 (for the first set - lastname refers to YOUR last name!)

Assignment #3: Information Search Expert Groups 20% (Group #1 due: February 9th; Group #2 due: February 16th)

Pair up with a partner and become an “information expert” on one of the following topics (only one group per topic please)

- Information Search Models #1
  - Kulthau
  - Stripling & Pitt
  - Pappas and Tepe
  - Joyce & Tallman
  - Yucht
- Information Search Models #2
Inquiry-based instruction
• Constructivism
• Brain-based learning
• Motivation Theories

"Information Experts" will prepare a lesson to teach to the class. Each group project & presentation will include:

• A wiki site designed to facilitate the sharing of the group's information resources
• A 3-4-page summary of the major findings and implications of the research – how does this research relate to you as a school library media specialist? Please use APA format for citations. Five points will be deducted from papers that do not conform to APA format.
• A one page summary sheet of the research highlights to share during the in-class presentation
• A list of appropriate readings (bibliography)
• Each person will complete a group assessment rubric on each member of the group as well as on themselves

In Class Presentation

• A 20 minute presentation to the class sharing the major highlights of the research with each group member actively participating
• An in-class assessment activity for the class to do after the presentation to determine how well we've learned the material presented
• A question and answer session

A writing rubric will be used to evaluate the paper.
A teacher observation rubric will be used to grade each presenter's teaching performance.

Assignment #4: Professional Development Workshop 20% (Group #1 due: March 29th; Group #2: due: April 5th)

In groups of 2 your team will teach the class a lesson highlighting one of the tools listed on the AASL’s Best web sites for teaching and learning - http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25. After the presentation you will post the following information to your team’s wiki page:

Create a lesson plan geared for adults (teachers and school librarians) using the Ten Step Guide to Writing Lesson Plans. Remember to include:

1. Topic, Grade, Standards for which this tool would be appropriate
2. Goals & Learning Objectives of the workshop
3. Materials & Resources
4. Anticipatory set
5. Direct instruction
6. Guided practice
7. Closure
8. Assessment
9. Review & Reflect – a one-page document highlighting what worked well, what didn’t, and what did you learn from this experience. Due date: April 12th – worth 5% of this grade
10. Discussion of modifications (what could/would you do differently in the future?)

Your peers will evaluate your lesson and provide you with feedback and suggestions for improvement. The instructor, for evaluation purposes, may videotape curriculum presentations.

Assignment #4: Adaptive Information Technology Presentations 10% (Group #1 due: March 1; Group #2 due: March 8th)

In groups of 2 your team will teach the class a lesson highlighting one or two adaptive technology tools. Create a lesson plan geared for adults (teachers, school librarians and parents) using the Ten Step Guide to Writing Lesson Plans. Remember to include:

1. Topic, Grade, Standards for which this tool would be appropriate
2. Goals & Learning Objectives of the workshop
3. Materials & Resources
4. Anticipatory set
5. Direct instruction
6. Guided practice
7. Closure
8. Assessment
9. Review & Reflect – a one-page document highlighting what worked well, what didn’t, and what did you learn from this experience. (Due date: March 22 – worth 5% of this grade)
10. Discussion of modifications (what could/would you do differently in the future?)

Assignment #5: Kincheloe Paper 15% (Due April 12th) 4-6 page maximum


After a careful reading the text complete the following inquiry-based assignment using an electronic journal (word document) to document your completion of each step.

1. Explore and Connect:
   - Prior to reading this text, describe your prior knowledge about “critical constructivism.”
   - What do you already know or think you know about critical constructivism?
   - What additional background information would help you better understand critical constructivism?

2. Inquiry Phase: Focus
• What concerns/questions do you have as you read through the book?
• As you read through this book keep track of your “reactions”.
  o Try not to view this text as right or wrong, but rather think about why it makes you feel the way you do.
  o Allow yourself to explore why you may, at certain times in reading this text, feel uncomfortable. Think about what may be causing your discomfort.
• How does this text challenge your mental models re: teaching, learning and culture?
• Describe your experiences with education as a social process.
• Describe your experiences with education as a political process.
• Describe your position in the “social web of reality”.

3. Information Sources

• What information sources did you utilize for this assignment?
• How did you select/evaluate these sources?

4. Draw conclusions and create an outline for your paper

5. Write the paper

6. Reflect: What was the most challenging part of this assignment?
   o The reading of the text?
   o The search for information sources?
   o The writing of the paper?
• What impact (if any – please be honest) has this book had on you re:
  o Your mental models re: teaching, learning, and/or culture?
  o Your understanding of education?
• Would you recommend this book – why or why not?

Assignment #5: 21st Century Innovation & Curriculum Lesson 20% (to be delivered in your Field Experience placement during April)
(Group #1: due April 26th; Group #2: due May 3rd)

1. Select information and lessons learned from the 21st Century Information Literacy project and the 21st Century Innovation & Curriculum Mini Teaching Project outline and develop a mini lesson in collaboration with the school library media specialist in your field placement for a class or group of students. Use the Ten Steps to Creating Lesson Plans.
2. Conduct the lesson in the K-12 environment (classroom and/or library media center)
3. Prepare a short reflection (2-3 pages MAX) sharing what you learned about yourself as a teacher as well as what you learned from the students and school library media specialist
4. Present an abbreviated version of the lesson to the class and share your thoughts and suggestions for modification and/or improvement

Your peers will evaluate your lesson and provide you with feedback and suggestions for improvement. The instructor, for evaluation purposes, may videotape curriculum presentations.

Assignment #7: Field Experience Mini Lesson Presentation
5. Select information and lessons learned from the 21st Century Information Literacy project and the 21st Century Innovation & Curriculum Mini Teaching Project Outline and develop a mini lesson in collaboration with the school library media specialist in your field placement for a class or group of students. Use the *Ten Steps to Creating Lesson Plans*. 
6. Conduct the lesson in the PreK12 environment (classroom and/or library media center).
7. Prepare a short reflection (2-3 pages MAX) sharing what you learned about yourself as a teacher as well as what you learned from the students and school library media specialist.
8. Present an abbreviated version of the lesson to the class and share your thoughts and suggestions for modification and/or improvement.