INSC 538: USER INSTRUCTION
SPRING 2021, UNIVERSITY OF TENNESSEE, KNOXVILLE

Class Meetings
- Wednesdays, 7:55-9:10 p.m., Eastern Time, live on Zoom, https://tennessee.zoom.us/j/97637754465 (*passcode: 53821)*
- Additional asynchronous activities totaling approximately 75 minutes weekly

Faculty Contact Information
- Anna Sandelli, Instructor (*pronouns: she/her/hers)*
  - Associate Professor and Head, Teaching and Learning Programs, UT Libraries
- Email: asandell@utk.edu (preferred)
- Office Hours: By appointment

SIS Office Information
- 450 Communications Building
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

Spring 2021 Considerations
As we begin the spring 2021 semester, we are more than 10 months into the COVID-19 pandemic. I recognize that we are all experiencing stress, anxiety, and disruption that can make it hard to concentrate and to complete work. I also recognize that the pandemic has had a disproportionate impact on specific groups. Throughout the pandemic, the U.S. has been, and continues to, reckon with the pervasiveness of systemic racism. This may have profoundly personal meaning for some of you, as well as those you care about, and I want to acknowledge the compounded trauma that you may be experiencing.

Throughout this semester, I will be as flexible as I can with deadlines, assignments, and attendance, as long as you do your best to communicate with me. I worry about students when you don't attend class, miss a deadline, or leave emails unanswered. Please do your best to let me know what's going on and to reach out with questions or concerns. I also encourage you to utilize the University's COVID-19 website for up-to-date information and student-focused topics, https://utk.edu/coronavirus/students/

COURSE INFORMATION

Catalog Description
Theory, strategy, design, and practice in providing instructional services and technology for end users of information and information systems. Includes practical experience.

Purpose of Course
This course is intended to provide students with an introduction to the concepts, theories, and practice of library user instruction through discussion, reading, and active learning.

The focus of the course will be on instruction for adult learners, with a particular emphasis on academic library settings. This course is designed for the "accidental librarian instructor" with little or no background in educational theory. Previous teaching experience is neither a requirement nor an expectation for taking this course.

Specific topics to be covered include:
- The history and theory of library instruction
- Information Literacy (IL) concepts and standards
- Teaching and learning theory
- Differing models and modes of library instruction
- Library instruction for specific user groups
- Developing, marketing, implementing, and evaluating library instruction programs
- Strategies for collaborating with teaching faculty and learning partners to integrate library instruction into the classroom
- Opportunities for continued engagement and learning in the field

Student Learning Outcomes
Through participation in and completion of this course, students will be able to:

- Discuss learning theory as it relates to library instruction.
- Understand information literacy concepts, competencies, standards, and outcomes and demonstrate their role in library instruction.
- Identify strategies for developing (and helping teaching faculty develop) activities and assignments that encourage the development of information literacy skills.
- Recognize and utilize resources and methods to design effective library instruction.
- Distinguish among different types of library instruction and examine the pros, cons, and appropriate uses of each.
- Describe approaches for working with teaching faculty, learning partners, and library colleagues to encourage collaboration.
- Articulate the importance of and approaches to evaluating instruction initiatives.
- Locate instruction support networks and opportunities for continual learning in the form of professional literature, associations and organizations, and web resources.

Course Design
INSC 538 is offered as a "hybrid" course, meaning that we will meet for weekly on Zoom. During most weeks, we will have an out-of-class activity to account for the additional 75 minutes of class time and contribute to your participation grade. These may be independent or group activities and may involve a discussion board post or verbal summary. Course content will incorporate lecture, activities, reflection, and discussion.

Textbook and Readings
There is no textbook required to purchase for this course. Assigned and suggested readings will primarily be journal articles, available through the University of Tennessee Libraries' electronic subscriptions. Readings will be available as web links or downloadable PDFs. An initial schedule of readings for the semester will be posted on Canvas at the start of the term. All readings will be shared at least three weeks in advance of the course unit and/or discussion pertaining to them.

The optional textbook listed below is referenced here as a resource for you to consider for your personal library or further exploration during and after completion of this course. An e-book is available through the UT Libraries.

- Crane, Beverley E. *How to Teach: A Practical Guide for Librarians (2ⁿᵈ Ed.)*. Rowman & Littlefield, 2017. 978-1-5381-0415-6

COMMUNICATION

Email
I am required to communicate with you through your UTK email address. If you prefer to use another address, please consult the OIT Help Desk to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Instructor Availability
If you have questions, concerns, or other topics to discuss, please contact me to schedule an appointment. I am happy to meet via Zoom. Email (asandell@utk.edu) is the best way to get in touch with me. I will communicate if I will be unable to check my email for a significant period of time (exceeding a 24-hour period Monday through Friday or 48 hours during weekends) or if connection issues may delay a response.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements
You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The Office of Information Technology (OIT) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

Technical Support
Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: https://sis.utk.edu/techintro

For assistance with technical and computing issues, contact the OIT Help Desk by phone at (865) 974-9900, using the Contact Form, or at the Walk-in Help Desk,.

