Course Syllabus

LI815XA

Information Technology

Spring Semester 2015

Faculty: Brenda Hough.
E-mail: bhough@emporia.edu
Primary Phone: (***-***-****
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 1/21; weekends 2/6-7 and 4/24-25

Important Dates for Spring 2015

1/21 First Day of Class
2/3 Last Day to Add/Drop
5/8 Last Day of Classes
5/16 Commencement
4/8 Last Day to Withdraw
5/19 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

An introduction to the information technology concepts and skills necessary for library and information professionals. Students learn to facilitate the use of information technology; to evaluate and select technology solutions; to understand and keep abreast of technological change, both personally and institutionally; and to deploy technology effectively. Policy issues surrounding technology use, including privacy, copyright and legal concerns are also considered.

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify and evaluate resources and tools for existing and emerging technologies within information environments.</td>
<td>4</td>
<td>4A, 4B, 4D</td>
<td></td>
</tr>
<tr>
<td>2 Evaluate vendor proposals, determine best fit across different information environments, and make recommendations for technology solutions.</td>
<td>1, 4, 8</td>
<td>2</td>
<td>1I, 1J, 4C</td>
</tr>
<tr>
<td>3 Discuss potential access issues for diverse populations, and recommend technology solutions to provide equal access.</td>
<td>1, 4</td>
<td>1, 3</td>
<td>1I, 1J, 4A, 4B</td>
</tr>
<tr>
<td>4 Assess personal technology skills and develop a plan for continuous self-directed technology learning.</td>
<td>4, 7</td>
<td></td>
<td>7A</td>
</tr>
<tr>
<td>5 Discuss technology instructional roles of information organizations serving communities and describe appropriate training methods available to support end-user needs.</td>
<td>7</td>
<td>4</td>
<td>7B, 7C, 7D</td>
</tr>
<tr>
<td>6 Select and plan the implementation of technology solutions that consider all end-users.</td>
<td>1, 4</td>
<td></td>
<td>1I, 1J, 4A</td>
</tr>
<tr>
<td>7 Identify policy frameworks surrounding technology use within information environments and examine how these may best support the promotion of democratic principles and intellectual freedom.</td>
<td>1, 8</td>
<td>1, 3, 4</td>
<td>1A, 1B, 1G</td>
</tr>
</tbody>
</table>

Approved 12/4/13
Required Readings

There is not a required textbook for this course. Readings will be assigned weekly and will include journal articles and content from websites.

Learning Activities

Assignments

This is a summary of the course assignments and their point values. More detailed descriptions will be posted in Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Part A, B, and C</td>
<td>4</td>
<td>Part A 2/6 (20 points)</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B 4/24 (20 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part C 5/3 (30 points)</td>
<td></td>
</tr>
<tr>
<td>Group Project</td>
<td>1, 2, 3, 6</td>
<td>5/3</td>
<td>50</td>
</tr>
<tr>
<td>2 Analytical Papers</td>
<td>3, 7</td>
<td>First paper due 3/8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second paper due 4/12</td>
<td></td>
</tr>
<tr>
<td>Technology Instruction</td>
<td>5</td>
<td>5/8</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>Throughout</td>
<td>50</td>
</tr>
</tbody>
</table>

Grading Criteria

All work, including Canvas postings, must be submitted as required on or before the due date. All work should reflect a high degree of original thinking, logic, analysis, and reflection. When quoted, the work of others must be properly cited. Each assignment should reflect specific directions given for that activity.

Assignment scores are posted in Canvas grades throughout the semester. Official, final course grades will be posted in ESU BuzzIn. Passing rate: 80% or above.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
</tr>
</tbody>
</table>
SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to http://www.emporia.edu/slim/studentresources/policies.html for more information.

SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnscpt/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.
If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.
Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

**Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

**Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu