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Course Description and Objectives
This course centers on conceptualizing and collaboratively planning a program of library instruction to promote information literacy with an emphasis on applications in academic library settings.  
Prerequisite: LIBS 6014

Upon completion of this course, students will be able to:
1. Develop systematic library instruction interventions  
2. Design systematic plans of library instruction in order to promote information literacy in libraries  
3. Appraise current professional core ideas around information literacy in libraries

Textbooks and Reading Materials
The reading for each module will be listed in each Canvas Module and the Course Schedule at the end of this document. There are two textbooks required for this course, but you are not required to purchase the materials. Both texts are freely available through the Joyner Library. The supplemental materials will help you as you complete your assignments and are also freely available through Joyner Library.

Textbooks


Recommended Supplemental Texts

**Highly recommended. Contains numerous examples of learning outcomes and tracks them to the ACRL Framework.**


**Course Requirements and Grading**

**Grading Scale**
This course is structured on a **115 point** scale:
Grade / Quality Point / 115-Point Scale
A / 4.0 / 107-115 points
B / 3.0 / 98-106 points
C / 2.0 / 88-97 points
F / 0 / 00-74 points

**Course Assignments**
During the semester, you will complete short quizzes, respond to discussion board prompts, compose short writing assignments, write a research paper, and design a library instruction plan:

- [ ] Introductions Discussion Post, August 29 (2 points)
- [ ] Meet with Dr. Mattock, September 2 (3 points)
- [ ] 1.1 Quiz, September 5 (5 points)
- [ ] 1.2 Discussion Post and Response, September 14 (10 points)
- [ ] 1.3 Writing Assignment, September 26 (10 points)
- [ ] 1.4 Discussion Post and Response, October 10 (10 points)
- [ ] 2.1 Writing Assignment, October 17 (10 points)
- [ ] 2.2 Information Literacy Essay, November 7 (20 points)
- [ ] 2.3 Discussion and Response, November 14 (10 points)
- [ ] 3.1 Draft/Outline/Progress Report, November 21 (0 points)
- [ ] 3.1 Library Instruction Plan, December 9 (35 points) **Portfolio artifact for Taskstream**

**Due Dates and Deadline Policy**
As an asynchronous course, it is important to follow the course schedule so that you have adequate time to complete the coursework this semester. As such, assignments will not be accepted after the **due date** except in cases of genuine emergency. All assignment due dates are posted on the course Canvas site. Please contact Dr. Mattock as soon as possible if you feel that you will be unable to meet an assignment deadline. Submitting assignments in a timely manner will allow me to assess your work promptly so that you have a sense of how you are doing in the course. I will return grades and comments within two weeks of assignment deadlines.

**Assignment Requirements and Assessment**
All assignment descriptions and expectations are available through the course Canvas site. Please do not hesitate to ask questions if you are unsure about the assignment expectations or if the instructions are unclear.
Assignment Submission and Formatting
All assignments must be submitted through the appropriate Canvas assignment link.

Assignments should adhere to standard formatting where appropriate:
- 12-point font Times New Roman
- Double-spaced without additional spaces between titles, headings, and paragraphs
- Charts, tables, etc. should be single spaced and use a smaller font when needed
- References also appear double-spaced 12-point font
- Page limits (if provided) do not include title pages, references, or attachments
- All references should follow APA 7th edition formatting
  - The APA Publication manual is available through Joyner Library
    https://go.exlibris.link/JPHgryQ
  - You may also reference the Online Writing Laboratory of Purdue University
    https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

About the Course Artifact and Reflection
As you know, The MLS program requires students to create, maintain and complete a student portfolio. In order to complete the course, the student must post an instructor-approved artifact and complete the reflection. Every required course in the MLS program has an assignment designated as the course “artifact.” For this course, the Library Instruction Plan (final project, in 3.1, worth 35 points) is the portfolio artifact. Students must upload their artifacts to their Taskstream portfolio account and complete an online reflection by responding to four questions about the artifact experience. The artifact for this class and the required reflection must be uploaded to Taskstream no later than December 9.

Incomplete Grades
Incompletes may be considered, but only as a result of serious and unexpected health and life situations. Documentation for the request is required in writing, most commonly in the form of an email, with appropriate signatures or other evidence if necessary. Incompletes must be made up promptly and by a deadline set by the instructor and before the deadline set by the Registrar’s Office which is indicated in the academic calendar for every semester. The Registrar’s Office deadline is for actual grade input, whereas your instructor will need time to read and grade the works before assigning the final grade. Students who are unable to complete assignments when due are expected to withdraw from the course. The deadline for graduate students to drop a course without a grade is mid-semester (October 31, 2022 as indicated on the Fall 2022 Academic Calendar) so it would have to be an extreme case for the instructor to agree to an ‘I’ rather than suggesting the student drop the course.

Office Hours and Course Communication
Office Hours
Office hours will be held by appointment via WebEx. Appointments are available from 3-6pm on Tuesdays and 4-7pm on Thursdays. You may schedule an appointment using the Cisco Webex tool from the left menu of the course Canvas site. If you cannot find a time that suits your schedule or wish to meet in a different modality (in-person/phone), please feel free to email me to schedule an appointment.
**Course Communication**
I will always be available via email to answer your questions or address your concerns during the semester. I will do my best to respond as quickly as I can but will respond within 24 hours during the week and 48 hours on the weekends. I’m more than happy to chat by phone or WebEx, please schedule an appointment during office hours or email me to set up another time to meet.

**ECU and Course Policies**

**ADA Accommodation**
Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the instructor immediately. East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support. For more information on the department's ADA compliance see [http://www.ecu.edu/cs-educ/disted/ADA.cfm](http://www.ecu.edu/cs-educ/disted/ADA.cfm)

**Copyright**
The intellectual property used or created in LIBS 6856 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and email discourses, and the course instructor as expressed in his course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as “fair use” of copyright materials. Under “fair use” of copyright protected materials used or generated within LIBS 6872, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and “fair use.”

