This document presents the syllabus for Library Instruction at the University of Rhode Island. The course is designed to introduce students to the fundamentals of bibliographic instruction and concentrates in the following areas: the history, philosophy, and structure of library education; cognitive aspects of library instruction; forms of library instruction including tours, orientation, course-related instruction, informal instruction, credit courses, and point of use instruction; presentation techniques and the use of print, AV, and computer media to do library instruction; library instruction to a diverse public; library instruction to co-workers, support staff, administrators, teachers, instructors, teaching faculty, and others in the work environment; administration, coordination, and evaluation of library instruction; and coordination of library instruction among different types of libraries. The relevance of the course to other courses and to library science is noted, and a list of the required texts on reserve is provided. The assignments during the semester are: (1) coordination of an orientation or tour; (2) lecturing on a specific subject; (3) designing a poster or sheet that explains how a library source or system works; (4) writing a term project/final examination which consists of a selection of one of the following projects: a library orientation audio or video tape, workbook, annotated bibliography, tracer bullet (mini-bibliographies), syllabus for a full-credit college course, curriculum for bibliographic instruction in a school media center, or a proposal for a bibliographic instruction program in a public school or academic library; and (5) class participation. Assignments are broken down into percentages of the total grade. A course outline presents weekly topics, required readings, and recommended readings. (AEP)
Library Instruction
LSC 524
Fall, 1993

by Dr. Donna L. Gilton

University of Rhode Island
Graduate School of Library & Information Studies
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Kingston, RI 02881

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
Library Instruction

LSC 524

Fall, 1993

Dr. Donna L. Gilton
10 Rodman Hall
(401)792-4630

Course Time: Wednesday 3:30-6
Meeting Place: Rodman 2
Office Hours: Wednesday 10-12
Thursday 2-4

COURSE DESCRIPTION

LSC 524 is designed to introduce students to the fundamentals of bibliographic instruction and will concentrate on the following areas:

- the history, philosophy, and structure of library education
- cognitive aspects of library instruction
- forms of library instruction, including tours, orientation, course-related instruction, informal instruction, credit courses, and point of use instruction
- presentation techniques and the use of print, AV, and computer media to do library instruction
- library instruction to a diverse public
- library instruction to co-workers, support staff, administrators, teachers, instructors, and teaching faculty and others in the work environment
- administration, coordination, and evaluation of library instruction
- coordination of library instruction among different types of libraries

The information will be covered through class lectures, student presentations, readings, and other assignments and activities. At the end of the course, each student will be familiar with the history, philosophy, and sources in library instruction. Students will also be able to plan or conduct a tour, plan and conduct a presentation, and produce handouts and other materials.
Educating the library user has become an important aspect of public services in all kinds of libraries, especially academic and school libraries. Library educators are becoming increasingly interested in ways to best educate practitioners to create, implement, administer, and evaluate this service. This interest is reflected in the sharing of course syllabi and handouts.

This document presents the syllabus for Library Instruction, a course offered at the University of Rhode Island. This course was first offered as a "Special Topics" course in the Spring of 1992. It was approved as a regular course in the Fall of the same year and offered as such, the following Spring. This course emphasizes cognitive and practical aspects of library instruction for diverse users in all kinds of libraries.
RELEVANCE OF LSC 524 TO OTHER COURSES AND TO THE FIELD

1. It will be absolutely necessary for future academic librarians, particularly those in public services. Library instruction is a part of many job requirements, and a presentation is often required as part of the interview.

2. It will be very important for future school librarians, since library instruction is often a major part of a media specialist's position.

3. It is important and useful for public librarians to be knowledgeable in this area. Public librarians often conduct tours, point-of-use, and informal instruction, and opportunities for more formal instruction can also arise. Public libraries also conduct a lot of programming to promote use of the library.

4. This will complement information conveyed in other LSC courses, such as reference, and school media courses.
REQUIRED TEXTS - These are all on reserve.


Library Instruction For Librarians, by Anne F. Roberts and Susan G. Blandy. Littleton, CO: Libraries Unlimited, 1989


Theories of Bibliographic Education: Designs For Teaching, by Cerise Oberman and Katina Strauch. New York: Bowker, 1982 (Z711.2 T49)

Some articles will also be required. All are in the general library collection unless otherwise indicated.
ASSIGNMENTS

1. Orientation or Tour

You are responsible for coordinating all tours in your library. You will need to design a standardized tour that any staff member or volunteer in your library can use to guide others. This would include important sites in the library and information on library services and collections. Please outline where a tour guide should take library patrons while on a tour and what information should be covered at each site. Other information (such as library hours, important rules, etc.) should also be included.

ALTERNATIVE APPROACH: You may want to, instead design a walking tour that a patron can use. Clear charts, pictures, and other graphics are especially important, here.

