

Harper College Graduate Equivalency Course (GEC) Syllabus

Infusing Information Literacy Across the Curriculum

3 GEC

Online

Faculty Information

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Course Information

Course Description

The American Library Association describes information literacy as a “set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” ([ACRL Framework for Information Literacy in Higher Education](#)). Information literacy is one of [Harper’s General Education Outcomes](#) and is a critical lifelong skill, particularly in today’s information-saturated world. Often, people see information literacy as “just doing research” or as something that only happens when students do essays, but in fact information literacy is a complex and varied set of skills and dispositions that are taught across the curriculum. This course will help participants learn about information literacy and how it is applied in higher education as well as how to incorporate information literacy more fully into disciplines across the college.

Course Goals

This online course will explore the concept of information literacy in general, how it manifests in various disciplines, and new ways to incorporate information literacy in your teaching.

Learning Outcomes

- Develop an expanded understanding of information literacy in higher education
- Describe information literacy standards and practices in your own discipline
- Connect information literacy to existing course, program, and learning outcomes at Harper
- Discover strategies for teaching information literacy in higher education
- Identify available supports for teaching information literacy through the Library
- Create an action plan for how you will deepen information literacy understanding for students in your courses

Course Outline

Module 1: Introduction

Module 2: Exploring Information Literacy, Part 1

Module 3: Exploring Information Literacy, Part 2

Module 4: Information Literacy in the Disciplines

Module 5: Teaching Information Literacy

Module 6: Collaborating with the Library

Required Text

Hofer, A., Lin Hanick, S., & Townsend, L. (2019). *Transforming information literacy instruction: Threshold concepts in theory and practice*. Libraries Unlimited.

Other readings will be provided in Blackboard.

Expectations and Requirements

Expectations of the Participants

This is a self-paced online course. All materials will be available on Day 1 (September 6, 2022), and you are able to work through the materials at a pace that meets your needs. You are expected to complete all required readings and assignments. There are no deadlines for individual modules, but you should work through the materials in order, beginning with Module 1 and ending with Module 6.

You must submit all assignments by **December 9, 2022** in order to receive credit for the course.

While the majority of the course is self-paced, three of the required activities involve a synchronous component.

1. There will be one required HyFlex (both in-person and online) group meeting on Wednesday September 14 from 4:30-5:30pm. (If you are unable to attend the group meeting, the facilitator will set up another option.)
2. You will have a one-on-one meeting with the facilitator (Jen), either online or in-person.
3. You will have a one-on-one meeting with the librarian liaison for your discipline, either online or in-person.

I do not expect these synchronous activities to take more than 2-3 hours of your total course time, and I am always happy to work with you if you require flexibility.

Expectations of the Facilitator

I will be active in this course in Blackboard regularly during the week and will answer emails within one business day. I am also happy to meet individually (on-campus, online, or by phone) at any point in the term; please email me to set up a time. Always feel free to post in the "Questions about the course" discussion area of Blackboard as well. If you have a question, the chances are good someone else might too! I am here to support your learning. Do not hesitate to reach out to me at any time.

I will also use the Announcements in Blackboard to send out regular reminders or new information. Please be sure to read those messages via email or when you log in to the course so you do not miss important information.

Course Requirements and Assignments

Readings

Hofer, A., Lin Hanick, S., & Townsend, L. (2019). *Transforming information literacy instruction: Threshold concepts in theory and practice*. Libraries Unlimited.

Other readings will be provided in Blackboard.

Assignments

All the following assignments must be completed to receive full credit.

- **Pre-Course Survey:** Brief survey in Blackboard to share a bit about yourself.
- **Synchronous Group Meeting (9/14, 4:30-5:30pm):** The group meeting (which can be attended online or on-campus) will introduce you to the course and some of the resources available to support your learning. If you cannot attend the live meeting, the facilitator will arrange an individual meeting with you.
- **Discussion Introduction Post:** While this course will not include “discussion,” per se, participants will share an introductory post on a Blackboard forum so we can all begin considering how personal and disciplinary experience inform information literacy skills.
- **Student Experience and Reflection:** You will complete a typical information literacy activity, the kind your students might be asked to complete in one of their courses. Then, you will reflect on that experience and what it tells you about how your students encounter information literacy across their courses.
- **Assignment Analysis:** You will be given an assignment description and asked to analyze how it reinforces information literacy principles and whether it can be improved.
- **Discipline Reflection:** You will be given prompts to reflect on how information literacy manifests in your discipline and how you might be able to communicate that to your students.
- **Meet with Facilitator (Jen):** During the semester, you will have one short (30-45 min) meeting with Jen to discuss your course and existing assignments/activities. This meeting is required but can be held at any time during the semester, either online or on-campus. After the meeting, you will answer one brief reflection question in Blackboard.
- **Meet with Liaison:** Each discipline on campus has a liaison librarian who serves as a point of contact for faculty. During the semester, you will have one short (30-45 min) meeting with that librarian to discuss resources and services related to your discipline. This meeting is required but can be held at any time during the semester, either online or on-campus. After the meeting, you will answer one

brief reflection question in Blackboard.

