

Course Syllabus
LS 591
Instructional Design/Library Media Production

Course/Title: LS 591
Internet For Librarians

College: Education and Applied Science

Department: Library Science

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Course Content:

This class offers an introduction to the telecommunications and the Internet for school library media specialists. Some of the topics to be covered include e-mail, listservs, telnet, ftp, Netscape and various information search tools, such as gopher and Veronica. In addition ethical issues related to responsible use of the Internet and a wide variety of curriculum connections will be explored. Required for MLS.

Text: There is no assigned text for this class. Instead online tutorials will be used.

Course Outline

At the conclusion of the course, each student should be able to perform the following tasks:

1. Understand and articulate importance of web site evaluation
2. Implement principles and procedures conducting efficient and thorough web searches.
3. Understand and articulate ethical issues relating to Internet use.
4. Present effective classroom and library lessons using the Internet.

Course Evaluation:

A=225-250
B=210-225
C=200-210

Course Objectives

AASL/NCATE Standards Addressed:

- 1.1 Efficient and ethical information-seeking behavior
 - Candidates model strategies to locate, evaluate, and use information for specific purposes.
 - Candidates interact with the learning community to access, communicate and interpret intellectual content.
 - Candidates adhere to and communicate legal and ethical policies.
- 1.3 Access to information
 - Candidates support flexible and open access for the library media center and its services.
 - Candidates identify barriers to equitable access to resources and services.
 - Candidates facilitate access to information in print, non-print, and electronic formats.
 - Candidates comply with and communicate the legal and ethical codes of the profession.
- 2.3 Information literacy curriculum
 - Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.
- 3.1 Connection with library community
 - Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.
- 3.2 Educational leader
 - Candidates translate for the school the ways in which the library program can enhance school improvement efforts.
 - Candidates utilize information found in professional journals to improve library practice.
- 4.2 Managing program resources: Human, financial, physical
 - Candidates apply accepted management principles and practices that relate to personnel, financial, and operational issues.

Standards for the School Librarian Certificate:

May be accessed at <http://www.sbec.state.tx.us>

- Promote ongoing staff development for the learning community, particularly in the area of integration of information technology
- Synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program
- Implement effective strategies and techniques to systematically perform library management operations such as: budgeting; purchasing; managing and maintaining facilities and resources; and overseeing circulation and inventory

- Monitor, assess, and employ existing and emerging technologies for management applications
- Employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs
- Exhibit effective communication through written, electronic expression
- Establish partnerships with a global community to strengthen programs and support campus goals
- Implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerizations and resource sharing
- Evaluate and select existing and emergent technologies in support of the library program
- Demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources
- Understand and model principles of intellectual freedom, information access, privacy, and proprietary rights
- Demonstrate ethical behavior in all professional contexts
- Work collaboratively with other information professionals in support of the library program

Course Assignments:

1. PRE-TEST/POST-TEST

Go to this location, and note that Doug Johnson has graciously allowed use of these rubrics by any institution: <http://www.doug-johnson.com>

Evaluate yourself using “Internet Use Rubrics.” Copy and paste group of rubrics and indicate the level which describes you by changing color, highlighting, or otherwise denoting your choice.

2. PERSONAL BLACKBOARD PAGE

Make one as directed in assignment podcast.

TUTORIAL

A major component of this course is completing a web tutorial. More than one is offered with the hope that you will select the one that best suits your needs. I have also offered more than one way to document your progress. Creativity is encouraged! DUE DATE=FEbruary 23.

IF YOU CONSIDER YOURSELF A BEGINNER, CHOOSE :

BARE BONES 101 Beginners' Guide to the Internet:

<http://www.sc.edu/beaufort/library/pages/bones/bones.shtml>

If you choose BARE BONES, you do not have to include notes about Lessons 11-16, though I would like you to look at them briefly.

MORE ADVANCED USERS MAY WANT TO TRY:

<http://home.sprintmail.com/~debflanagan/main.html>

If you choose Deb Flanagan, you do not have to document the detailed analysis of every search engine (Alta Vista, Google, Excite, HotBot), though it is good to look at these. Nor do you have to do the scavenger hunt.

If Deb Flanagan does not come up, and you can find a tutorial you like better than Bare Bones, email me the URL. I would like to find one that is a bit more advanced than BB, and right now Deb Flanagan is not coming up. ALSO, regardless of which tutorial you use, go to this web site and read and document what you learn there:

"The Net: User Guidelines and Netiquette" by Arlene Rinaldi:

<http://www.fau.edu/netiquette/net/>

TURN IN A PRODUCT WHICH FIRMLY CONVINCES ME YOU HAVE ASSIMILATED THE TUTORIAL:

TRADITIONAL/OBVIOUS METHOD: Document the things you learn from the tutorial by making bulleted list(s). The list should indicate considerable growth, building upon the knowledge you brought to this class prior to using it. You will probably want to divide the list into categories, using ones included in the tutorial or coming up with headings such as (these are examples only):

- Search tools (engines, directories, portals, etc.)
- Search skills
- Web site evaluation
- E-mail
- Bookmarks
- Take care to personalize this documentation and show it reflects YOUR knowledge gain and progress.

