**LS 596 COMPUTER SCIENCE APPLICATIONS TO LIBRARIANSHIP**
**SUMMER, 2008**
*LS 596 is a required course for Master's Degree in Library Science.*
**College of Education**
**Department of Library Science**

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**Text/Readings:**

Bilal, Dania. (2002). *Automating media centers and small libraries: A microcomputer-based approach,* 2<sup>nd</sup> ed.
        Englewood, CO: Libraries Unlimited. ISBN 1563088797.

**Course Description:**

History and current status of automated library services. Examination of the international standards, hardware, and software commercially available to support cataloging, circulation, online catalogs, reference services, and administrative tasks. Prerequisite: LS 570.

**Standards Matrix:**

| Objectives/Learning Outcomes | Activities (* indicates field-based activity) | Performance Assessment | Standards: • **State Standards** • *Specialty Organization Standards* • *Conceptual Framework #* |
|---|---|---|---|
| Locate, evaluate, and use information for specific purposes | • Assigned readings for discussion on issues of librarianship | • Analysis of written discussion | *1.1* <br> c.2 <br> g.7 |
| Interact with the learning community to access, communicate and interpret intellectual content | • LM_NET Participation <br> • Web Site Development <br> • Reading a Formal Study | • Analysis of written discussion | *1.1* <br> g.15 |
| Adhere to and communicate legal and ethical policies | • Blackboard discussion <br> • Web Site Development | • Analysis of written communication | *1.1* <br> g.9 <br> g.14 |
| Support flexible and open access for the library media center and its services | • Blackboard discussion <br> • Library Automation Systems Group Presentation <br> • Web Site Development <br> • Text Reading | • Analysis of written communication | *1.3* |
| Identify barriers to equitable access to resources and services | • Blackboard discussion <br> • Library Automation Systems Group Presentation <br> • Exploring Sites and Catalogs <br> • Text Reading | • Analysis of written communication | *1.3* |
| Facilitate access to information in print, non-print, and electronic | • Blackboard discussion <br> • Web Site Development <br> • Library Automation Systems Group | • Analysis of written communication | *1.3* |

| formats | • Presentation<br>• Text Reading | | |
|---|---|---|---|
| Comply with and communicate the legal and ethical codes of the profession | • Blackboard discussion | • Analysis of written communication | *1.3* |
| Incorporate technology to promote efficient and equitable access to information beyond print resources | • Blackboard discussion<br>• Web Site Development<br>• Library Automation Systems Group Presentation<br>• Text Reading | • Analysis of written communication | *2.3* |
| Demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures | • LM_NET Participation<br>• Web Site Development<br>• Library Automation Systems Group Presentation | • Analysis of written communication | *3.1*<br><u>f.4</u> |
| Translate for the school the ways in which the library program can enhance school improvement efforts | • Library Automation Systems Group Presentation<br>• Reading a Formal Study<br>• Exploring Sites and Catalogs<br>• Text Reading | • Analysis of written communication | *3.2* |
| Utilize information found in professional journals to improve library practice | • Formal Paper: Current Trend<br>• Library Automation Systems Group Presentation<br>• Library Automation Reading Assignment<br>• Professional Reading Assignment<br>• Reading a Formal Study | • Analysis of written communication | *3.2* |
| Apply accepted management principles and practices that relate to personnel, financial, and operational issues | • Library Automation Systems Group Presentation<br>• Professional Reading Assignment<br>• Exploring Sites and Catalogs<br>• Text Reading | • Analysis of written communication | *4.2*<br><u>c.7</u><br><u>c.11</u> |
| Promote ongoing staff development for the learning community, particularly in the area of integration of information technology | • LM_NET Participation<br>• Professional Reading Assignment<br>• Reading a Formal Study | • Analysis of written communication | <u>b.7</u> |
| Employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs | • Formal Paper: Current Trend<br>• Web Site Development<br>• Professional Reading Assignment<br>• Reading a Formal Study | • Analysis of written communication | <u>d.3</u> |
| Exhibit effective communication through written, electronic expression | • Email<br>• Blackboard Discussion<br>• Formal Paper: Current Trend<br>• LM_NET Participation<br>• Web Site Development<br>• Professional Reading Assignment<br>• Reading a Formal Study | • Analysis of written communication | <u>f.2</u> |
| Evaluate and select existing and emergent | • Blackboard discussion<br>• Formal Paper: Current Trend | • Analysis of written | <u>g.5</u> |

| technologies in support of the library program | <ul><li>Web Site Development</li><li>Library Automation Systems Group Presentation</li><li>Library Automation Reading Assignment</li><li>Professional Reading Assignment</li><li>Exploring Sites and Catalogs</li><li>Text Reading</li></ul> | communication | |

Web address for **state standards**: http://www.sbec.state.tx.us
Web address for *specialty organization standards*:
http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf
Web link to AASL-Recognized Programs:
http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/AASLHistorical.cfm

**Course Format:**

The content of this course is a combined delivery of face-to-face and online using Blackboard and additional Web 2.0 technologies. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group presentations. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations.

