

MULTIPLE LITERACIES

Course Description

Information literacy has been a defining focus for libraries for several decades. Academic and public libraries draw on information literacy standards and definitions to organize their instruction, and to make direct connections between their work and the educational mission and goals of their parent institution or community. The ACRL competencies are in the midst of a major revision which will greatly impact how these standards are understood and applied. In the meantime, a host of new literacies (digital literacy, financial literacy, health literacy, archival literacy/intelligence, media literacy, metaliteracy, etc.) have been developed. Information professionals need to understand each of these literacy areas—from their various definitions and conceptualizations, to the frameworks that organize them, to stakeholder expectations related to them, to how they are applied in the field—in order to develop instruction programs, services, and collections to support them. This course will delve into these multiple literacies, examining the frameworks that underpin them, analyzing their relationships to one another as well as to related fields such as education and psychology, and determining how information professionals can respond to and support learning around these literacies. There is also a social justice aspect to supporting the development of multiple literacies. This course will examine the idea of information literacy as a human right, and explore the potential of various literacies to affect socio-economic status, self-efficacy, and democratic/participatory government.

Course Outcomes

Building on the SLIS [program learning outcomes](#), students in this course will further:

1. Examine information and other literacies within a critical literacy theory.
2. Analyze the role of the library/information professions in supporting the development of multiple literacies
3. Critique existing literacy frameworks
4. Develop audience-appropriate responses to identified literacy needs

Note: This syllabus is not a contract. The instructor reserves the right to adjust the schedule as needed throughout the semester, including adding readings. Every effort will be made to keep assignment due dates the same.

COURSE OUTLINE

Date	Topic	Readings/Assignments
Pre-Course Work Beginning May 3	Background	Readings: ACRL. (2014). Framework for Information Literacy in Higher Education. http://www.ala.org/acrl/standards/ilframework ACRL. (2000). Information Literacy Competency Standards for Higher Education. http://www.ala.org/acrl/standards/informationliteracycompetency Assignments: Introductions

<p>6/8</p>	<p>Literacy</p> <p>Critical Literacy</p> <p>Information Theories</p>	<p>Chatman, E. (1996). The impoverished life-world of outsiders. <i>Journal of the American Society for Information Science</i> 47: 193-206.</p> <p>Macedo, D. (1987). <i>Literacy: Reading the Word and the World</i>. Introduction, Chapters 1, 2. Praeger.</p> <p>Garcia, A. (2015). Defining a Participatory Critical Literacy. DML Central http://dmlcentral.net/blog/antero-garcia/defining-participatory-critical-literacy</p> <p>Shor, I. (1999). What is Critical Literacy? http://www.lesley.edu/journal-pedagogy-pluralism-practice/ira-shor/critical-literacy/</p> <p>Smith, M. (2009). What is Social Capital? http://infed.org/mobi/social-capital/</p> <p>Suggested:</p> <p>Sholle, D. (n.d.) What is information? The flow of bits and the control of chaos. <i>MIT Communication Forum</i>. http://web.mit.edu/comm-forum/papers/sholle.html</p> <p>Lombardi, O. (2004). What is Information? <i>Foundations of Science</i> 9: 105-134. http://www.murraylib640.org/WhatInformation.pdf</p>
<p>6/9</p>	<p>Information Literacy</p> <p>Threshold Concepts/Big Ideas</p>	<p>Review: ACRL. (2014). Framework for Information Literacy in Higher Education. http://www.ala.org/acrl/standards/ilframework</p> <p>and ACRL. (2000). Information Literacy Competency Standards for Higher Education. http://www.ala.org/acrl/standards/informationliteracycompetency</p> <p>Buschman, J. (2009). Information literacy, “new” literacies, and literacy. <i>Library Quarterly</i> 79(1): 95-118.</p> <p>What’s the Big Idea? Threshold Concepts Keynote. https://www.youtube.com/watch?v=OSahSjLBf-w</p> <p>Swanson, T. (2015). The IL Standards & the IL Frameworks Cannot Coexist. <i>Tame the Web</i>. http://tametheweb.com/2015/01/12/the-il-standards-and-il-framework-cannot-co-exist-by-ttw-contributor-troy-swanson/</p> <p>Iannuzzi, P.A. (2013). Info Lit 2.0 or Déjà vu? <i>Communications in Information Literacy</i> 7(2): 98-107. http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v7i2p98&path%5B%5D=167</p>

