

**Spring 2017**  
**INSC 580: Information Technologies**  
**The School of Information Sciences**  
**The University of Tennessee**  
**Class Meetings: Wednesday, 6:30-9:10 pm EST on ZOOM**  
**ZOOM Course ID/Link: <https://tennessee.zoom.us/j/872587141>**

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### **COURSE DESCRIPTION**

Evolution, trends, capabilities, and limitations of technologies applied to information capture, storage, preservation, access, and distribution.

### **COURSE OBJECTIVES**

INSC 580 is the foundation course in information technologies (IT) for library and information science (LIS) professionals. It is a required course for school library media students. This course builds IT vocabulary necessary to communicate and troubleshoot some of the most frequently experienced IT issues at work. This course introduces students to an evolving IT landscape and emerging IT applications for LIS professionals.

Hands-on training, real-world IT solutions, expert advice, cutting-edge IT concepts, case studies, research articles, case examples, short videos, and assignments covered in this course equip students for assuming a variety of IT positions in libraries and information-intensive work environments.

This practitioner-oriented course covers the following topics (see table below) equipping students with the skills and knowledge necessary to perform IT-related jobs advertised by public, academic, and special libraries, and other organizations hiring information science professionals.

### **STUDENT OUTCOMES**

Students who complete this course will be capable of...

- Demonstrating awareness, knowledge, and understanding of website design using Unix, computer hardware and software, and a number of emerging technologies and applications in libraries.
- Assessing and implementing information technologies, systems, sources and services that serve users effectively and efficiently.
- Analyzing and applying information policies, and information-related laws that influence the delivery of information resources throughout society.
- Solving real-world technology issues at work.
- Managing a wide variety of technologies including emerging technologies at work.
- Applying lessons learned from real-world IT case examples in all types of libraries.

| Date                      | Topics & In-Class Activities   | Deliverables & Recommended Readings   |
|---------------------------|--|---|
| <p>Class 1<br/>Jan 11</p> | <ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>○ Academic background</li> <li>○ Share your IT experience</li> <li>○ Expectations from INSC 580</li> <li>○ Your strategy to succeed in this course</li> </ul> </li> <li>• IT Skills in Demand in Libraries</li> <li>• Analyzing “IT Job Titles” for Information Professionals <ul style="list-style-type: none"> <li>○ Case Example 1: The Five Roles of Media Specialist</li> <li>○ Case Example 2: Digital Innovator – PBS Wants You</li> <li>○ Expert Advice 1: How to Become a School Librarian?</li> </ul> </li> <li>• Overview of the Course Syllabus</li> <li>• Expert Advice 2: Types of Technology Information Sources</li> <li>• Glossary of IT Terms and Concepts</li> <li>• School Librarians as Technology Integration Leaders</li> <li>• Introduction to Computers</li> <li>• Components of System Unit <ul style="list-style-type: none"> <li>○ Motherboard: Processor, A/V Cards, &amp; Memory</li> <li>○ Power Supply: AC &amp; DC</li> <li>○ Drive Bays</li> <li>○ Ports &amp; Connectors</li> <li>○ Bus: Data &amp; Address</li> </ul> </li> </ul> |   |
| <p>Class 2<br/>Jan 18</p> | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Setting up Unix Account</li> <li>• File-transfer (local – server) Basics: Hands-on Training</li> <li>• Fundamentals of Website Design</li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul>  | <p><b>Online Discussion Board Entry #1A</b><br/><b>(5%)</b><br/>Related Reading: “Thirty Years of IT”</p> |

