LIB 461, Information Literacy and Curriculum
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Spring Semester 2012, Monday, Jan. 9—Wednesday, May 2

Holidays:
Martin Luther King, January 16, 2012
Presidents’ Day, February 20, 2012
Spring Break, March 5-9

Course Description:
LIB 461, Information Literacy and Curriculum, 3 credits
This course will focus on instructional techniques for teaching literacy skills, information retrieval, research, and lifelong learning. Exploration of how curriculum is designed and how library instruction is integrated into the classroom will be studied. Collaborative planning, methods of library instruction, and its assessment will be examined. Students will develop an integrated unit, participate in class discussions, and create a school research process model.

Purposes of LIB 461:
The purpose of Information literacy and curriculum is developed an understanding of how library instruction is developed, implemented and evaluated in a K-12 school setting.

Course Goals:
By the end of the course, students will be able to:
Develop instructional techniques for teaching literacy skills
Understand Information retrieval, research, and lifelong learning processes
Design and develop K-12 curriculum
Demonstrate how library instruction is integrated into the K-12 classroom
Develop collaborative planning process in a K-12 setting
Understand information and technology literacy and develop methods of library instruction
Assess library instruction
Develop an integrated unit
Create a school research process model


To order the above text by mail phone the UMW Bookstore at 406-683-7281 or email k_hupp@umwestern.edu
Bibliography/Webliography of related items:


- Information Literacy and Information Skills Instruction: Applying Research to Practice in the School Library Media Center, 2nd ed., Nancy Pickering Thomas, Libraries Unlimited, Wesport, CT, Copyright 2004


- Assessing for Learning: Librarians and Teachers as Partners, Revised and Expanded Violet H. Harada and Joan M. Yoshina, Santa Barbara, CA, Libraries Unlimited, 2010


- Information literacy: essential skills for the information age/ Michael Eisenberg, Carrie A. Lowe, Kathleen L. Spitzer, Libraries Unlimited, Westport, CT, 2004

- Achieving Educational Standards Using the Big6/ Janet R. Murray, Linworth, Columbus, OH, 2008

- I-Search for Success/ Donna Duncan and Laura Lockhart, Neal-Schuman, New York, NY, 2005

- Developing an information literacy program K-12: A how to do it manual and CD-ROM package/ Mary Jo Langhorne, ed., Neal-Schuman, New York, NY, 2004


- Teaching Library Media Skills in Grades K-6/ Carolyn Garner, Jaime Crabtree, Ill, Neal-Schuman, New York, 2004


- Best Practice: Today’s Standards for Teaching and Learning in America’s Schools/ Steven Zemelman, Heinemann, Portsmouth, New Hampshire, 2005
National and State Standards

National Standards:
Information Literacy Standards
ALA/ISTE Information Power
http://www.ala.org/ala/mgrps/divs/aasl/aaslarchive/pubsarchive/informationpower/informationpower.cfm

AASL standards for the 21 century learner, 2007
http://www.ala.org/aasl/standards

Crosswalk of the Common Core Standards
and the Standards for the 21st-Century Learner

The following pages include tables that help school librarians learn how the AASL Standards for the 21st-Century Learner and the Common Core Standards align.

AASL Learning Standard to Common Core Standard(s) Crosswalk
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm

Educational Technology Standards
http://www.iste.org/AM/Template.cfm?Section=NETS

State Standards:
Montana standards for Information Literacy/Library Media and Technology
http://www.opi.mt.gov

http://opi.mt.gov/accred/cStandards.html

Process Model Web Sites:

http://virtualinquiry.com/

http://virtualinquiry.com/inquiry/index.htm

http://virtualinquiry.com/inquiry/models.htm

Process Model Comparisons:


Information Search and Use Models

- **5As** - Ian Jukes
- **Big 6 & Super 3** - Michael B. Eisenberg and Robert E. Berkowitz
- **DIALOGUE**
- **FLIP IT** - Alice Yucht
- **Information Search Process** (ISP) - Carol Kuhlthau
- **InfoZone** - Assiniboine South School Division of Winnipeg, Canada
- **Irving's Study of Information Skills** by Ann Irving
- **Noodle Tools: Building Blocks of Research** by D. Abilock
- **Pre-Search Process** - Virginia Rankin
- **REACTS** - Barbara Stripling and Judy Pitts
- **Research Assistant** - Ann Bevilacqua
- **Research Process Helper** (4-Step Research Model) by S. Hughes
- **WebQuest** by Bernie Dodge

- Information Inquiry Models
  - **8Ws** - Annette Lamb
    - Watching, Wondering, Webbing, Wiggling, Weaving, Wrapping, Waving, Wishing
  - **I-Search** - Ken Macrorie, Marilyn Joyce and Julie Tallman
  - **Pathways to Knowledge** - Marjorie Pappas and Ann Tepe
  - **Research Cycle** - Jamie McKenzie

- Discipline-Specific Models
  - **Composition**
  - **Scientific Method**

The ‘information search process’ revisited: is the model still useful?