		<p>Morgan, P. (2015). Foundational assumptions in Threshold Concepts and Information Literacy. Proceedings of ACRL. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2015/Morgan.pdf</p> <p>Suggested: Fister, B. (2014). On the draft framework for information literacy. Inside Higher Ed. https://www.insidehighered.com/blogs/library-babel-fish/draft-framework-information-literacy</p> <p>Morgan, P.K. (2014). Information literacy learning as epistemological process. Reference Services Review 42(3): 403-413.</p> <p>Townsend, L. et. al. (2015). What’s the Matter with Threshold Concepts. ACRLLog. http://acrlog.org/2015/01/30/whats-the-matter-with-threshold-concepts/</p>
6/10	<p>Critical Information Literacy</p> <p>Information Landscapes</p>	<p>Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. The Journal of Academic Librarianship, 32(2), 192–199. http://dx.doi.org/10.1111/j.1564-913X.2004.tb00553.x</p> <p>Lloyd, A. (2006). Information literacy landscapes: an emerging picture. Journal Of Documentation, 62(5), 570-583.</p> <p>Lloyd, A. (2012). Information literacy as a socially enacted practice: Sensitising themes for an emerging perspective of people-in-practice. Journal Of Documentation, 68(6), 772-783.</p> <p>Jacobs, H. M. (2008). Information Literacy and Reflective Pedagogical Praxis. Journal Of Academic Librarianship, 34(3), 256-262.</p> <p>Swanson, T. A. (2004). A Radical Step: Implementing A Critical Information Literacy Model. Portal: Libraries & The Academy, 4(2), 259-273.</p>
6/11	<p>Health Literacy</p> <p>Financial Literacy</p>	<p>AMA Health Literacy Video. https://www.youtube.com/watch?v=ubPkdpGHWAQ</p> <p>Health Information Exchange: Lessons from Libraries. http://www.ihealthbeat.org/perspectives/2015/health-information-exchange-lessons-from-libraries#.VRU0oHpIMV8.twitter</p> <p>Engelke, Z. M. (2014). Patient Education: Caring for Patients with Low Health Literacy. CINAHL Nursing Guide.</p>

		<p>Kim, Y. (2015). Is seeking health information online different from seeking general information online? <i>Journal of Information Science</i> 41(2): 228-241.</p> <p>Hagler, G. M. (2015). <i>Financial Literacy</i>. Salem Press Encyclopedia</p> <p>Špiranec, S. s., Zorica, M. B., & Simončić, G. S. (2012). Libraries and Financial Literacy: Perspectives From Emerging Markets. <i>Journal of Business & Finance Librarianship</i>, 17(3), 262-278.</p> <p>Suggested:</p> <p>Chen, W., Lee, K., Straubhaar, J. D., & Spence, J. (2014). Getting a second opinion: Social capital, digital inequalities, and health information repertoires. <i>Journal Of The Association For Information Science & Technology</i>, 65(12), 2552-2563.</p> <p>O'Connor, L. I., & Dillingham, L. L. (2014). Personal experience as social capital in online investor forums. <i>Library & Information Science Research</i> (07408188), 36(1), 27-35.</p> <p>Yong Jeong Yi1, r. (2015). Consumer Health Information Behavior in Public Libraries: A Qualitative Study. <i>Library Quarterly</i>, 85(1), 45-63.</p> <p>Medcom. The Challenge of Healthcare Literacy—streaming through Kanopy. 26 minutes.</p> <p>Assignment: Current News Story</p>
6/15	<p>Media Literacy</p> <p>Political Literacy</p> <p>Developing Skepticism</p>	<p>Graydon, S. (1997). Overcoming impossible bodies: using media literacy to challenge popular culture. <i>Emergency Librarian</i>, 2415-18.</p> <p>Thoman, E., & Jolls, T. (2005). <i>Literacy for the 21st Century: An Overview and Orientation Guide to Media Literacy Education</i>. http://www.medialit.org/sites/default/files/01_MLKOrientation.pdf</p> <p>Saunders, L. (2014). <i>Information as weapon</i></p> <p>Smith, L. I. (2013). Critical information literacy instruction for the development of political agency. <i>Journal Of Information Literacy</i> 7(2), 15-32.</p> <p>Browse Introduction to Political Cartoons http://www.humanities.umd.edu/technology/visuallit/seuss/intro.html</p>
6/16	<p>Digital Literacy</p> <p>Visual Literacy</p>	<p>ACRL. (2011). <i>Visual Literacy Competency Standards</i>. http://www.ala.org/acrl/standards/visualliteracy</p>