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| <p>Class 3<br/>Jan 25</p> | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Communication &amp; Networks <ul style="list-style-type: none"> <li>○ Types of networks: PAN, MAN, LAN, &amp; WAN</li> <li>○ Network topologies: bus, ring, mesh, &amp; star</li> <li>○ IEEE 802.X Standards</li> <li>○ Communication devices: modems, routers, etc.</li> <li>○ Client-server architecture, &amp; Peer-to-peer communication</li> <li>○ Protocols: TCP/IP, SMTP, &amp; FTP</li> <li>○ Virtual Private Network, Intranet, &amp; Mobile n/w</li> </ul> </li> <li>• Internet &amp; World Wide Web <ul style="list-style-type: none"> <li>○ Types of Connections &amp; Access Providers</li> <li>○ Analysis of a Website address/URL</li> </ul> </li> <li>• Types of Addresses: Physical, Virtual (IP), &amp; Port</li> <li>• <b>Case Example 3: Successfully Planning a Scalable and Effective Patron Wireless Network</b></li> <li>• <b>Expert Advice 3: Build It and They Will Come</b></li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul> | <p><b>Online Discussion Board Entry #1B*</b><br/><b>(2%)</b></p>   |
| <p>Class 4<br/>Feb 1</p>  | <ul style="list-style-type: none"> <li>• <b>GUEST SPEAKER # 1: Mark Baggett</b>, Department Head, Digital Initiatives, UT Libraries</li> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Storage: Capacity, Access time, &amp; Types of Storage</li> <li>• <b>Case Example 4: Redefining Our OPAC Computers with Google Chromebox</b></li> <li>• Input Devices: Audio, Video, Text, Graphics, &amp; Biometrics</li> <li>• Output Devices: Monitors, Speakers, Headphones, 3D Printers, Projectors, &amp; Tactile devices</li> <li>• <b>Expert Advice 4: 3-D Printing Worth the Hype – The Maker Issue</b></li> <li>• RFID Technologies for Libraries</li> <li>• Robots for Libraries</li> </ul>   | <p><b>Online Discussion Board Entry #2A</b><br/><b>(5%)</b></p> <p>Related Reading: “Identifying Key Steps for Developing Mobile Apps and Mobile Websites for Libraries”</p> |

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|                          | <ul style="list-style-type: none"> <li>• <b>Case Example 5: Machinery Than Can Transform Your Lending Services</b></li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul>  |   |
| Class 5<br><b>Feb 8</b>  | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Database and Information Management Systems</li> <li>• Designing a Database from scratch using ER Diagram</li> <li>• Demo for Relational DBMS: Tables, Forms, Queries, &amp; Reports <ul style="list-style-type: none"> <li>○ Data Warehouse &amp; Web Databases</li> </ul> </li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul>  | <b>Online Discussion Board Entry #2B*</b><br><b>(2%)</b>  |
| Class 6<br><b>Feb 15</b> | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Automated library system &amp; Integrated library systems</li> <li>• Library information systems and digital library management <ul style="list-style-type: none"> <li>○ Kuali OLE, SirsiDynix Symphony, CONTENTdm, Digital Commons, and Acqweb</li> </ul> </li> <li>• Major ILS Products</li> <li>• Maker Space &amp; School Libraries</li> <li>• <b><u>In-Class Discussion 1 on Readings</u> (5%)</b></li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul> | <b>Online Discussion Board Entry #3A</b><br><b>(5%)</b><br>Related Reading: “Making the Right Decisions about Assistive Technology in Your Library”<br><br><u>In-Class Discussion 1 Readings</u> <ul style="list-style-type: none"> <li>• Is It Really Time to Replace Your ILS with a Next-Generation ILS?</li> <li>• Adoption Patterns of Proprietary and Open Source ILS in U.S. Libraries</li> <li>• Going to the Cloud vs. Doing It In-House</li> <li>• SaaS Revenue Models</li> </ul> |
| Class 7<br><b>Feb 22</b> | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Fundamentals of usability, user experience management, Human-computer interface design, &amp; online user support</li> <li>• Developing and using Quick Reader (QR) Codes for libraries</li> <li>• <b>Case Example 6: QR Codes Go to School, QR Codes Connect Students to Books, &amp; QR Codes in the Library</b></li> </ul>   | <b>Online Discussion Board Entry #3B*</b><br><b>(2%)</b><br><br><u>In-Class Discussion 2 Readings</u> <ul style="list-style-type: none"> <li>• The Secret to Patron-Centered Web Designs</li> <li>• Revitalizing Library Services with Usability Data</li> </ul>  |

