

# LAKEVIEW HS COURSE SYLLABUS ~ INTRODUCTION TO INFORMATION LITERACY

**Teacher** Margaret Lincoln

**Course Description** **Introduction to Information Literacy** is a blended or hybrid course providing an online virtual learning environment through the Blackboard System and onsite practical work experience in a library setting. A student electing this course will acquire knowledge about and practical experience in library operations so as to enhance his/her lifelong personal and professional use of libraries. The library assistant will furthermore engage in project-based learning activities designed to develop 21<sup>st</sup> century information literacy skills.

**Daily Work** A library assistant will generally be responsible for the following tasks:

1. Checking materials in and out using automated circulation system and security system.
2. Shelving books and maintaining several library shelves in good order and correct numerical sequence.
3. Aiding students and staff in locating materials through computerized network of online catalog and databases.
4. Assist library staff in processing Michigan eLibrary interloans.
5. Being available to help students and staff with Microsoft Office applications and other software installed on library computers.
6. Compiling bibliographies.
7. Simple repair of old materials and processing of new materials.
8. Basic AV equipment operation such as video and digital cameras; library presentation system; and laminating machine.

**Assignments** A library assistant will be given daily tasks, as assigned by the librarian or library secretary. The student will also complete information literacy readings and activities that have been uploaded to the Blackboard Learning System course site and that focus on such topics as the role of libraries; information and Web 2.0; Internet safety; online databases; Website evaluation; plagiarism, citation and copyright; ethical issues; and the research process. A final project will include creation of a research pathfinder (an online resource guide).

**Evaluation/Grading** Evaluation will be based upon the following criteria:

1. Regular attendance, conscientious attention to completing assigned tasks, course readings, activities, and final project.
2. Maintenance of a positive attitude; willingness to help.
3. Shelf reading will be periodically checked and graded.

**Attendance** If a student is absent on more than seven occasions, he/she may be required to make up work at the discretion of the librarian.

**How to Contact Me** Please feel free to reach me at 269-565-3730. This phone line connects directly to the library. You may also leave me a voice mail message if you are not calling during school hours. I can be reached by email at [MLincoln@LakeviewSpartans.org](mailto:MLincoln@LakeviewSpartans.org)

## Blackboard Course Overview

### Course Design

**Introduction to Information Literacy** has been developed in accordance with the approach put forth by Grant Wiggins and Jay McTighe in *Understanding by Design*.

### Big Ideas

Information literacy  
Independent learning  
Social responsibility

### Enduring Understandings

1. Libraries in America, offering both traditional and electronic materials, are cornerstones of the communities they serve. Libraries provide access to the books, ideas, resources, and information that are imperative for education, employment, enjoyment, and self-government.
2. The online world is nearly ubiquitous in our lives, offering an incredible wealth of resources. We often feel overwhelmed, however, by this information overload and explosion of knowledge.
3. Equitable access to information from a variety of sources and formats is a fundamental right in a democracy.

### Essential Questions

1. How can libraries encourage an appreciation of literature, a desire to independently seek information and a commitment to lifelong learning?
2. How do we learn to effectively and efficiently access and use information while also evaluating resources critically and competently?
3. How can the principles of freedom of expression, intellectual property rights and responsible technology use best be upheld?

### Summary of Assignments

<b>Topic</b>	<b>Points</b>	<b>Due Date</b>
LHS Library Procedures and Blackboard Overview	5	09/11/09
Library Organization and Dewey Decimal	5	09/18/09
Intellectual Freedom and Banned Book Week	6	09/25/09
The Library as a Social Institution	6	10/02/09
Tech Tools	5	10/09/09
Letters About Literature	6	10/16/09
The Library of Congress and Primary Sources	6	10/23/09
Online Databases	6	10/30/09
Searching for Information on the Web	6	11/06/09
Website Evaluation	5	11/13/09
Plagiarism, Citation, and Copyright	6	11/24/09
Ethical Issues, Internet Safety and Netiquette	6	12/04/09
Recommended Reading	6	12/11/09
Teen Services	6	12/18/09
Pathfinder Final Project and Web 2.0 Journal	20	01/15/10

## Course modifications to reflect Web 2.0 and alignment with AASL Standards

Unit	Technology Integration	Standards for the 21st-Century Learner
LHS Library Procedures; Blackboard Overview	Introduction to online course site and Web 2.0 tools overview	4.4.3 Recognize how to focus efforts in personal learning
Library Organization and Dewey Decimal	MS Office use supplemented by <a href="#">Image generators</a>	2.2.4 Demonstrate personal productivity by completing products to express learning.
Intellectual Freedom, Banned Book Week	Submission of letter to <a href="#">newspaper opinion page</a>	3.1.5 Connect learning to community issues.
The Library as a Social Institution	Summarizing online readings via <a href="#">xtimeline</a>	2.1.2 Organize knowledge so that it is useful.
Tech Tools	Follow-up practice with Web 2.0 tools; use of <a href="#">Bloglines</a>	2.1.4 Use technology and other information tools to analyze and organize information.
Letters About Literature	<a href="#">Reading promotion program</a> of the Center for the Book in the Library of Congress; Use of <a href="#">LibraryThing</a>	3.3.4 Create products that apply to authentic, real-world contexts.
The Library of Congress and Primary Sources	Access of <a href="#">online primary source materials</a> ; <a href="#">Archive-It</a> (Web documenting program)	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
Online Databases	Creation of instructional PowerPoint and uploading to <a href="#">SlideShare</a>	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
Searching for Information on the Web	Design of quiz via <a href="#">MyStudiyo</a> to reinforce search strategies	1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
Website Evaluation	Creation of summary chart via <a href="#">Mindomo</a> or <a href="#">Mindmeister</a>	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
Plagiarism, Citation, and Copyright	The role of <a href="#">Creative Commons</a> in Web 2.0 world	1.3.1 Respect copyright/intellectual property rights of creators and producers.
Ethical Issues, Internet Safety and Netiquette	Update to Lakeview District Acceptable Usage Agreement (see pages 42-44 of <a href="#">Student Handbook</a> )	3.1.6 Use information and technology ethically and responsibly.
Recommended Reading	Development of recommended reading list and oral book reviews via <a href="#">VoiceThread</a>	4.1.1 Read, view, and listen for pleasure and personal growth.
Teen Services	Proposal for library teen service project including use of poll or <a href="#">survey</a>	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
Pathfinder Final Project and Web 2.0 Journal	Web creation program to design research <a href="#">pathfinder</a> ; Web 2.0 Journal completion	1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.