ALTERNATIVE METHOD: Submit some other document that does the same: Inspiration diagram, Excel chart, powerpoint, journal style discussion or other method. I like variety!

4. JOURNAL READINGS

Read four articles from four different journals of librarianship or educational technology. The journals can be online or print. At least one article should be taken from the SHSU Library databases. Your citation should show which one(s) are from the library. Topics of articles should relate to Internet use in K-12

schools or to staff development for K-12 educators. At cite the article using APA Guidelines. Then present a short review of the article-go beyond summarizing and INCLUDE CRITICAL COMMENTS.

5. INFORMATION ETHICS ASSIGNMENT

The purpose of this assignment is to increase awareness of the issues and concerns related to ethical use of the Internet, and ethical computer use in general. Read the assigned article, to be provided at the first class session. Pick one of the four principles of information ethics described. Contact a practicing librarian or information technology specialist and ask for a description of a situation from his/her own experience that presented a dilemma regarding that principle. If you are a practicing librarian, you may call upon your own experience. Do not use specific names of individuals, school districts, students, etc., and maintain privacy in your narrative. Write a narrative of the situation telling: What principle was involved? Exactly what the situation happened? How was the situation resolved? Include your assessment of whether a high standard of ethical conduct was achieved, alternative actions you might suggest, etc.

6. ANNOTATED BIBLIOGRAPHY OF WEB SITES

Determine a subject about which you will be well served to have a good list of links. It can be related to some topic covered in this course, or can list sites that will be useful for student research at your school or library. Prepare a bibliography of at least 10 Internet resources (URLs) with annotations for a specific content area, either professional or curricular. Use APA Style Guide to document the web sites.

7. WEB SITE EVALUATION

Once again, stage a search for web sites on a particular topic. This time, conduct the search in a manner that you think would be similar to that used by one of your K-12 students. Use a topic that might be a student research topic. State the topic and the age/level of your imaginary researchers. It will be a good idea to use a topic such as a social issue, where people take sides. Find four sites that exemplify the following types:

- A. A site with bias. Briefly describe source and tell how you know it is biased.
- B. A source that lacks credibility due to errors or to the lack of a qualified author/creator. Describe errors or identity of web master.
- C. A site that is factual and unbiased but is inappropriate because of the level. Explain why.
- D. A site which is an excellent one for students to use. Explain why.

8. SOCIAL NETWORKPALOOZA!

Oh this assignment is going to be so much fun! I want you to use the blog feature now available in Blackboard. You are going to get to run your own blog in this protected environment! YAY!!!

About what??? Well, about someone else's blog. BOOOO! Bad idea! Why not just read that person's blog? This has been my dilemma in redesigning my previous assignment about blogging, where students selected and followed a blog. I wanted people to learn about social networking, especially blogs and also use this new tool, but how? Have no fear, I have come up with a solution, and here it is!

For this assignment, you will set up your own Bb Blog. You will be expected to make weekly entries, 12 in all. They can be one paragraph per submission. The purpose is to explore social networking options for educators, students, and researchers. They should include the following, in no particular order:

1. Visit Wikipedia and report back. Tell about at least two entries. One should be an article that you would allow students to use and another an article that you would not recommend.
2. Visit MySpace. Describe one good and one not so good page that you see.
3. Visit one educational podcast. Describe.
4. Visit one educational wiki. Describe.
5. Visit one educational ning. Describe.
6. Visit one educational twitter. Describe.
7. Visit one educational vlog, or video log. Describe.
- 8-9. Visit two outstanding blogs: librarian or teacher. This is two separate entries, one per blog. Tell about them each in turn.
- 10-11. Visit two of your classmates' Bb blogs. This should be done later in the term when they have had time to post a number of entries. Tell about each in turn.
12. Write a final entry synthesizing all this, discussing what modes of communication you like, do not like, etc.

What if you miss a week or two between entries? I can certainly understand that this might happen...just make it up the following week or so. **DO NOT WAIT UNTIL THE LAST TO DO ALL OF THIS AT ONCE. NOR SHOULD YOU BARGET THROUGH IT ALL AT ONCE...I WANT TO SEE THAT IT IS ONGOING**

So what do you TURN IN? Well, nothing here, as with the Bb page. Instead, when you are all finished, you can let me know by informing me via the comment box.
ACCEPTABLE USE POLICY (AUP)

Critique an Acceptable Use Policy covering Internet use, either for a school district or school building. You may use an existing policy. If none exists, you must assemble a policy from existing policies found on the Net. If there is an existing policy, include URL if possible, along with your critique of the document, with your perceived strengths and weaknesses explained therein.

