1. **Course Number:** EDMD 7120/6  
   **Course Title:** Information Sources, Services, and Instruction  
   **Credit Hours:** 3 semester hours  
   **Prerequisite:** Graduate standing  
   **Co-requisite:** None

2. **Date Syllabus Prepared August 19, 2006**

3. **Text:**


   American Association of School Librarians and American Educational Communication and Technology. *Information Literacy Standards for Student Learning.* Chicago: American Library Association, 1998. THIS CAN BE OBTAINED IN ONE OF THREE WAYS. It is part of *Information Power: Building Partnerships for Learning*, ALA, 1998. It can also be purchased as a pamphlet from ALA, or it be accessed as an electronic book through NetLibrary, which is available through AU Library. Just type citation into the Online catalog AUBIECat and follow the link at the bibliographic record.


**Recommended Resources and Resources for Completing Assignments and Projects**

**PRINT SOURCES**


Jweid, Rosann, Rizzo, Margaret. (1998) *The Library-Classroom Partnership: Teaching*


ELECTRONIC SOURCES

e-reserves.

To access e-reserves: Go to AU Libraries e-Gateway (homepage), also referred to as AubiePlus; Select ‘Reserves’ in right side frame; Select ‘e-reserves’; Select e-reserves procedures; In course dialog box type EDMD7120 and return (you do not have to fill out any of the other dialog boxes); Enter password provided by instructor.


E-books and Full-text Databases

American Association of School Librarians and American Educational Communication and Technology. (1998) Information Literacy Standards for Student Learning. Chicago: American Library Association. This can be obtained in one of three ways. If is part of Information Power: Building Partnerships for Learning, ALA, 1998. It can also be purchased as a pamphlet, or it be accessed as an electronic book through NetLibrary, which is available through AU Library. Just type citation into the Online catalog AUBIECat and follow the link at the bibliographic record.


WebCT—
Lechner, Judith. Bibliographies of “Collection Development Tools” and “Information Sources.” In WebCT for EDMD 7120 – Bibliographies of Reference Sources

4. Course Description:
Provides learners with an overview of information needs, services, and resources as well as ways to teach information literacy skills. Electronic and other emerging information sources will be emphasized.

5. Course Objectives:

(“Rule” numbers following objectives refer to State of Alabama Certification requirements)

Upon completion of this course, students will be able to:

1. define reference service;

2. conduct a reference interview and identify different types of information needs, Rule 2(b)#3;

3. identify and evaluate various reference materials and tools, including computerized reference services, Internet reference sources, and community resources Rule 2(a)#10;

4. design a curriculum integrated information literacy unit to help students develop the skills to meet their information search/research/communication needs, Rule 2(a)#19; Rule 2(b)#7;

5. describe criteria for developing and maintaining an active reference collection in support of the curriculum and the needs of the multicultural school. This objective includes knowledge of criteria for weeding the reference collection, Rule 2(a)#14;

6. utilize reference materials to search and locate answers to specific reference questions Rule 2(b)#3; Rule 2(b)#8;

7. prepare a list of basic reference sources for an identified library media center, Rule 2(b)#8; Rule 2(b)#9;

8. discuss research findings on students’ information needs and behaviors Rule 2(a)#6

6. Course Content:

WEEK 1. Introduction to Reference Work; Communication in Libraries

A. Introduction to course materials, on-campus/off-campus students
B. Overview of history and trends in information dissemination, organization, and retrieval
C. Overview of reference work, genres of information sources, including community resources
D. Communication in libraries
WEEK 2. Organization of Information; Teaching Information Literacy
A. Types of access: author, title, subject, keyword, Authority control
B. Online public access catalogs
C. Information literacy skills – Discuss lesson plans and potential resources, including community resources.