Course Resources
Course announcements, lecture notes, slides, and recordings will be posted on our Course Canvas site. Please visit Canvas regularly to stay current on course matters.

Other academic resources you may find helpful for this course and your time at UTK include:
- UTK OIT's Canvas resources for students page
  (oit.utk.edu/teachingtools/online/student-resources)

- UT Libraries' resources (lib.utk.edu)
    - Information for Distance Education, lib.utk.edu/info/distance-ed
    - Research Guides, libguides.utk.edu
    - Tutorials, libguides.utk.edu/tutorials

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations
- Be prepared for class
- Be respectful of others
- Actively and thoughtfully contribute to learning activities
- Communicate with your instructor and ask for help when needed
- Abide by the UT Honor Code

Instructor Expectations
- Be prepared for class
- Evaluate students fairly and equitably
- Be respectful of all students
- Create and facilitate meaningful and inclusive learning activities
- Behave according to University codes of conduct

Attendance and Participation
Due to the hybrid nature of this class, participation includes attending and engaging in our synchronous class sessions *and* completing asynchronous class activities outside of class. For these asynchronous activities, I will evaluate your participation for completeness, relevance, timeliness, and substance as part of your overall participation grade.

If extenuating circumstances such as illness prevent you from completing your asynchronous activities on time, please inform me as soon as possible. If you are absent from our live class meeting, I will still expect you to complete that week's asynchronous activity unless circumstances are sufficiently significant to prevent you from doing so.

I assume that each student will be present and participate in class. Missing multiple classes and/or failing to participate will lower your grade. Regular attendance is important for your success, and unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:
- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording(s)
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.
- Complete any assigned activities

Acceptable reasons for absence from class include:
- Illness
- Serious family emergencies
- Special curricular or job requirements (e.g., judging trips, professional conferences)
- Military obligation
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Inclement Weather
The University's chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the University's homepage at http://utk.edu.

SIS will cancel classes when UTK is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ADDITIONAL UTK POLICIES AND POINTS OF INFORMATION

Disabilities that may Impede Learning
Any student who feels that they may need an accommodation based on the impact of a disability should contact Student Disability Services in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

CCI Diversity Statement
The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal

opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.
For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar with and maintain their *Academic Integrity,* which is described in UTK's Hilltopics handbook, as:

"*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*"

Students should abide by the **Honor Statement** (https://hilltopics.utk.edu/student-code-of-conduct/ Section X. Honor Statement), which reads:

"*As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*"

Plagiarism

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:
1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);

4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students unsure of the nature of plagiarism should consult your instructor or a guide for writing research reports. You may also wish to view the UT Libraries' Citation Guide.

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments and Grading
Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received.

Preparation of Written Work
Please use either APA or CMS documentation styles for in-text citations and list of references/bibliography. Formatting assignments themselves per APA or CMS guidelines (e.g., headers, headings, etc.,) is not necessary.

All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).

All assignments must be word-processed and **include your name**.

Pre-submission Feedback
I am happy to look at a good draft of assignments prior to your final submission. I will not pre-grade, just provide general feedback and tips. These pre-submissions should be sent via email attachment (i.e., not Canvas) no later than one week prior to final due date.

Due Dates and Late Assignments
- Please submit assignments to the "Assignments" area of Canvas.
- Assignments are due at 11:59 p.m. Eastern on the due date listed on the syllabus.
- I will download the submissions from Canvas early the next morning.

If your assignment is not ready by the deadline:
- You must send me an email informing me that your assignment will be late. Not doing so will result in a one-point deduction for each day I don't hear from you.
- When it's ready, you must submit it to me via email, as an attachment (i.e., not using Canvas).
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

Assigning Grades

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. Your final grade will be based on total points earned/total possible points over the course of the semester.

Evaluation

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the *Graduate*

		Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

Assignments: Descriptions, Due Dates, and Program Outcomes

The table below provides a brief summary of assignment names, due dates, grade distribution, and MSIS Program Outcome(s) addressed. A fuller description of each assignment follows the table. We will discuss assignments in greater detail during the term.

