GLIS 679
INFORMATION LITERACY

Instructor
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Description
A survey of the area of information literacy. Includes exploration of definitions of information literacy, information literacy skills, research into information literacy and information behaviour, and library programs and services to promote information literacy.

Learning Outcomes
By the end of the course, the student should be able to:
1. define information literacy and its core elements (What)
2. evaluate the role and significance of information literacy in different contexts (Why)
3. evaluate approaches to information literacy instruction (How)
4. demonstrate effective teaching skills (How)
5. design effective ILI programs to meet the needs of a user population (How)
6. demonstrate that information literacy has become part of her/his code of behaviour (Why)

Instructional Method
A combination of lectures, guest lecturers, class exercises, presentations and discussion of readings.

Course Material
Recommended textbook:

The reading list is posted to MyCourses.

Course Content
Topics covered include:
- Information literacy standards
- Learning styles and pedagogical theory
- ILI planning (needs assessment, learning outcomes)
- Course design and development
- Teaching styles and strategies
- Assessment of teaching and learning
- Asynchronous teaching and distance education

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro-teaching presentations</td>
<td>40%</td>
<td>Objectives 1, 2, 4, 5 and 6</td>
</tr>
<tr>
<td>Information literacy plan</td>
<td>45%</td>
<td>Objectives 1, 2, 3, 5 and 6</td>
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<tr>
<td>Participation</td>
<td>15%</td>
<td>Objective 3</td>
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