**Academic Integrity**
Students are expected to turn in original work and adhere to all "Academic Honesty" policies and procedures. All resources consulted for the work should be listed as “Consulted or Background Sources” and all resources actually used (quoted, cited, exampled, etc.) should be listed in detail. When you quote a resource verbatim, you must enclose the text in quotation marks and identify the original resource in your citations following proper APA Manual of Style rules. Ideas that you paraphrase must be attributed, even if you are not quoting the original source verbatim. Any use of copyright protected materials in your assignments must follow all applicable copyright and intellectual property laws. Students shall avoid all forms of deliberate academic dishonesty, including but not limited to:
- Collusion – students concealing their collaborating in the completion or production of course assignments submitted for credit when specifically prohibited in advance by the instructor.
- Plagiarism – the use or nearly exact use of others intellectual property without attribution and without enclosing the property in quotation marks or other identifier notation. An extended quotation or paraphrase of another’s intellectual property must be attributed to its source and will be considered plagiarism if not attributed to its source.
Course Schedule

Getting Started

Read
Course Syllabus

Complete
Introductions Discussion Post (2 points), due Monday, Aug. 29
Meet with Dr. Mattock (3 points), due Friday, Sept. 2

1.1 | History & Definitions

Read
Harmeyer & Baskin, Chapter 1 https://go.exlibris.link/HDylFbJf
Hisle & Webb, pp. 5-8 https://go.exlibris.link/p1W0h94z

Watch
Presentation by Kevin Arms https://youtu.be/3BAfs_oDevw

Complete
Module 1.1 Quiz (5 points), due Monday, Sept. 5

1.2 | From Standards to Framework & Learning Styles

Read
Harmeyer & Baskin, Chapter 2 https://go.exlibris.link/HDylFbJf
Hisle & Webb, Chapter 2, pp. 13-24 https://go.exlibris.link/p1W0h94z
Complete
Post to the 1.2 Discussion Board and respond to a classmate’s post by **Monday, Sept. 14** (10 points total).

### 1.3 | Pre-Framework Ideas & Teaching Methods

**Read**

Harmeyer & Baskin, Chapter 3 [https://go.exlibris.link/HDylFbJf](https://go.exlibris.link/HDylFbJf)

Hisle & Webb, pp. 38-52 [https://go.exlibris.link/p1W0h94z](https://go.exlibris.link/p1W0h94z)

Examine: From the Faculty Teaching & Learning Center at Wayne State University: Learning Outcomes and Bloom's Taxonomy, [https://teachinghandbook.wayne.edu/outcomes](https://teachinghandbook.wayne.edu/outcomes)

Examine: Bloom’s Taxonomy of Measurable Verbs, .pdf available in Canvas

**Complete**

1.3 Writing Assignment, 10 points, due **Monday, Sept. 26**

### 1.4 | Teaching Culture in the Classroom

**Read**

Harmeyer & Baskin, Chapter 4 [https://go.exlibris.link/HDylFbJf](https://go.exlibris.link/HDylFbJf)


**Complete**

1.4 Discussion Board post and response, 10 points, due **Monday, Oct. 10**
2.1 | Collaborations, Leadership, Program Management

Read
Harmeyer & Baskin, Chapter 5 [https://go.exlibris.link/HDylFbJf](https://go.exlibris.link/HDylFbJf)


Review: Two Presentations created by Dr. Monica Colon-Aguirre (Links to an external site.), Assistant Professor at the School of Information Science, College of Information and Communications at The University of South Carolina, files available in Canvas

Complete
2.1 Distant Learning Post, 10 points, due **Monday, Oct. 17**

**Special Event: Conversation with Webb & Hisle**

Tuesday, October 18th at 5:30, the authors of Information Literacy Concepts David Hisle and Kathryn Webb will join us via WebEx [https://ecu.webex.com/ecu/j.php?MTID=m75c9e8ed449d003a5d37d7be0f31ef34](https://ecu.webex.com/ecu/j.php?MTID=m75c9e8ed449d003a5d37d7be0f31ef34). You are invited to join the conversation live or watch the recording later.

2.2 | Delving Deeper into Information Literacy

Read

Hisle & Webb, pp. 25-34 [https://go.exlibris.link/p1W0h94z](https://go.exlibris.link/p1W0h94z)

Complete
2.2 Information Literacy Essay, 20 points, due **Monday, Nov. 7**

2.3 | Instructional Technologies

Complete
2.3 Discussion Board, 10 points, due **Monday, Nov. 14**
3.1 | Program Design and Assessment

Read
Harmeyer & Baskin, Chapters 8, 9, & 10 [https://go.exlibris.link/HDylFbJf](https://go.exlibris.link/HDylFbJf)


Participate
We will hold a synchronous meeting from **6:30-8:00, Tuesday, November 29** on WebEx to discuss the final assignment and work together as you continue to develop your ideas for the Library Instruction Plan. Please be prepared to share your draft with your classmates and discuss the development of your plan. Attendance is optional but highly encouraged. [https://ecu.webex.com/ecu/j.php?MTID=m73f7933b1fe2d11d9143e1cc48d5b637](https://ecu.webex.com/ecu/j.php?MTID=m73f7933b1fe2d11d9143e1cc48d5b637)

Complete
3.1 Draft/Outline/Progress Report, 0 points, due **Monday, Nov. 21**
3.1 Library Instruction Plan, 35 points, due **Friday, Dec. 9**

**This assignment is the portfolio artifact and must also be uploaded to Taskstream along with the required reflection by no later than December 9**