1. Course overview and objectives
This course provides an introduction to finding and sharing information and resources from traditional print and electronic sources. We will also examine technology you typically find in libraries and play with online applications useful to school librarians and teachers. Specific topics in the class are information literacy, informed learning, generating questions, the online library catalog, search engines, online databases, and online searching, the reference process and related reference sources.

How can we help people find the information they need?
As pointed out by Riedling (2005), the desire to know is one of the most basic human needs. In the information age that we live in knowing where and how to find information is priceless. As a school librarian your role is to provide information as well as to teach students how to find, access, process, evaluate, organize and use this information.

We live in exciting times, in an increasingly flattened world, where the ability for people to assimilate information they find into coherent personal strategies is perhaps the critical modern survival skill. (Johnson, 2009, p. 601)

As we learned in ITLS5000/6000, one of the roles of a school librarian is information specialist. As part of this role "The school librarian introduces and models emerging technologies, as well as strategies for finding, assessing, and using information" (AASL, 2009, p. 17). This semester we will work on turning you into a first-rate information specialist with new knowledge and skills in information searching, information management, instructional technology, information literacy instruction, and reference. Even if you are not going for your school library media endorsement, this course will provide you with a strong foundation to be successful professionally and academically in the 21st Century.

After completing this course you will be able to:

- locate information efficiently and effectively in books, online catalogs, library databases, and on the web using search engines
- understand the role of information literacy and informed learning in creating 21st Century Learners
- conduct a reference interview
- connect reference questions to references sources
- utilize various learning 2.0 technologies ([http://itls5030.wikispaces.com/](http://itls5030.wikispaces.com/)) in the library, your teaching, and your own professional development
- create and actively maintain a library blog and library website (or wiki)

References cited above

2. Course materials
The following textbook is required for this class:
If you are serious about becoming a school librarian you might also want to get the following text for background reading. This book will be required for ITLS5040/6040 so you may consider getting it now. Administering the School Library Media Center (Fifth Edition) / Betty J. Morris. Hardcover: ISBN 978-1-59158-685-2; Paperback: ISBN 978-1-59158-689-0.

We are learning new technologies online using the following learning module: Learning 2.0: [http://itls5030.wikispaces.com/](http://itls5030.wikispaces.com/) (http://inst5030.wikispaces.com/).

All other materials can be found on the online learning management system called Canvas: [http://canvas.usu.edu](http://canvas.usu.edu) (login with your A# and password).

3. Assessment

The course provides an introduction to finding information and resources using print and electronic sources. It emphasizes reference services, knowledge of the reference process and basic reference/information sources; information literacy and informed learning, and finding and using information from various information sources. In addition the course offers an introduction to information technology relevant to a school library. The assignments for this course are intended to facilitate learning in these areas in by allowing you to a) discuss what you have learned in class with fellow students, b) get your feet wet and play with and report on new technologies, c) create a library website or wiki, d) go through the information search process, and e) become familiar with a search engine or two.

All assignments including discussions are due on Sundays by midnight. Plan ahead!

When participating in an online discussion, please start early in the week to facilitate a lively exchange of information during that week. Everyone posts once and responds at least twice to other students. These posts and responses are part of your final grade. Please realize that with your participation in this class you are contributing to your fellow students’ learning as well as your own.

See also section 4.6 on grading.

4. Course policies

4.1 Our classroom

To make learning worthwhile for you and others in our ITLS5030/6030 learning community it is important that you actively engage with your fellow students, your teacher, and the materials presented both inside and outside of class.

A prerequisite to student learning is a classroom in which students feel comfortable. This comfort has to be achieved at multiple levels: students need to be comfortable with their peers and their professor and the material needs to be presented in a non-intimidating manner with an understanding of the students’ existing expertise. Students are welcome to come to me with problems and questions and are always treated with respect. You can reach me through various channels of communication including email and in person. I encourage students to ask questions in class, email, or on Canvas and to take charge of their own learning.

In our classroom we do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; nor for any other reason.

4.2. The Honor System

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

(See Article VI of the student code (University Regulations Regarding Academic Integrity) - [http://www.usu.edu/studentservices/studentcode/article6.cfm](http://www.usu.edu/studentservices/studentcode/article6.cfm).

4.3. Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. (See Article VI of the student code: [http://www.usu.edu/studentservices/studentcode/article6.cfm](http://www.usu.edu/studentservices/studentcode/article6.cfm).

Please note that Canvas has a new automated feature to detect plagiarism called [Turnitin](http://turnitin.com/). Please also note that professors in the Instructional Technology and Learning Sciences Department are required to officially report ANY case of plagiarism, no exceptions.