WEEK 3. Encyclopedias; Information flow; Evaluation of Information Sources
A. Types of encyclopedias: general, subject, children’s
B. Uses of encyclopedias
C. Evaluating information sources
D. Evaluating encyclopedias

WEEK 4. Information About People -- Biographical Sources
A. Types of biographical sources: indexes, directories, dictionaries, web-based
B. Evaluation of biographical sources
C. Teaching children to be effective and critical users of biographical sources

WEEK 5. Dictionaries
A. Types of dictionaries: unabridged, collegiate, school; thesauri, slang, usage
B. Evaluating dictionaries
C. How dictionaries are made; Evolution of language
D. Teaching children to be effective users of dictionaries

WEEK 6 Geographical Sources – Atlases and Gazetteers
A. History of cartography, types of projections, scales
B. Types of geographical sources: maps, atlases, gazetteers, electronic maps
C. Evaluation of geographic sources
D. Teaching children to be effective and critical users of geographic sources

WEEK 7 Searching Electronic Information Sources: Strategies for Effective Searches; Test
A. Recall v. Precision
B. Boolean searching strategies for maximizing recall or precision
C. Thesauri - their creation and uses
D. Other strategies for identifying index terms and key words

WEEK 8 Electronic Indexes/Abstracts, Full-text Databases; Aggregate Databases; Indexes to Collections
A. Professional periodical indexes/abstracts and full-text databases
B. Aggregate databases
C. Selecting and evaluating electronic databases for different purposes
D. Indexes to collections: poetry, plays, illustration, music
E. Teaching children to be effective and critical information searchers using periodical and aggregate databases
WEEK 9  Ready Reference Sources – Print and Electronic Almanacs, Yearbooks, Handbooks, Directories
A. Almanacs and Yearbooks – uses, evaluation, selection
B. Handbooks to the various disciplines and curriculum related subjects – uses, evaluation, selection
C. Directories – uses, evaluation, selection
D. Teaching children to be effective and critical users of ready reference sources

WEEK 10  Take-Home Test Made Available; The “Open” Web as Information Source – Identifying, Selecting and Organizing Information; Information Searching Behavior and Strategies in Libraries
A. Digital libraries on the Web – authorship, sponsors, utility, reliability
B. Organization of school library Web pages to support curriculum and information literacy
C. Taylor, Bates, Dervin, Kuhlthau – Research on information searching behavior in adults and students
D. Information problem solving strategies, Eisenberg and Berkowitz; Kuhlthau

WEEK 11  Government Information Sources
A. U. S. and state government documents – overview of and history of government publications
B. Access to government publications
C. Selecting and utilizing government publications

WEEK 12  Bibliography and Collection Development
A. Current print and non-print review sources
B. U. S. national and trade bibliographies – types, uses, selection
C. Collection mapping and weeding of reference collection

WEEK 13  Lesson Plan Presentations
Student presentations of lesson plans

WEEK 14  Work on Core Collection: Take Home Test Due
Instructor will be available during synchronous class time for individual consultation in WebCT chat room

WEEK 15  Core Reference Collection Presentations
Student presentations of lesson plans

7. Course Requirements/Evaluation:

A. Attend all class sessions and participate in all class discussions and exercises through electronic communication (WebCT Chat Room; Discussion Board; e-mail; student Web Pages)
B. Observe and report on communication in your library/media center
C. Complete weekly reference exercises outside of class
D. Keep a search log of each reference search
E. Identify a curriculum related research topic of relevance to K-12 students
F. Weekly, apply newly learned reference sources to topic identified in E.
G. Create a complete lesson plan for the topic identified in E.
H. Compile a core collection of reference sources for a library/media center of your choosing.

The final grade for the course will be based on the following:

- Weekly reference exercises WITH SEARCH LOGS 35%
- Lesson plan for a K-16 curriculum-integrated information literacy lesson 30%
- Core Collection – Group Project 35%

The following grading scale will be used:

- 90 - 100% = A
- 80 - 89.9% = B
- 70 - 79.9% = C
- 60 - 69.9% = D
- Below 60% = F

8. Class Policy Statements:

Students are expected to participate in all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the course instructor before missed class meeting.

Students are responsible for initiating arrangements for missed work due to excused absences.

9. Justification

This is a basic course for information providers and is a requirement for certification for school library media specialists in the State of Alabama. The course introduces students to the electronic and print resources required for instruction, information searching, and information creation and dissemination and to evaluative criteria for selecting these sources for school library media collections.