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|                     | <ul style="list-style-type: none"> <li>• Augmented reality in libraries</li> <li>• <b><u>In-Class Discussion 2 on Readings</u></b> (5%)</li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul>   |  |
| Class 8<br>Mar 1    | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Web 2.0 and social software for libraries – Library 2.0</li> <li>• <b><u>In-Class Discussion 3 on Readings</u></b> (5%)</li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul>   | <p style="text-align: center;"><b>Assignment 1 (10%)</b></p> <p style="text-align: center;"><u>In-Class Discussion 3 Reading</u></p> <ul style="list-style-type: none"> <li>• User-Generated Content</li> </ul>  |
| Class 9<br>Mar 8    | <ul style="list-style-type: none"> <li>• <i>Overview of the Concepts Covered so far...</i></li> <li>• Protecting Technology and Technology Users</li> <li>• Security, Safety, Ethics, &amp; Privacy <ul style="list-style-type: none"> <li>○ Vulnerability vs. Threat, Security Risks, &amp; Cybercrime</li> <li>○ Firewall, Antivirus, &amp; Intrusion Detection</li> <li>○ Encryption &amp; Digital Signature</li> </ul> </li> <li>• Copyright, Intellectual Property Rights, Green Computing, Information Privacy, &amp; Employee Monitoring</li> <li>• <b>Expert Advice 5: 3-D Printers Understanding Copyright Fair Use and More</b></li> <li>• <i>Brief Recap of the Class – Key Takeaways</i></li> </ul> | <p style="text-align: center;"><b>Online Discussion Board Entry #4A</b><br/><b>(5%)</b></p> <p style="text-align: center;">Related Reading: “Hacked”</p>   |
| <b>SPRING BREAK</b> |   |  |
| Class 10<br>Mar 22  | <ul style="list-style-type: none"> <li>• Making Smart IT Choices: Evaluating, Buying, and Implementing Technology for Libraries</li> <li>• <b>Expert Advice 6: Data with a Soul</b></li> <li>• Steps for Purchasing Online Library Catalogs</li> <li>• <b>Case Example 7: Top Trends for Schools</b></li> <li>• Evaluating Mobile Apps for Libraries</li> <li>• <b><u>In-Class Discussion 4 on Readings</u></b> (5%)</li> </ul>   | <p style="text-align: center;"><b>Online Discussion Board Entry #4B*</b><br/><b>(2%)</b></p> <p><u>In-Class Discussion 4 Readings</u></p> <ul style="list-style-type: none"> <li>• Hardware in Libraries: Making Informed Choices</li> <li>• Factors Influencing the Number of Computers in Libraries</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>Criteria for Purchasing E-book Platforms</li> <li>Monitoring Data-Driven Collection Management</li> </ul>   |
| <p><b>Class 11</b><br/><b>Mar 29</b></p> | <ul style="list-style-type: none"> <li>Strategic Management of IT in Libraries</li> <li>Case Example 8: 21<sup>st</sup> Century School Library Media Center</li> <li>Google Analytics for Libraries</li> <li>Analytics, Goals, and Strategy for Library's Social Media Presence</li> <li>How Can Libraries Measure the Return on Investment in IT?</li> <li>Expert Advice 7: RFID Costs, Benefits, and ROI</li> <li>A Comparative Analysis of the Effect of ILS on Staffing Models in Academic Libraries</li> </ul>                      | <p><b>Assignment 2 (15%)</b></p>   |
| <p><b>Class 12</b><br/><b>Apr 5</b></p>  | <ul style="list-style-type: none"> <li><b>GUEST SPEAKER # 2: Jennifer Anielski</b>, Technical Services Librarian, The Mariners' Museum and Park: America's National Maritime Museum, Newport News, Virginia</li> <li>Writing a Technology Plan for Libraries</li> <li>Expert Advice 8: The Hole Truth</li> <li>Expert Advice 9: Tech IT to the Limit – Maker Space in School Libraries</li> <li>Expert Advice 10: Ten Tips for School Library Media Specialists</li> <li><b><u>In-Class Discussion 5 on Readings (5%)</u></b></li> </ul> | <p><b>Online Discussion Board Entry #5A (5%)</b><br/>Related Reading: "Uncertainty and the Future of Libraries"</p> <p><u>In-Class Discussion 5 Readings</u></p> <ul style="list-style-type: none"> <li>Muncie Public Library Technology Plan</li> <li>Boston Public Library Technology Plan</li> <li>Why Schools Make Bad Buying Decisions</li> </ul> |
| <p><b>Class 13</b><br/><b>Apr 12</b></p> | <ul style="list-style-type: none"> <li>Technology in School Library Media <ul style="list-style-type: none"> <li>Mobile Apps, E-Books, Robots, Lego Boost, Video Games, and Online Comics</li> </ul> </li> <li>Case Example 9: New York Comic Con 2011</li> </ul>  | <p><b>Online Discussion Board Entry #5B* (2%)</b></p>  |

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|                            | <ul style="list-style-type: none"> <li>• Case Example 10: Cool Tools</li> <li>• Case Example 11: Getting to E</li> <li>• Case Example 12: Britannica School</li> <li>• Case Example 13: Resources to Learn Coding</li> <li>• Case Example 14: Robots</li> <li>• Expert Advice 11: J for Javascript</li> <li>• Expert Advice 12: Open eBooks</li> </ul> |  |
| Class 14<br><b>Apr 19</b>  | <ul style="list-style-type: none"> <li>• <b>Final Presentation followed by Q&amp;A (10%)</b></li> </ul>  |  |
| Class 15<br><b>Apr 26*</b> |  |  |
| No Class<br><b>May 3</b>   | <ul style="list-style-type: none"> <li>• <b>Self-Reflection Report (5%)</b></li> </ul>   |  |

\* Canvas does not have the ability to show separate deadlines for these exercises.