Student Evaluation of Instructor Effectiveness (IDEA): Towards the end of this course, the students will be asked to evaluate the instructor's effectiveness related to the course objectives and the general effectual teaching practices using the IDEA instrument via an online data gathering tool. Students will be invited to provide feedback that will be used to make needed adjustments in the future to the course and instruction. In addition, students will evaluate their learning for the following list of objectives, which are categorized as Essential or Important:

Essential Objectives:     Gain Factual Knowledge
                          Developing Specific Skills, Competencies, and Points of View Needed by Professionals
                          Learning to Apply Course Material

Important Objectives:     Learning Fundamental Principles, Generalizations, or Theories

**Course Content:**

This course is designed for the preparation of school librarians **to gain factual knowledge** so that they may be the facilitators who bring the skills, information, and instructional resources of the global community into their schools through  the use of library automation projects. The preparation includes **developing specific skills, competencies, and points of view needed by professionals in the field**. The course explores and evaluates automated programs for school library systems, including library automation programs and educational programs in a variety of formats. Evaluating automation programs, preparing for automation, and incorporating programs into the library will be emphasized. Active participation in the listservs to collaborate with librarians on a global basis will be required. In addition, planning and implementing staff development activities for use of the library automation system will be covered.

**Course Requirements:**
1) **Professionalism/Participation.** Graduate students are expected to be active, enthusiastic, and collegial participants during the semester. In addition, graduate course work should be completed in a timely and professional manner following the posted schedule. Points are lost if these expectations are not fulfilled.
2) **Assignments:**
   a. **Questionnaire.** This is a pre-test that is for your self-assessment as well as for my assessment of where the class stands. Please complete this by the deadline posted in Blackboard.
   b. **Blackboard Student Page.** This is your homepage in Blackboard and must be completed as soon as possible once the course has begun.
   c. **Textbook Reading and Response.** This assignment will involve an asynchronous collaborative discussion environment. Instructions are found in Blackboard.

     d.   **Professional Reading.** This assignment requires the use of the NGL online databases, a blog on librarianship, and a high quality educational/technology/librarian website. Use APA reference and citation style.

     e.   **Reading a Formal Study.** This is your time to interact with scholarly research involving qualitative, quantitative, or mixed methods.

     f.   **Exploring Library Web Sites AND Catalogs.** This is for you to explore and learn more about outstanding school library web sites and library automation system products.

     g.   **Library Automation: Reading Assignment.** This provides introductory information for the group assignment.

     h.   **Formal Paper: Current Trend.** This assignment reports on a current trend in technology and education/librarianship.

     i.   **Library Automation Systems .pdf.** This file is for sharing among groups about the automation system for which your group has selected to represent.

     j.   **Web Site Development.** This assignment promotes the highest standards of conduct, ethics, and integrity in the use of the Internet, employs existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs, and promotes access to resources and information during and beyond the instructional day and school year.

     k.   **LM_NET Participation.** This assignment establishes connections with the greater library and education community.

     l.   **Blackboard Discussion.** This is an important part of sharing in our learning while we are outside of our face-to-face meeting time. Ongoing and active participation is required for the student to receive an A in this course.

**Evaluation:**

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight of the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

- Late assignments lose a percentage of the points for that assignment. After one day – one-third of the points; Two days – one-half of the points. No assignments earn points after the second day, but must be completed.
- Student must participate in Blackboard Discussion in order to make an A in this course. However, participation does not guarantee an A in the course.
- Rewrites: Do your best work the first time around. Professionalism counts. Any work that must be rewritten will be considered late and subjected to a significant loss of points.
- Attendance is strongly encouraged for required class meetings and roll will be taken. Absences <u>exceeding three hours</u> will result in a serious grade reduction. The only excused absence occurs when students are involved in university sponsored activities and obtain approval from the Instructor. Consistently being late for class or asking to leave early is akin to being absent.
- All assignments are to be submitted via the Blackboard Assignment Section. I will NOT accept work via my email accounts or hard copies of assignments. Failure of your hardware or software is not sufficient reason for late work. It is your responsibility to ensure that work arrives on time. Please retain a copy of all material submitted in the form of an email so that you can resend and prove promptness, if necessary.
- <u>Plagiarism is not tolerated</u> and is subject to the rules and regulations of the university. Work that is plagiarized will not be graded because it is not the student's work. Paraphrasing and work quoted should give credit to the original author(s). Without proper credit, the work will be considered plagiarized, and could result in the failure in the student's ability to pass this course and possible expulsion from the university. Persons caught plagiarizing will be reported to the proper university officials.

**Grading:**                          **Points towards Final Grade**
    Blackboard Homepage                          10 points
    Text Reading                                 50 points
    Exploring Sites and Catalogs                 30 points
    Reading a Formal Study                       30 points
    Library Automation: Reading                  10 points
    Professional Reading                         35 points
    Formal Paper                                 40 points
    Library Automation System .pdf               20 points
    LM_NET Participation                         15 points
    Blackboard Discussion                        30 points
    Web Site Development                          30 points

Final grades for the course will be assigned according to the following criteria:
    A=270+
    B=245-269
    C=225-244

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate students.

**Expectations:**
**Technology requirements:** It is expected that graduate students enrolled in this course have the following computer skills: sending/receiving email, attaching documents, creating tables, creating presentations, conducting online searches, and utilizing library electronic resources. Microsoft Word is the word processing program that is necessary to complete the assignments unless otherwise stated. It is also necessary for the student to have access to a computer at home since much of this course is completed in the evenings and on weekends. This course moves quickly and all students need to hit the ground running. So, access to technology is a must.

**Dispositions: (Self Assessment of these occurs twice during your graduate studies)**
Exhibits ethical behavior
Exhibits effective communication skills
Respects diverse ideas and values
Exhibits academic potential for graduate studies
Collaborates with others
Exhibits leadership
Exhibits graduate level/professional behavior
Guides thinking and learning of self and others
http://shsulibsci/pbwiki/com

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose.  A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor.  A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**STUDENTS WITH DISABILITIES POLICY**
It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely

by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**AMERICANS WITH DISABILITIES ACT**
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

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