		<p>Cordell, R. M. (2013). INFORMATION LITERACY AND DIGITAL LITERACY. <i>Communications In Information Literacy</i>, 7(2), 177-183.</p> <p>Heick, T. (2015). Viewing Comprehension Strategies: Watching a Video like You Read a Book. Teach Thought. http://www.teachthought.com/technology/viewing-comprehension-strategies-watching-videos-like-you-read-a-book/?utm_content=buffer6151a&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer</p> <p>JISC. (2014). Developing Digital Literacies. http://www.jisc.ac.uk/guides/developing-digital-literacies</p> <p>Visual-Literacy.org. Seven Visualization Types. http://demo.elearninglab.org/mod/page/view.php?id=38</p> <p>Suggested:</p> <p>Rockenbach, B., & Fabian, C. A. (2008). Visual Literacy in the Age of Participation. <i>Art Documentation: Bulletin Of The Art Libraries Society Of North America</i>, 27(2), 26-31.</p> <p>Leu, D.J., Kinzer, C.K., Coiro, J.L., & Cammack, D.W. (2004). Toward a Theory of New Literacies Emerging from the Internet and Other Information and Communication Technologies. http://www.readingonline.org/newliteracies/leu/</p>
6/17	Cultural Literacy Metaliteracy	<p>Jacobson, T. E., & Mackey, T. P. (2013). PROPOSING A METALITERACY MODEL TO REDEFINE INFORMATION LITERACY. <i>Communications In Information Literacy</i>, 7(2), 84-91.</p> <p>Montiel-Overall, P. (2007). Information Literacy: Toward a Cultural Model. <i>Canadian Journal Of Information & Library Sciences</i>, 31(1), 43-68.</p> <p>Kumasi, K. D., & Hill, R. F. (2013). Examining the Hidden Ideologies within Cultural Competence Discourses among Library and Information Science (LIS) Students: Implications for School Library Pedagogy. <i>School Libraries Worldwide</i>, 19(1), 128-141.</p> <p>Suggested:</p> <p>Overall, P. M. (2009). CULTURAL COMPETENCE: A CONCEPTUAL FRAMEWORK FOR LIBRARY AND INFORMATION SCIENCE PROFESSIONALS. <i>Library Quarterly</i>, 79(2), 175-204.</p> <p>OĞUZ, E. e., & KURBANOĞLU, S. s. (2013). Strengthening Social Inclusion in Multicultural Societies Through Information Literacy. <i>Information World / Bilgi Dunyasi</i>, 14(2), 270-290.</p> <p>Assignment:</p>

