**Form CO**
**COURSE OUTLINE**

User Education and Activity Programming
Title

LS205
Dept. & Course No.

## I. DESCRIPTION:

This course introduces students to the principles of user instruction, and activity programs for libraries and information centers. It examines a range of instructional possibilities relevant for libraries, and emphasizes information literacy principles to equip library users with a dynamic range of abilities for effective lifelong learning. The purpose and uses of activity programs (such as training sessions and workshops) is examined. The course also covers planning, design, and marketing of library services and programs.

## II. SEMESTER CREDITS: 3

## III. CONTACT HOURS PER WEEK:

|  3 | 0 | 3 |
|---|---|---|
| Lecture | Lab | Total |

## IV. PREREQUISITE: LS110

Upon completion of this course, the student will be able to, with 65% accuracy to:

| V. STUDENT LEARNING OUTCOMES | VI. COURSE CONTENT: |
|---|---|
| 1. Compare the different options for instructing library users and develop an instructional activity for a specific user group. | A. Instructional concepts<br>  1. Understanding learning preferences<br>  2. Direct instruction:<br>    a. Individual "point of use"<br>    b. Presentations to groups<br>  3. Indirect instruction:<br>    a. Brochures, handouts, posters<br>    b. Web instruction |
| 2. Define and discuss information literacy and explain current standards for information literacy and explain the role of the librarian in building information literacy. | B. Information Literacy<br>  1. Definitions<br>  2. Standards<br>    a. Elementary<br>    b. High School<br>    c. College<br>  3. Role of the librarian |
| 3. Incorporate activities that build information literacy skills into programs. | C. Developing activities for:<br>  1. Children<br>  2. Young Adults<br>  3. Adults<br>  4. People with disabilities |
| 4. Show familiarity with common activity programs and discuss the purpose, planning, and implementing of these programs. | D. Common programs<br>  1. Library orientation<br>  2. Library search skills<br>  3. Read aloud |

|  | 4. Literature for all ages |
|  | 5. Readers advisory |
|  | 6. Book clubs |
|  | 7. Book mobile |
|  | 8. Technology skills |

5. Gather community feedback through the creation and implementation of a survey of users. Conduct a focus group to gather detailed feedback on community interests.

E. Determining community interest
    1. Surveys
    2. Focus groups
    3. Suggestion boxes

6. Establish goals and objectives of a library program. Outline program content and create a viable program budget.

F. Planning a program
    1. Goals and objectives
    2. Content
    3. Budget
    4. Supplies
    5. Space
    6. Speaker
    7. Advertising

7. Develop a promotional plan for a program, including advertising, press releases and flyers. Consider planning needs such as securing a program speaker, locating suitable space, and relevant supplies.

G. Promotion and marketing

8. Discuss methods of evaluating a program. Evaluate a program and discuss feedback and results. Revise program based on feedback.

H. Evaluation of programs
    1. Evaluation methods
    2. Learning from feedback
    3. Revising a program

## VII. MATERIALS AND EQUIPMENT:

A. Standard classroom materials
B. Laptop
C. Digital projector

## VIII. TEXTS AND REFERENCES:

Instructor-created instructional material

## IX. METHOD OF INSTRUCTION

A. Lecture
B. In-class discussion
C. Supplemental activities and exercises

## X. METHOD OF EVALUATION:

### A. Grading Scheme

| | |
|---|---|
| Class participation | 10% |
| Assignments | 35% |
| Quizzes | 15% |
| Midterm | 20% |
| Final | 20% |

### B. Transmutation of percent to letter grade

| | |
|---|---|
| 90 – 100% | A |
| 80 – 89% | B |
| 70 – 79% | C |
| 65 – 69% | D |
| 0 – 64% | F |

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

**Rating Scale:**   4 Outstanding
3 Proficient
2 Developing
1 Emerging

**CLO 1:  Students will be able to create, plan, and present an information literacy program that teaches patrons how information is organized in the library, how to retrieve that information, and how to use information ethically & legally.**

| | |
|---|---|
| 4 | Creates, plans, and presents without assistance an information literacy program that teaches patrons |
| 3 | Creates, plans, and presents with minimal assistance an information literacy program that teaches patrons |
| 2 | Creates, plans, and presents with significant assistance an information literacy program that teaches patrons |
| 1 | Needs constant assistance to create, plan, and present an information literacy program that teaches patrons |

**CLO 2:  Students will be able to critically examine a specific topic and user need to plan for an appropriate user education or activity program and evaluate the success of that program based on an evaluation.**

| | |
|---|---|
| 4 | Critically examines a specific topic and user need without assistance to plan an appropriate user education or activity program and its evaluation |
| 3 | Critically examines a specific topic and user need with minimal assistance to plan an appropriate user education or activity program and its evaluation |
| 2 | Critically examines a specific topic and user need with significant assistance to plan an appropriate user education or activity program and its evaluation |
| 1 | Needs constant assistance to critically examine a specific topic and user need and plan an appropriate user education or activity program and its evaluation |

**CLO 3:  Students will be able to appropriately utilize technology to provide educational training or activity programs for library patrons and to create and distribute advertising, press releases, and flyers for a library program.**

| | |
|---|---|
| 4 | Appropriately utilizes technology without assistance to provide educational training or activity programs for library patrons and to create and distribute advertising, press releases, and flyers |
| 3 | Appropriately utilizes technology with minimal assistance to provide educational training or activity programs for library patrons and to create and distribute advertising, press releases, and flyers |
| 2 | Appropriately utilizes technology with significant assistance to provide educational training or activity programs for library patrons and to create and distribute advertising, press releases, and flyers |
| 1 | Needs constant assistance to appropriately utilize technology to provide educational training or activity programs for library patrons and to create and distribute advertising, press releases, and flyers |