DUE: October 13, 1993

2. One-Shot Lecture on a Specific Subject

You are a librarian in a public, academic, school, or special library, who must give a 30-45 minute library presentation about a subject of your choice for an audience of your choice. You will either want to teach your class how to do research on a specific subject, such as management, child psychology, career information, or personal finance, or you may want to teach your group a specific library technique, such as online searching or how to use a catalog. You definitely want to tie your lecture to a research goal. I will ask you when you want to present your lecture and it will be due on that date. You may use a straight lecture, class activities, or any combination of the above, but you should also have visuals and other materials and methods that are designed to keep your students focused, regardless of their learning style. Evaluation of your presentation will be based on the following:

a. Is your presentation interesting?

b. Is it well-organized?

c. Is it accurate and factual?

d. Does your presentation accomplish what it sets out to do?

e. Is the style of your presentation appropriate to your audience?

f. How good is your speaking behavior?

g. How attractive, well-designed, and accurate are your visual aids and your handouts?
h. Did you attempt to do other activities, such as pre-tests, small group activities, etc.?

i. How well organized were there exercises and activities?

3. One Point-of-Use Instruction Sheet or Poster 10%

Design a poster or sheet that clearly explains for the user how a source or system works. The poster or sheet will be designed to hand or to be placed very close to the source, described. Sources or systems to be described can include OPAC computers, CD-ROMs (such as ABI/Inform), or a fairly complicated printed source, such as the Social Science Citation Index. Clarity of language and diagrams is very important, here.

DUE: November 3, 1993

4. Term Project/Final Examination 40%

For your final project and examination, you may submit your choice of the following:

- Library orientation audio or video tape
- Workbook
- Annotated bibliography (2)
  - This must be at least ten pages long, unless it's for children, in which case, it should be at least five pages long. It is recommended that you integrate a conceptual framework, here.
- Tracer bullet (4)
  - These are mini-bibliographies designed to quickly guide users to certain types of information, such as information on companies. They should be no longer than 5-10 pages. Emphasize the quickest, most practical ways to find information.
- Syllabus for a full-credit college course
- Curriculum for BI in a school media center
- Proposal for a total BI program in a public school or academic library

5. Class participation 10%
COURSE OUTLINE

Library Instruction

LSC 524

Spring, 1992

WEDNESDAY, SEPTEMBER 8, 1993
An Introduction to Library Instruction

Topics

Library Instruction Defined: History, Philosophy, and Structure
Design and Purpose of This Course
Planning a BI Program

Required Readings

- Library Instruction Defined, Described


2. Roberts, Anne F. and Susan G. Blandy. "Introducing the Concept." in Library Instruction For Librarians. pp. 1-16


- Planning For Library Instruction

1. Beaubien, Anne, et. al. "Preliminaries." in Learning the Library pp. 5-64

2. Roberts, Anne F. and Susan G. Blandy. "Deciding on a Program" in Library Instruction For Librarians pp. 28-51


Recommended Readings


WEDNESDAY, SEPTEMBER 15, 1993
Cognitive Aspects of Library Instruction

TOPICS

How Children and Adults Develop
How and Why People Learn
Implications of Learning Theory for Library Instruction

REQUIRED READINGS

1. "Jean Piaget: Mapping the Growing Mind."
   Time 94(December 12, 1969):61-62. (Microfilm and on reserve)

   Saturday Review 50 (May 20, 1967): 81-83. (Microfilm and on reserve)

3. Hogan, Robert. "Erik Erikson. in Personality Theory:
   The Personologlical Tradition: 164-186. (On reserve as article.)

   Researchers." in Bibliographic Instruction: The Second Generation: 73-84.

5. Mellon, Constance A. "Bibliographic Instruction and Learning Theory." in Bibliographic Instruction:
   The Second Generation: 73-84.

6. Roberts, Anne F. and Susan G. Blandy. "Learning Theory and a Model." in Library Instruction For Librarians:
   110-113.

   21-44. (On reserve as article).

8. Erickson, Bette and Nancy Strommer. "Learning Styles and Intellectual Development." in Teaching College

   (February, 1984): 9-12.

    (On reserve).
RECOMMENDED READINGS


WEDNESDAY, SEPTEMBER 22, 1993
Critical Thinking, the Science of Knowledge, and Library Instruction

TOPICS

Critical Thinking
The Science of Knowledge: The Conceptual Framework of Library Instruction
Applications of Critical Thinking and the Science of Knowledge to Library Instruction

REQUIRED READINGS


RECOMMENDED READINGS

1. Rogers, Sharon J. "Science of Knowledge." in Bibliographic Instruction: The Second Generation. pp. 125-133. (See also Section D of the same volume)


Library Tours and Orientations

TOPICS

How Tours are Organized
How to Plan a Tour
Forms of Orientation
Other Aspects of Library Orientation
Planning the Total Orientation Program

REQUIRED READINGS

- The Orientation, in General


- The Tour


- Teaching the Catalog


- Using Workbooks and Other Approaches

1. Clark, Alice S. "Writing a Workbook to Teach Library Skills." in Teaching Librarians to Teach. pp. 115-134.


RECOMMENDED READINGS

- Orientations


- Teaching the Catalog


- Using Workbooks and Other Approaches


ASSIGNMENT: Work on your tour.
WEDNESDAY, OCTOBER 6, 1993

Course-Related Instruction and the One-Shot Presentation

TOPICS

- Course-Related Instruction
  Preparing, Giving, and Surviving the One-Shot Presentation
  Signing Up For Presentations

REQUIRED READINGS

- Course-Related Instruction

- The One-Shot Lecture
  2. Allen, Mary Beth. "Focusing the One-Shot Lecture." Research Strategies. 7(Summer, 1989): 100-105.