## **COURSE DESIGN**

This course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All recommended readings are listed in the syllabus and will be uploaded on the course Canvas site at the beginning of the semester.

## **DISCOVERY LEARNING APPROACH**

A learning strategy that you can use in this course is called the discovery frame. The discovery frame emphasizes learning from your own experiences – discovering new knowledge rather than only importing it from someone else's knowledge base. The key characteristics of this frame are: (1) All resources necessary for learning are resident in the individual. (2) It is learning through doing. (3) It is information gathering with evaluation. Ask yourself: "How did I do that? Can I do it again?" rather than "Did I do it right?" (4) It causes you to identify behavior patterns that make a difference for you. (5) It focuses on success and the use of feedback – you cannot succeed unless you stop and ask: "How did I succeed?" The use of the discovery frame highlights additional goals in this course: to help you learn how to learn, and to learn that learning can be fun. This course aims to teach you important concepts and procedures that will help you continue to learn about knowledge management from your own experiences. The amount of knowledge and skills you will gain from this course will depend on the amount of time and work you invest every week. Information sharing, interaction, and collaboration are essential components of this learning approach.

## **RECOMMENDED TEXT**

"New Perspectives on Computer Systems 2016, Introductory 18<sup>th</sup> edition" by Parsons, J. and D. Oja. , Cengage Learning, '018 edition ISBN-13: 978-1305387751 ISBN-10: 1305387759

## **COMMUNICATION**

- The course instructor is required to communicate with students through UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.
- Feel free to contact me for questions or to share ideas! To ensure quick response, start your message subject line with **INSC 580**. I will reply to your messages as soon as I can.
- This course is offered in a virtual mode using Canvas & Zoom. The delivery of the course content will include lectures, videos, discussions, live demonstrations, and hands-on training activities.
- All lecture slides will be posted on Canvas. Read the class announcement posted on Canvas to stay current with course matters.
- Submit assignments on Canvas. Do not email them to the instructor.

## **COMPUTING REQUIREMENTS**

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Collaborate software. You must learn how to submit your assignments using Bb. 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 UT Unix account, and subscribe to the SIS student listserv. 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.



## **CLASS ATTENDANCE POLICY**

It is assumed that each student be present and speak in class. Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. 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
- Obtain notes, handouts, etc. from Bb
- Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies
- Special curricular or job requirements (e.g., judging trips, field 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)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

## **INCLEMENT WEATHER**

*“The 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 front page at <http://utk.edu>. (Hilltopics, p. 55)( <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> ).* SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.

## **DISABILITIES THAT CONSTRAIN LEARNING**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

## **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.

## **UT ODS DISABILITY STATEMENT**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

## **ACADEMIC INTEGRITY**

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> , p. 15 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** described in the same Hilltopics, p. 73:

*"An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 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 who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

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. Deliverables that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

## DUE DATES AND LATE ASSIGNMENTS

Assignments should be submitted to the "assignments" area of Bb and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Bb early the next morning. **I will ONLY download course deliverables from Canvas ONCE.**

- Two percent of Total Grade will be deducted for each 24-hour period the deliverable (e.g., assignments, online discussion entries, etc.) is not turned in.
- In case of emergency, please contact the instructor before the due date to avoid losing points for the late submission.

## 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 insure 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.

## EVALUATION

Semester grades will be assigned according to the following scale:

|    |          |   |
|----|----------|---|
| A  | 90≤      | (4 quality points per semester hour) superior performance.                    |
| A- | 87-89.99 | (3.7 quality points per semester credit hour) intermediate grade performance. |
| B+ | 85-86.99 | (3.5 quality points per semester hour) better than satisfactory performance.  |

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| B    | 80-84.99 | (3 quality points per semester hour) satisfactory performance.   |
| B-   | 77-79.99 | (2.7 quality points per semester credit hour) intermediate grade performance.  |
| C+   | 75-76.99 | (2.5 quality points per semester hour) less than satisfactory performance.   |
| C    | 70-74.99 | (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 <i>Graduate Catalog</i> . 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.