9. INTERNET CURRENT EVENTS OR LEGISLATION

As you know, Internet use regulation has been the focus of numerous local, state, and national initiatives. Indeed, Internet and other computer technologies have been the focus of a number of national, state, local, and school district regulations and litigations. Find and summarize three events that have taken place in the past year. Avoid announcements of new products, but rather look for events that impact users, with reference to politics, safety, privacy, censorship, etc. in the news. Cite the source for each using APA, and follow with a brief one-paragraph synopsis, including where the matter stands at this point. Also include in the paragraph a sentence or two describing your opinion regarding the particular situation/issue. The following website is one excellent source:

<http://www.govtech.net/news/oldnews.phtml>

If something is going on in your community or in a nearby community, be sure to include that as one of the three (example=Efforts in Montgomery County to require filters in public libraries and in the Montgomery College library).

10. PERSONAL EXPLORATION ASSIGNMENT

Submit a 3-4 page paper about information ethics. Include issues relevant to Internet use in K-12 schools, such as respect for privacy, safety, need for teacher training, need for wise purchasing, etc. Back up your comments with at least 2-3 quotations, and provide APA citations for 2-3 sources.

OR

Delve into another topic of interest to you relating to technology in schools. Example: Adaptive technology.

OR

Is there an application, programming event, presentation, or area of technology that you need to develop and want to explore but lack the time due to all your class assignments? Come up with an idea of how to get credit to pursue it, and I will work with you to earn credit.

11. BLACKBOARD DISCUSSION FORUM PARTICIPATION

Be an active participant in our class online discussion forum. Initiate as well as respond to threads. Be aware that a thread indicated by Dr. Bell which has the word "Assignment," "suggested reading," or a similar directive in it should prompt a response.

12. FINAL PRESENTATION: INTERNET CLASS LESSON

Prepare a lesson plan for an Internet activity with a group of K-12 students in a school setting and an evaluation of the activity after it has been conducted. For the most part I am still interested in PowerPoints for this assignment, BUT you will be using Ppt for a different purpose and this will change the way you construct your presentation. If you would like to use an alternate presentation option due to your present ppt expertise, contact me.

*Make your presentation stand alone. This means more text than is required when the presentation is for a live presentation, when text should be spare. Users must get the message just from what they see on the slides. Also, strive to make the presentation interactive and non-linear. We will talk in class about how to do this. If the user is left hanging or with questions that impede is learning, the presentation is not effective. It can be either for K-12 students or a staff development tutorial. Try to make it something you will really be able to use. I would also love to have presentations that would help future students in any/all classes that I teach! I would like to see interactivity in the presentation of content as well as in any quiz you might include. Topics will be discussed at our face to face meeting, and also via online chat.

Possible topics (NOT an exhaustive list):

- All things Google--Tell about all or some of Google's extra services.
- Yahoo to the Max--I even have a book on this topic that I can loan.
- Evaluating Web Pages For...
 - Elementary Students
 - Secondary Students
 - A certin subject or specific grade level
- Netiquette (possibly for a targeted group)
- Online safety
- Cyberbullying
- Great Freebies online (refer to my presentations/links)
- Using some application
- Making/Using Webquests
- Exploring a topic that students research
- Exploring a topic related to children's or YA literature
- When to use what source (print, databases, net, etc) for students.
- How to use any online resource that you have or from open net.
- DO NOT do a presentation that involves a template offered online that you just download and add information, such as Jeopardy or other game.
- You can have a game or quiz, but do not work from a template done by someone else.

Here is a helpful link:

Education World Quiz Students With PowerPoint

http://www.education-world.com/a_tech/techtorial/techtorial056.pdf

Here is another great tutorial, Part of Bernie Poole' s pages:
<http://www.pitt.edu/~poole/Office2003Tutorials/Lesson102003.pdf>

13. POST-TEST

Remember you should have shown improvement in each of the rubrics listed in the Pre-Test. Print out the same test document and again denote the level that describes your abilities. This is where you should show improvement from the levels indicated in the Pre-Test. Conclude with a short essay describing how your Internet use has changed/improved as a result of the work done for this class.

Style Manual:

Students in this class will use *Publication Manual of the American Psychological Association* for document and citation style.

Class Policies

1. Late work is not accepted unless the student has a compelling reason and the instructor is notified in advance. This will be determined at the instructor's discretion.
2. Attendance is strongly encouraged and roll will be taken. Absences exceeding three hours 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.
3. 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.
4. Plagiarism is not tolerated 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 ability to pass this course and possible expulsion from the university. Persons caught plagiarizing will be reported to the proper university officials.

5. Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.
6. Students need to be aware of the drop dates for the semester. It is the student's responsibility to either withdraw from the university (drop all classes) or drop this course by deadlines published in the catalog and online at www.shsu.edu .

Please refer to the Blackboard web site (you may link there from the SHSU home page) for examples of completed assignments, deadlines, and other important information for this class.