Assignment	Group/ Individual	Deliverables and Due Dates	%	Program Outcomes
Participation	Individual	Ongoing	15	
Response Journals (2)	Individual	Feb. 17 April 7	10	

Asynchronous Instruction Module	Individual	*Module:* March 24 *Self-assessment:* May 5	30	3, 4, 8
Peer Evaluation of Modules	Individual	April 21	15	
Instruction Program Proposal	Group or Individual (student choice)	*Group agreement or individual project plan:* March 10	30	3, 6, 8
		Presentations: Recordings due April 14; in class, April 14 and 21		
		Written proposal: April 30		
TOTAL			**100**	

Assignment Details

Class preparation and participation (15%)

Preparation for class is essential to your success. You are expected to complete readings prior to class and be ready to participate in activities and discussion, as well as completing asynchronous activities. Please refer back to page 4 of this syllabus for more detailed information on attendance and participation.

Response journals (10%)

Response journals (RJs) are informal, brief essays. Your first RJ may be written about any topic of interest to you, as long as it relates in some way to course content. Although response journals do not receive a letter grade, in order to receive full credit, your journal must exhibit evidence of considered thought on your part and should be at least 250 words. Your second RJ must describe an observed instruction session,–either live online, if possible, or recorded/posted and shared on a library's website or YouTube.

Instruction Module plus Self Evaluation (30%) and Peer Evaluation (15%)

This project has three elements:
- An asynchronous module that you will create and share with the rest of the class.
- Thoughtful, thorough, constructive written evaluations of the modules created by three classmates (to be assigned).
- A brief self-reflection, including your response to input from your classmates.

Part One: The Module
You may choose to create a resource that provides instruction for a single general or introductory resource, concept, or topic, or for a resource or topic that is more specialized.
You may choose to create:
- A screencast (mp4)
- A tutorial that uses html, flash, or another program
- A video, podcast, or vodcast
- A resource using another platform or software, approved in advance.

Your module must:
1. Include at least 10 minutes of content, although it can be comprised of multiple, shorter segments
2. Consider an intended audience, which may be broad or narrow based on your approach; however, it should be clear that you are designing with users in mind
3. Reflect judicious selection of subject matter for the time allowed
4. Include an evaluative element, such as a pre-test or reflective component

Part Two: Peer Evaluations

You will be provided with access to three of your classmates' instruction modules to evaluate. Please base your analysis on the semester's lectures, readings, and other content and cite sources to support your evaluation.

Part Three: Self-Evaluation

Submit a brief (400-800 words) summary of the experience that addresses the below:
- Why did you choose the topic, audience, and approach that you did?
- How would you evaluate the effectiveness of the module?
- A summary of and reflection on your classmates' assessment of your work. Did you agree with their assessment? Why or why not (please support your statements with citations from class readings, lectures, or outside sources).
- In retrospect, do you wish you had made any different decisions?
- Overall, what did you learn from this assignment?

Due Dates:
- **March 24:** Submit your module to me for distribution to/evaluation by your classmates and post module on Canvas discussion board for class viewing.
- **April 21**: Submit evaluations of classmates' modules to me. I will repackage and send them on.
- **May 5:** Submit self-evaluation to me

Proposal for development of instruction program (30%)
***Note:* This assignment offers a group or individual option. Please notify me by Feb. 24 of your intent to pursue the group or individual option, so that I can arrange groups as needed.**

For this assignment, you will focus on communicating and building buy-in for an instruction initiative or program <u>and</u> assessing the impact of what you develop. You may propose a learning experience for a specific audience or topic; an initiative to supplement an existing instruction program; or a new library instruction program.

Your written proposal should include:
1. The identified need, supported with "statistics" (these can be fabricated but should have some basis in fact, such as references to existing programs and the literature)
2. The structure of your approach (for instance,) course-integrated, stand-alone, drop-in, web-based, gamified instruction) *and* your rationale for using this approach
3. Stakeholders to whom you are addressing your initiative(e.g. who would you need to collaborate with, get support from, or involve to make this proposal a reality?)
4. Projected needs for implementation (e.g., equipment, staffing, space, time, costs)
5. The learning outcomes and anticipated benefits of implementing your program
6. Methodology to be employed in evaluating your program. How will you assess its effectiveness and impact? How will you evaluate whether it met your learning outcomes and communicate what you've found to stakeholders described above?

Recorded or In-Class Presentation

Drawing on your proposal, you will record (individual) or present in class (group) a presentation of no more than 10 minutes. Your presentation should briefly introduce the program, including its essential components, the need, audience, format, stakeholders, desired learning outcomes, and method(s) of evaluation.

Due Dates

- **March 10:** Group agreement or individual project plan outline due (*templates will be available in Canvas)*
- **April 14:** Recorded presentations due. For those interested in presenting live in class, presentations will occur on April 14 and 21 (*dates to be assigned; presentation slides to be emailed to me by noon on your presentation date).*
- **April 30:** Submit written proposal

ACKNOWLEDGMENTS

DISCLAIMER

I reserve the right to make changes to this syllabus and schedule, however, I will never make a change that would have a negative impact on student grades, add to workload, or accelerate deadlines. Changes will be announced in class and on Canvas.

Last modified: Jan. 18, 2021