4.4. Sexual harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Commission. If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Commission.
4.5. Students with disabilities
The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

4.6. Grading
Your consistent and active participation will be the key to doing well in this class.

Your grade will be based on the university grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
</tr>
</tbody>
</table>

Please note that to earn an A- or A grade, the assignment must go beyond the minimum expected in terms of quality (e.g. insight, creativity, analysis, thoroughness, synthesis).

Without exception, plagiarized work results in an F and automatically revokes the opportunity to redo that assignment.

Assignments that are handed in past the due date cannot be redone. Late assignments will be marked down.

All assignments need to be submitted through Canvas Assignments or they will not be accepted.

Assignments that clearly do not follow directions are returned without review.

Final assignments cannot be redone due to time constraints. Final assignment drafts are accepted for review until one week before the final assignment deadline. Plan ahead!

If you wish to discuss a grade, hand in a written explanation of your argument and arrange for a private meeting. Except for unusual circumstances, no appeal for an individual assignment or project will be considered more than two weeks after the grade has been posted.

The following course components will contribute to your grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due dates-before midnight on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Canvas Discussions</td>
<td>15% 10%</td>
<td>Sundays</td>
</tr>
<tr>
<td>Search Engine Assignment</td>
<td>10% 10%</td>
<td>February 23, 2014</td>
</tr>
<tr>
<td>Information Literacy Module</td>
<td>25% 20%</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td>Learning 2.0 Assignment</td>
<td>25% 20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Library Website Assignment</td>
<td>25% 20%</td>
<td>March 2 (outline); April 6 (draft); April 27 (final)</td>
</tr>
<tr>
<td>PLN Plan Assignment</td>
<td>0% 20%</td>
<td>April 30, 2014</td>
</tr>
</tbody>
</table>

NOTE that:
Canvas might not calculate your final grade correctly because grades are calculated differently for ITLS5030 than ITLS6030. Canvas is set up to calculate grades for ITLS5030 only. Use the percentages above to to calculate your final grade.

4.7. Absence from class
Students are responsible for attending class every week. If students cannot attend class they are required to notify the instructor ahead of time of their expected absence. Students who miss a class have to submit a one-page summary (around 500 words) of the missed class based on the class slides (if available) or notes from fellow classmates. This summary needs to be submitted before the start of the next class. Not submitting the summary or submitting the summary late will lead to a reduction in your class participation grade.

4.8. Withdrawals and incompletes
USU students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

4.9. Grievance process
Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in Article VII in the Student Code: [http://www.usu.edu/studentservices/studentcode/article7.cfm](http://www.usu.edu/studentservices/studentcode/article7.cfm).

5. Course schedule

Note: the course schedule is subject to change, that is, it is a plan rather than a contract. You will be notified in Canvas about any changes to the schedule or existing content.

The course schedule is incorporated into the [Modules page](https://usu.instructure.com/courses/361244/modules) where you can find our weekly topics and what assignments are due.

6. Course assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Jan 11, 2015</td>
<td>Course Quiz (<a href="https://usu.instructure.com/courses/361244/assignments/1814330">https://usu.instructure.com/courses/361244/assignments/1814330</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>D1: Student Introductions (<a href="https://usu.instructure.com/courses/361244/assignments/1814331">https://usu.instructure.com/courses/361244/assignments/1814331</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Jan 18, 2015</td>
<td>D2: Blog addresses (<a href="https://usu.instructure.com/courses/361244/assignments/1814332">https://usu.instructure.com/courses/361244/assignments/1814332</a>)</td>
<td>11:59pm</td>
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<tr>
<td></td>
<td>ILM - Activity 1 (<a href="https://usu.instructure.com/courses/361244/assignments/1814333">https://usu.instructure.com/courses/361244/assignments/1814333</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Jan 25, 2015</td>
<td>Learning 2.0 Assignment: Weeks 1 - 3 (<a href="https://usu.instructure.com/courses/361244/assignments/1818282">https://usu.instructure.com/courses/361244/assignments/1818282</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Feb 1, 2015</td>
<td>D4: Wiki Addresses (<a href="https://usu.instructure.com/courses/361244/assignments/1814368">https://usu.instructure.com/courses/361244/assignments/1814368</a>)</td>
<td>11:59pm</td>
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<tr>
<td></td>
<td>ILM - Activity 2 (<a href="https://usu.instructure.com/courses/361244/assignments/1814371">https://usu.instructure.com/courses/361244/assignments/1814371</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Feb 8, 2015</td>
<td>D5: Skype names (<a href="https://usu.instructure.com/courses/361244/assignments/1814369">https://usu.instructure.com/courses/361244/assignments/1814369</a>)</td>
<td>11:59pm</td>
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<tr>
<td></td>
<td>Search Engine Assignment (<a href="https://usu.instructure.com/courses/361244/assignments/1814377">https://usu.instructure.com/courses/361244/assignments/1814377</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Mar 1, 2015</td>
<td>ILM - Activity 4 (<a href="https://usu.instructure.com/courses/361244/assignments/1814373">https://usu.instructure.com/courses/361244/assignments/1814373</a>)</td>
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</tr>
<tr>
<td>Sun Mar 8, 2015</td>
<td>Learning 2.0 Assignment: Weeks 4 - 9 (<a href="https://usu.instructure.com/courses/361244/assignments/1818284">https://usu.instructure.com/courses/361244/assignments/1818284</a>)</td>
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<tr>
<td></td>
<td>LWA - Outline (<a href="https://usu.instructure.com/courses/361244/assignments/1814378">https://usu.instructure.com/courses/361244/assignments/1814378</a>)</td>
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<td>Sun Mar 22, 2015</td>
<td>ILM - Activity 5 (<a href="https://usu.instructure.com/courses/361244/assignments/1814374">https://usu.instructure.com/courses/361244/assignments/1814374</a>)</td>
<td>11:59pm</td>
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<tr>
<td>Sun Apr 5, 2015</td>
<td>LWA - Draft (<a href="https://usu.instructure.com/courses/361244/assignments/1814379">https://usu.instructure.com/courses/361244/assignments/1814379</a>)</td>
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<tr>
<td>Sun Apr 12, 2015</td>
<td>ILM - Activity 7 (ITLS6030) (<a href="https://usu.instructure.com/courses/361244/assignments/1814376">https://usu.instructure.com/courses/361244/assignments/1814376</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Fri Apr 24, 2015</td>
<td>Class attendance and participation (<a href="https://usu.instructure.com/courses/361244/assignments/1819447">https://usu.instructure.com/courses/361244/assignments/1819447</a>)</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Apr 26, 2015</td>
<td>LWA - Final (<a href="https://usu.instructure.com/courses/361244/assignments/1814380">https://usu.instructure.com/courses/361244/assignments/1814380</a>)</td>
<td>11:59pm</td>
</tr>
</tbody>
</table>
Week 1: Monday January 5 - Sunday January 11: Course Introduction

- **Introduction**
- **Course Quiz**
- **D1: Student Introductions**
- **Learning 2.0 Week 1: Life Long Learning**

Week 2: Monday January 12 - Sunday January 18: Information Literacy

- **Information Literacy & Informed Learning**
- **Learning 2.0 Week 2: Blogging**
- **D2: Blog addresses**
- **ILM - Activity 1**

Week 3: Monday January 19 - Sunday January 25: Generating Questions, Searching to Learn

- **Searching to Learn**
- **Week 3 Learning 2.0: Photos and Images**
- **Learning 2.0 Assignment: Weeks 1 - 3**

Week 4: Monday January 26 - Sunday February 1: The Library Catalog

- **The Library Catalog**
Week 8 Learning 2.0: RSS Feeds and Newsreaders

ILM - Activity 4

Mar 1 10 pts

Week 9: Monday March 2 - Sunday March 8: Information Synthesis

Information Processing

Week 9: Learning 2.0: Twitter

LWA - Outline

Mar 8 10 pts

Learning 2.0 Assignment: Weeks 4 - 9

Mar 8 10 pts

Week 10: Monday March 9 - Sunday March 15: SPRING BREAK

Spring Break

USU Academic Calendar Spring 2014

Week 10 Learning 2.0: Spring Break!

Week 11: Monday March 16 - March 22: Reference Sources I: State and Local Sources

Reference Sources I

Week 11 Learning 2.0: Online Video

ILM - Activity 5

Mar 22 10 pts
Week 12: Monday March 23 - Sunday March 29: Reference Sources II - Bibliographies, Indexes and Abstracts, Online Periodical Databases

- ReferenceSourcesII
- Week 12 Learning 2.0: Podcasting
- ILM - Activity 6

Week 13: Monday March 30 - Sunday April 5: Reference Sources III: Dictionaries, Encyclopedias; Geographical Resources

- ReferenceSourcesIII
- Week 13 Learning 2.0: Tag Clouds
- LWA - Draft

Week 14: Monday April 6 - Sunday April 12: Reference Sources IV: Directories, Almanacs, Yearbooks, Handbooks; Biographical Sources

- ReferenceSourcesIV
- Week 14 Learning 2.0: Google Docs
- ILM - Activity 7 (ITLS6030)

Week 15: Monday April 13 - Sunday April 19: Reference Interview and Library Instruction

- ReferenceInterview
- Week 15 Learning 2.0: One Last Thing
- Learning 2.0 Assignment: Weeks 11 - 15
Week 16: Monday April 20 - Sunday April 26: Class Wrap-Up

- LastClass
- Week 16 Learning 2.0: Future Exploration
- LWA - Final

Week 17: Monday April 27 - Sunday May 3: FINALS WEEK

- Professional Learning Network Plan Assignment Due April 30