		Case Study
6/18	Information as commodity Library Imperatives Settings & Populations	<p>Jaeger, P. T., et. al. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. <i>Public Library Quarterly</i> 31(1): 1-20.</p> <p>Chen, W. w. (2013). The Implications of Social Capital for the Digital Divides in America. <i>Information Society</i>, 29(1), 13-25.</p> <p>Lawson, S., Sanders, K., & Smith, L. (2015). Commodification of the information profession: A critique of higher education under neo-liberalism. <i>JLSC</i> 3(1): ep1182. http://jisc-pub.org/jlsc/vol3/iss1/1/</p> <p>Shen, L. (2013). Out of Information Poverty: Library Services for Urban Marginalized Immigrants. <i>Urban Library Journal</i>, 19(1), 1-12.</p> <p>Suggested: Jaeger, P. p., Bertot, J. j., & Subramaniam, M. m. (2013). Preparing Future Librarians to Effectively Serve Their Communities. <i>Library Quarterly</i>, 83(3), 243-248.</p> <p>Johnson, C. A., & Griffis, M. R. (2014). The effect of public library use on the social capital of rural communities. <i>Journal Of Librarianship & Information Science</i>, 46(3), 179-190.</p> <p>Lloyd, A., Kennan, M. A., Thompson, K. M., & Qayyum, A. (2013). Connecting with new information landscapes: information literacy practices of refugees. <i>Journal Of Documentation</i>, 69(1), 121-144.</p>
6/24		Assignment: Final Project

Grading Chart

Score	Grade
96-100	A
91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+

66-70	C
61-65	C-
Below 60	F

Meaning of Grades

B grade means that the work handed in is satisfactory and meets the requirements of the assignment. **B+** means that you have done more than meet the minimum requirements. An **A** grade means that the assignment is excellent. Anything below a **B** means that there were problems with the assignment meeting the minimum requirements. To view the grading system at GSLIS, go to:

<http://my.simmons.edu/gslis/resources/forms/policies/shtml#grades>

ASSIGNMENTS

Please note that written presentation will have an impact of the grade for the written papers. It is imperative that all papers be well written.

Participation

30 points

This is a seminar-style course, meaning the bulk of the course will consist of in-class discussions and activities. In order for such a course to work properly and for you to get the most out of the course, everyone needs to participate actively in every class. Complete all assigned readings and come to class ready to discuss them. Questions and debate (civil, of course) are highly encouraged.

I will be trying an experimental approach to the seminar this semester: we will begin each class session discussing the readings for that day, and I will be asking people to act as responders, recorders, and reflectors. Responders will be responsible for leading a discussion about that day's readings—this will include offering personal responses to the readings, asking questions, making comments, etc. Recorders will take notes on that day's session and post the notes to the course page at the end of the day. Reflectors will summarize the discussion at the end of each class, adding any comments or questions that arose for them personally. As part of your participation grade, you will sign up for one of the three roles for a particular class session. Every student must play each role at least once.

Current News Discussion (500-700 words)

15 points

Find a current news story that relates in some way to literacy. It does not have to be directly related to library/archives, but should address the broad areas of literacy and literacy development discussed in class. Summarize the scenario and identify which literacy it relates to and how. Briefly describe how this story might be interpreted in light of any of the critical literacy/critical information literacy theories and standards we've discussed in class, or others that you have found. Propose a service, resource, or response that an information professional could provide in response to this case. Come to class prepared to share your story and reflections.

Case Study (500-700 words)

15 points

Choose an existing literacy-related library program, service, collection, or resource (this could be a workshop, instruction session, LibGuide/pathfinder, outreach program, physical collection, etc.). Briefly

describe the program/service/collection and its audience and setting, and assess it—how well does it meet its implicit/explicit goals and the needs of the community? Is it appropriate to the audience (why or why not)? Are there any assumptions/biases evident? What could be improved, and how? Come to class ready to discuss your case.

Final Project: 40 points
Choose One

1. Concept paper: In-depth analysis of a literacy:

- Trace the historical development and examine the definitions/conceptualizations/frameworks related to this literacy
- Review the literature (LIS and otherwise) related to the literacy:
 - What theories (if any) are proposed?
 - How is the literacy supported in professional practice—both LIS and other professions?
 - Are there any opposing perspectives?
 - Examine the historical and current role of information organizations in supporting this literacy.
- Critique the literacy from a critical literacy perspective.
 - What are the limitations and opportunities inherent in these definitions?
 - Consider the social and ethical impacts of this literacy.

2. Instruction Module: Design and deliver an instruction module (30 minute in-person or 15 minute online) based on one of the literacies discussed in class. Must include learning outcomes targeted to an identified audience, and an assessment tool.