Additional Educational Best Practices

What Works in Classroom Instruction, Robert J. Marzano, et. al.


Getting Acquainted with the Essential Nine
1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
13 Best Educational Practices
13 Interlocking Principles or Theories of Best Practice Learning
Best Practice: Today’s Standards for Teaching and Learning in America’s Schools, Zemelman et. al. 2005

Student-Centered
Student-Centered—Students’ own questions and interests
Experiential—Active, concrete, hands-on
Holistic—Studying whole ideas, events, and materials in purposeful contexts
Authentic—Real, rich, complex ideas and materials
Challenging—Students learn best when they are faced with genuine challenges, choices and responsibilities

Cognitive
Cognitive—Higher order thinking associated with various fields of inquiry and reflection
Developmental—Children grow through a series of definable but not rigid stages; education should be keyed to those stages
Constructivist—Students don’t just receive content, they reinvent and re-create every cognitive system they encounter
Expressive—Students regularly employ the whole range of communication (speech, writing, drawing, poetry, dance, drama, music, movement, and visual arts)
Reflective—Balancing emersion and expression must be time to reflect, debrief, abstract from what they have felt, thought, and learned

Social
Social—Learning is socially constructed and often interactive
Collaborative—Cooperative learning opportunities tap the power of social learning instead of individualistic and competitive approaches
Democratic—the school as a model community, students learn what they live as citizens of the school

Inquiry Learning
Guided Inquiry Kuhlthau
http://comminfo.rutgers.edu/~kuhlthau/guided_inquiry.htm

Class Calendar:
Week 1, Jan. 9-13
Week 2, Jan. 16-20, Monday Jan. 16, Martin Luther King Holiday
Week 3, Jan. 23-27
Week 4, Jan. 30-Feb. 3
Week 5, Feb. 6-10
Week 6, Feb. 13-17
Week 7, Feb. 20-24, Monday, Feb. 20, Presidents’ Day
Week 8, Feb. 27-March 2
Week 9, March 5-9, Spring Break
Week 10, March 12-16
Week 11, March 19-23
Week 12, March 26-30, Sunday, April 8, Easter
Week 13, April 2-6
Week 14, April 9-13
Week 15, April 16-20
Week 16, April 23-27
Week 17, Monday, April 30-Wednesday, May 2
Week 18, Grades due, May 9

**Chat, Discussion, Reaction, Readings, Web/Technology and Unit Schedule**

**Week One, January 11-15,**
Text Introduction and Chap. 1, Reference Traditions: From “Personal Assistance” to Instructional Intervention

**Week Two, January 19-22 (Monday, Jan. 18, MLK Day),** Chat One, Class Intro
Chap. 2, The School Library Idea: From Dream to Reality

**Week Three, January 25-29,** Discussion One
Chap. 3, The Information Search Process: Kuhlthau’s Legacy

**Week Four, February 1-5,** Reaction Paper One
Chap. 4, Alternative Frameworks for Process Instruction

**Week Five, February 8-12,** Chat Two
Chap. 5, Evolving Contexts for Teaching and Learning

**Week Six, February 16-19 (Monday, Feb. 15, Presidents Day),** Discussion Two
Chap. 6, Diagnosing Informational and Instructional Needs

**Week Seven, February 22-26,** Reaction Two
Chap. 7, Building Information Competence: Designing Instruction for Today’s Learners

**Week Eight, March 1-5,** Chat Three
Chap. 8, Creating Effective Inquiry-Based Educational Tasks

**Week Nine, Spring Break, March 8-12**

**Week Ten, March 15-19,** Discussion Three
Chap. 9, Evaluating Library Services and Programs

**Week Eleven, March 22-26,** Reaction Three
Chap. 10, Attending to the Social and Emotional Needs of Today’s Learners

**Week Twelve, March 29-April 2,** Chat Four
(April 4, Easter),

**Week Thirteen, April 5-9,** Discussion Four
Week Fourteen, April 12-16, Reaction Four

Week Fifteen, April 19-23, Web/Technology

Week Sixteen, April 23-27, Integrated Lesson/Unit

Week Seventeen, April 30-May 2, Closure

Week Eighteen, Grades Due May 9

**Course Assignments:**

No late work accepted

Your attitude regarding the class should reflect that of a face-to-face class. Deadlines matter and attendance is important.

All Assignments due by midnight of the Sunday of the designated week

All assignments should follow the sixth edition of the APA citation format

**Week One Assignments: See instruction below**
Read the text introduction and Chapter One
Biography with picture
Student introduction
Connecting to databases (Ebsco and Wilson) catalog, Primo and SFX (E-Journal)
Impact of School Libraries on Academic Achievement

**Assignments Week Two through Seventeen**
Participation: Substantive participation in all course assignments
Course readings
Chats
Threaded discussions
Reaction papers
Web/Technology
Integrated Unit for Primary, Middle School, High School

**Grade Percents and Points:**
Intro with picture and additional info 5%
Participation 5%
Logon, Articles 5% of grade
Discussions 20% of grade
Reactions 20% of grade
Web/Technology 20% of grade
Unit 25%
**Week One Assignments:**

1. **Student Introduction and Picture**
   The student will introduce themselves to the class via email.