- **Teaching Method Exploration:** Using resources provided or your own searching, you will identify an information literacy assignment or activity that you think could work in your course. You will write a reflection on why you selected that example and how you might incorporate it into your course.
- **Action Plan:** Taking everything you learned so far, you will explore how you see information literacy connecting with your program, a specific course, and a specific assignment within that course, as well as what changes you could make to enhance the information literacy learning.
- **Final Reflections Discussion Post:** We will all come together asynchronously on the discussion board to share final reflections on our learning.

Methods of Evaluation

If you submit an assignment, you will earn full credit (1 point). If you do not, you will earn a 0.

You must earn the full 11 points to receive credit for this course.

Assignment	Points
Pre-course survey	1
Synchronous Group Meeting	1
Discussion Introduction Post	1
Student Experience and Reflection	1
Assignment Analysis	1
Discipline Reflection	1
Meet with Facilitator	1
Meet with Liaison	1
Teaching Method Exploration	1
Action Plan	1
Final Reflections Discussion Post	1
Total	11 points

Course Calendar

Because this is a self-paced course, the only deadline is the end of the course on **December 9, 2022**. All work must be submitted by this time.

You will also be scheduling some one-on-one meetings. You will have flexibility about when and how you schedule, but do not wait until the last moment to arrange those appointments. If you experience any scheduling difficulties, get in touch with me. I am always willing to work with you to find an alternate solution!

While you may find a pace that meets your needs, **if you wish to spread out work evenly throughout the semester, it is suggested you spend roughly 2 weeks on each module.**

The following schedule may help you stay on track.

Suggested Dates	Module	Activities
September 6-18	Module 1: Introduction	Activities: Explore Blackboard site, read Chapters 1-2, other readings assigned in Blackboard
		Assignments: Pre-Course Survey, Synchronous Group Meeting (9/14, 4:30-5:30pm), Discussion Introduction Post
September 19-October 2	Module 2: Exploring Information Literacy, Part 1	Activities: Read chapters 3-5, other readings assigned in Blackboard
		Assignments: Student Experience and Reflection
October 3-16	Module 3: Exploring Information Literacy, Part 2	Activities: Read chapters 6-7, other readings assigned in Blackboard
		Assignments: Assignment Analysis If you have not already scheduled meetings with the Facilitator and your Liaison Librarian, now is a good time to reach out and get meetings scheduled.
October 17-30	Module 4: Information Literacy in the Disciplines	Activities: Readings relating to information literacy in your discipline, assigned in Blackboard
		Assignments: Discipline Reflection
October 31-November 13	Module 5: Teaching Information Literacy	Activities: Read chapter 8, other readings assigned in Blackboard

		<p>Assignments: Teaching Method Exploration</p> <p>If you have not met already, this module is a good time to meet with the Facilitator to help you reflect on your course assignments and activities. Be sure to complete the brief reflection question in Blackboard after your meeting.</p>
November 14-27	Module 6: Collaborating with the Library	<p>Activities: Explore Harper Library resources and readings assigned in Blackboard</p>
		<p>Assignments: Be sure you have met with your Liaison Librarian and completed the brief reflection question in Blackboard.</p> <p>Begin working on your Action Plan assignment if you have not already.</p>
November 28-December 9	End of course, December 9	<p>Activities: Readings assigned in Blackboard</p>
		<p>Assignments: Complete Action Plan document and Final Reflections Discussion Post</p>

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a "XV" (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member's professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Educational Opportunity Statement

In providing educational programs and opportunities, the College will not discriminate against any individual based on race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, gender-related identity, disability, unfavorable discharge from military service, or any other legally protected category. It is the intent of the Board of Trustees to comply with all applicable local, state, and federal statutes, regulations and ordinances prohibiting such discrimination.

If you believe you have experienced discrimination or harassment (whether on or off campus) that affects your ability to participate in class or any of Harper College's programs, please seek assistance from any of the following resources:

- For gender-based or sexual misconduct (including sexual assault and sexual harassment) by any person, visit the [Harper College Title IX resource page](#) to learn more about your support and reporting options.
- For any other harassment/discrimination by an employee, contact the College's Chief Human Resources Officer at 847-925-6216.

Please be advised that faculty members are required to report to the College if they learn that a crime, harassment, or discrimination may have occurred.