- Identify the relevant literacy.
- Identify the target audience for the module—who are they? What are their specific needs related to this literacy? How do we know?
- Create a lesson plan for the session:
 - Develop a set of learning outcomes
 - Describe the curriculum—what will you teach, how will you teach it (what methods), what activities will be included?
- Create an assessment for the session.

Record and post the session.

3. Literacy Response Plan: Create a literacy response plan for an information setting targeted to specific population with a defined literacy need (this could be one of the literacies discussed in class, or another of the student's choosing).

The plan should address the following points:

1) Introduction

- Identify and briefly describe the relevant literacy for your plan.
- Identify the target audience and their specific needs related to this literacy.
- Briefly describe the type of information setting for this plan.

2) Resource/Service Plan

- Choose ONE resource or service area on which to focus your planning document. This could be an instruction program/workshop series, LibGuide/pathfinder/web page, technology plan, collection, or some other library service/resource area.
- Identify 3-4 goals for your program in relation to the target audience and chosen resource/service area.
- Create a specific and detailed plan to improve or augment the existing services/resources in relation to your target audience. This section of the plan will vary depending on the library area of focus, but might include some examples include:
 - An instruction session/workshop series- this would include an overview of the session(s) topics, rationale for topic choices, a basic curriculum (session goals/outcomes, outline of lecture/activities, necessary tools/resources) and a description of how the sessions would be presented.
 - Web Page(s)- an analysis of the existing web site and its strengths and weaknesses. Create a web page(s) devoted to your target audience (this could be a regular web page, a wiki, a libguide, or a paper plan for a website). Consider how the site should be designed. Include/highlight 10-15 existing library resources or services on the page. Also identify 10-15 external sites you would link to and explain why these are relevant. Consider how the information should be organized on the page. What else should be included on this page and why?
 - A collection development plan- this would include an analysis of the literature/resources available, an annotated list of specific titles/resources (10-15 titles to add to the collection and why, a selection guide including criteria for selecting new titles & sources for identifying new resources, a weeding guide with criteria for deselecting and a weeding schedule, etc.

3) Conclusion

- Reflect on your plan using one or more of the theories presented in class—for instance, in what ways might this plan address issues of information poverty or social capital? Does it integrate aspects of critical literacy/critical information literacy, and how so? How does it address prevailing assumptions about the target audience? How does it support/recognize the experiences of the target audience?

4. Grant Proposal: Identify a grant related to literacy initiatives (see, e.g., <http://mblc.state.ma.us/grants/lsta/>; <http://mblc.state.ma.us/grants/lsta/opportunities/index.php>; <http://librarygrants.blogspot.com/>; <http://www.ala.org/pla/awards>; <http://www.imls.gov/applicants/detail.aspx?GrantId=9>)

The grant does not have to be currently active.

Prepare a grant proposal following the guidelines for the grant—this will usually include a program narrative with justification and literature review, budget, dissemination plan, and assessment plan. The proposal narrative should relate to specific audience and literacy need.

Separately, prepare a reflection on your plan using one or more of the theories presented in class—for instance, in what ways might this plan address issues of information poverty or social capital? Does it integrate aspects of critical literacy/critical information literacy, and how so? How does it address prevailing assumptions about the target audience? How does it support/recognize the experiences of the target audience?

Late Policy

All assignments are to be turned in on time. Late submissions are strongly discouraged. If late submission is unavoidable, arrangements should be made with me **in advance**. Without prior arrangement, late assignments will lose one point per day.

Honor Code and Academic Support

Simmons GSLIS expects each of its students to uphold the Honor System (<http://my.simmons.edu/gslis/resources/student-info/honor-code.shtml>) and does not tolerate academic or scholastic dishonesty, such as plagiarism, cheating, or academic fraud. Penalties range from failure on the assignment, failure in the course, or dismissal from the program.

Definition of plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; buying completed papers from others to use as one's own work.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Disability Services Office located in the Main College Building Room E108, or via phone at (617)521-2474, early in the semester. See also the web page at <http://my.simmons.edu/academics/caa/> for a list of contacts. Students with disabilities are also encouraged to contact their instructors.