   Give a brief overview about yourself with picture.
   Some suggestions are something about where do you live and how long, where you have lived, family life, your early education, your experiences in your community, organizational activities, travel, special hobbies, passions, work experiences, etc.
   What are your degrees?
   What made you becoming a teacher?
   Outline your professional teaching experience
   What major life factors have influenced you to become an educator and a librarian?
   What are the reasons you are interested in becoming a certified library educator?
   What are your personal goals for your career as a school library media specialist?

2. **Additional Information**

   Please supply the following and send it to the instructor via email. The following information will be used to communicate with you during the class and send graded assignments.
   - **Name**
   - **Home Address**
   - **Email Address**
   - **Work Phone**
   - **Home Phone**

3. **Access library resources** from off campus by connecting to periodical databases (specifically Ebsco Library, Info Science & Technology Abstracts Wilson OmniFile Full Text Library and Information Science), Public Access Catalog (PAC), Primo, and SFX (E-Journal)

   **Library Web Page**
   [http://hal.umwestern.edu/library/](http://hal.umwestern.edu/library/)

   **Instruction on accessing information resources from off campus**

   **Public Access Catalog (PAC)**
   [http://catalog.lib.umt.edu/vwebv/searchBasic?sk=western](http://catalog.lib.umt.edu/vwebv/searchBasic?sk=western)

   **Primo**
t=1&dctmp=1307141265107&vid=UMWEST&fromLogin=true](http://primo5.hosted.exlibrisgroup.com:1701/primo_library/libweb/action/search.do?dscn
t=1&dctmp=1307141265107&vid=UMWEST&fromLogin=true)

   **E-Journal/SFX**
#3 Continued. Impact of School Libraries on Academic Achievement

**Logon** to library web site using the hperlinked instructions and locate the following article using Ebsco, Gale/Infotrac or Wilson databases. You may want to pay particular attention to Ebsco Library, Info Science & Technology Abstracts and Wilson Library Literature & Information Science

**Find the following two Articles and read them:**
Lance, Keith Curry. *What Research Tells Us About the Importance of School Libraries?* *Teacher Librarian* v. 30 no. 1 (October 2002 supp) p. 76-8

Campbell, Pam, *Why Would Anyone Want to Follow the Leader?* *School Library Media Activities Monthly*, v. 25 no. 8 (April 2009) p. 52-4

**Read and view more articles and videos on the Impact of School Libraries on Academic Achievement by K. C. Lance**

LRS Library Research Service  
Research and Statistics about Libraries  
Keith Curry Lance  

The Importance of School Libraries  
Keith Curry Lance, Ph.D.  
[http://www.laurabushfoundation.org/Lance.pdf](http://www.laurabushfoundation.org/Lance.pdf)

[http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmb/editorschoiceb/lance/interviewlance.cfm](http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmb/editorschoiceb/lance/interviewlance.cfm)

**More about Week Two through Seventeen Assignments**

**Chats**  
Chat discussions are online, synchronous discussions focusing on a course, text, or assignment topic or reflection. In order to get full credit for a chat, it is expected that during the chat the student should also substantively react at least three times to either the instructor's or a student's comments regarding the particular topic under consideration.

**Threaded Discussions**  
Threaded discussions are online, asynchronous seminar discussions focusing on an information literacy topic. Threaded discussion topics are located in the course assignment and calendar sections. Students should research these discussions by reading and reflecting on the text readings, journal articles or other information provided by the instructor. Include a works sited page to the instructor for each seminar. On the appointed
week for the discussion, the student should also substantively react at least twice to either the instructor's or a student's comments regarding the particular topic.

Reaction papers
Reaction papers, two pages in length, typed and double spaced, one/fourth or less of the paper should be a restatement of articles read and the remaining three fourths or more would be reaction to and/or application of the content. The reaction paper topics are located in the course assignments and calendar sections. Include a works sited page. Read and react to three journal articles on each subject for an A, two for a B, and one for a C.

The journal selections should be taken from the most recent publication years. Web sites should not be used for this assignment unless the site is extraordinarily compelling and should be used as an adjunct to the journal articles.

For this assignment use refereed/peer reviewed/scholarly journal articles found in the library databases from such sources as, Ebsco Academic Search Elite, Gale/Infotrac Academic One File, and Wilson Omni File Full Text etc.

This assignment will also help to become familiar with Ebsco Library, Info Science & Technology Abstracts and Wilson Index to library literature, a key library information tool.
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Visual Assignment Timeline