RECOMMENDED READINGS

- Course-Related Instruction


- The One-Shot Lecture


ASSIGNMENTS: Work on your tour. Start working on your presentation.
WEDNESDAY, OCTOBER 13, 1993
Credit Courses in Academia and Curriculum For School Libraries

TOPICS

Credit Courses in Academia
Curriculum for School Libraries
Presentations (?)

REQUIRED READINGS

- Credit Courses in Academia


- Curriculum For School Libraries

1. ALA. AASL. Information Power. (Read curriculum-oriented sections in detail, browse the rest. On reserve.)


3. Wehmeyer, Lillian Bierman. "Appendix I:"
The School Librarian as Educator. pp. 323-335.
RECOMMENDED READINGS

- Credit Courses in Academia


- Curriculum For School Libraries


DUE TODAY: "Tours"

ASSIGNMENT: Continue to work on presentation.
TOPICS

Instruction in the Public Library: General Issues

Alternative Methods of Instruction:
- Extracurricular Sessions
- Term Paper Clinics
- Individualized Bibliographic Counseling
- Lunchtime Sessions for Business People and Others
- Speeches at Professional Meals
- Readers' Advisory Services
- Bibliotherapy
- Book Talks
- Story Hours
- Public Relations
- Other Programming

Information Literacy Revisited: Who Should Know What and When Should They Know It?

Library Instruction: Cooperation Among Different Types of Libraries

READINGS

- Instruction in the Public Library


- Alternative Methods of Instruction


- Information Literacy Previsited


- Cooperation Among Different Types of Libraries


3. _____.

WEDNESDAY, OCTOBER 27, 1993
Printed Materials, Point-of-Use Instruction, and Signage

TOPICS

Types of Printed Materials: Bibliographies, Tracer Bullets or Pathfinders, Library Guides
How to Create Printed Material
Point-of-Use Instruction
Signage
The Building as BI Instructor
Student Presentations

READINGS

Printed Materials


Point-of-Use Materials


- Signs and Signage


3. Also see "The Graphic Approach", a column by John Kupersmith in issues of Research Strategies.

ASSIGNMENTS: Work on point-of-use instruction sheet
Work on presentations
WEDNESDAY, NOVEMBER 3, 1993
Information Literacy: Theoretical Considerations

TOPICS

Information Literacy
The Impact of Technology on Libraries and on Library Instruction
Library Instruction With the New Technologies: Computers, CD-ROM, Hypermedia (if time)

READINGS:

- Information Literacy


3. Arp, Carl. "Information Literacy, or Bibliographic Instruction: Semantics or Philosophy." RQ 30(Fall, 1990):46-49.


- Impact of Technology on Library Instruction


- End-User Instruction


DUE: Point-of-Use Instruction Sheet

ASSIGMENTS: Presentations
Term Projects
The Use of Computers, AV Materials, and Other Technology in BI

TOPICS

Library Instruction With the New Technologies (if not already covered)
Library Instruction With More Traditional Media

READING

- New Technologies: Computers, CD-ROMs, Hypermedia


- Traditional Media: AV Materials, Films and Videos, Slide-Tapes, Games and Simulations


ASSIGNMENT: Presentations
Term Projects
TOPICS

International Students (Academic Libraries)
Immigrant Users (Public and School Libraries)
Ethnic and Minority Users
Continuing Education Students and Adult Learners
Senior Citizens
Handicapped Patrons

REQUIRED READINGS


17. Norlin, Dennis A. "We're Not Stupid You Know: Library Services for Adults with Mental Retardation." Research Strategies. (Spring, 1992) pp. 56-68.

RECOMMENDED READINGS


ASSIGNMENTS: Presentations
Term Projects
WEDNESDAY, DECEMBER 1, 1993
Library Instruction for Teachers, Teaching Faculty, Administrators, Other Officials, Co-Workers, and Staff

TOPICS

Library Instruction for Teachers, Instructors, and Professors
Library Instruction for Administrators and Other Officials
Library Instruction for Co-Workers and Staff
Student Presentations

READINGS

- Library Instruction With Teaching Faculty


- Library Instruction For Teaching Faculty and Other Staff


ASSIGNMENTS: Presentations
Term Projects
WEDNESDAY, DECEMBER 8, 1993
Administration, Coordination, and Evaluation of Library Instruction

TOPICS

Administering or Coordinating the BI Program
Evaluating the BI Program
Student Presentations

READINGS


ASSIGNMENTS: Presentations
Term Projects