## **ASSIGNMENTS: DESCRIPTION**

### **Assignments (25%)**

Start working on your assignments as soon as possible. Submit your work on Canvas. Do not email it to me.

### **Online Discussion Board Entries on Canvas (A) (25%)**

Discussion threads have been set up on Canvas for collaborative learning. You are expected to read the related article for this exercise.

- Your participation is defined as follows.
  - What did you like about this article? Why?
  - What is the central theme of this article?
  - What did you not like about this article? Why?
  - Do you disagree with any specific concept discussed in this article? Provide rationale.
- Your every entry should be at least 300 words.

### **Online Discussion Board Comments on Canvas (B) (10%)**

You are expected to comment on or respond to at least one existing entry posted by your classmates.

- Your participation is defined as follows.
  - Comment in support of an existing entry using personal work experience or real-world examples. Feel free to share news articles, academic articles, blogs, videos, etc. in support of your argument. OR

- Criticize an existing entry using real-world examples. Please be respectful of others. Feel free to share news articles, academic articles, expert blogs, videos, etc. in support of your argument.
- Your every entry should be at least 150 words.

### **In-Class Discussion on Assigned Readings (25%)**

You are expected to peruse the articles assigned for every discussion well in advance. You may be asked to work in small groups periodically and present key points from your group discussions to the entire class.

- “Discussion Points” PPTs are provided to better equip you for this exercise.
- Your critical analysis of the articles will help you score full points. For instance, make sure to form some opinion about each assigned article. Think in terms of the key takeaways from each assigned article, what could be done better, what might be the rationale behind phenomena discussed in each assigned article, or ways in which the key message in every article applies or does not apply to the library setting of your choice.
- In every discussion, to score full points, you must have at least five thoughtful responses in the text chat window. Failure to do so will result in deduction of points.
- Your comments and discussion in the group work will not get you any credit/points since it will not be recorded.
- You could share your real-world experience to enrich the class discussions.
- Short responses in the form of “Yes,” “No,” etc. will not be counted.

### **Individual Final Presentation (10%)**

- Be precise and informative, demonstrating your mastery over the topic.
- DO NOT repeat the same information or sub-topics covered in this course; otherwise you will lose 2% of total grade.
- Provide 15 (academic and non-academic) references at the end of your presentation.
- You will present for 10 minutes. You will lose points if you exceed the time limit. So please rehearse well before the presentation.
- You can record videos, create podcasts, conduct 2-3 interviews, or have any other creative but effective way of communicating your message.
- Your presentation will be followed by a short Q&A session. You are expected to give satisfactory answers with regards to your presentation. If you fail to answer one or more questions, you will lose 2% of total grade.

### **Self-Reflection Report (5%)**

This report will have two parts.

- In the first part: You will reflect on the process of learning new skills and knowledge related to IT in this course. What worked for you? What did not work for you? Minimum 500 words.
- In the second part: What would you do differently and how, if you are asked to teach this course, a “required course” for school library media track students and an elective for others? Share your thoughts and ideas on the new course content, new teaching and learning techniques, instruction, etc. Minimum 500 words.
- Compose this report using the following specifications: MS Word document with double space, Arial 10 font, and 1.25-inch margin on all sides.

## GRADE DISTRIBUTION

| <b>Deliverables</b>  | <b>Points → % of Total Grade</b> | <b>Due Date</b>                                |
|--|----------------------------------|--|
| Assignment 1   | 50 → 10%                         | Mar 1  |
| Assignment 2   | 75 → 15%                         | Mar 29   |
| Online Discussion Board Entries  | 125 → 25%                        | Jan 18, Feb 1, Feb 15, Mar 8, and Apr 5        |
| Your Comments on/Response to Classmates' Online Discussion Board Entries | 50 → 10%                         | Jan 25*, Feb 8*, Feb 22*, Mar 22*, and Apr 12* |
| In-Class Discussions on Assigned Readings (Using Discussion Points)      | 100 → 25%                        | Feb 15, Feb 22, Mar 1, Mar 22, and Apr 5       |
| Individual Final Presentation and Q&A                                    | 50 → 10%                         | Apr 19 or Apr 26*                              |
| Self-Reflection Report   | 25 → 5%                          | May 3  |
| <b>TOTAL</b>   | <b>500 → 100%</b>                |  |

\* Canvas does not have the ability to show these deadlines.

## DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

## LAST UPDATED

Jan 11, 2017