**IMPORTANT NOTE:** This is a pass/fail course. You must achieve 100% on all quizzes and submit all projects in a satisfactory manner before the end of the scheduled semester. Your grade percentage in Canvas must be 100% to indicate that you have taken all the quizzes and submitted all the projects.

Access all readings, quizzes, and project information on the **course Home page**.

You will normally complete **readings** and then take the corresponding **quizzes** in each Section. You do not need to go in order for the readings or quizzes within a Section, although some information may make more sense if you do.

You need to complete the Sections in order, however, and completion dates are indicated. You can work on the projects within Sections in any order and submit them whenever you feel comfortable with them before the completion date.

Completion dates are flexible but **strongly** suggested. As you work in order, projects will be graded. Current projects take priority on grading over projects that are not due yet. For example, if you submit Section 2 work before the completion date for Section 1, you may have to wait for feedback.

The quizzes are composed of several types of questions (true/false, multiple choice, matching, etc.). You need to score 100% in each quiz for it to count as completed in the gradebook. There is no time limit for a quiz, and you can retake it as many times as necessary. If you accidentally take a quiz after scoring 100% and get a lesser grade, don't worry; Canvas keeps your top score.

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*Thanks to Annette Lamb and the many other instructors who have helped build this course over the years.*

**Instructor:** Austin Stroud  
MLS, IUPUI (Library Science)  
MSEd, Indiana University (Instructional Systems Technology)

Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence.

You can always e-mail me for other needs at **austroud@iu.edu** if necessary.

**S401** is intended to be a practical exploration of computer-based information tools for libraries. Regardless of whether you’re interested in public, academic, school, special library or other information work, this course is designed to be flexible enough to address the varied needs of students.

Keep in mind that this class contains students with a wide variety of educational, work, life, and technology experience. Try not to compare yourself to other students. Instead, focus on your own strengths and weaknesses. Be sure to email your instructor if you have questions or concerns about the specific projects and how they can better fit your professional needs.

**Virtual Community**

The biggest drawback to an online class is the lack of face-to-face communication with your instructor and your peers. I'll be sending out weekly course updates that will hopefully help you feel connected to me. I'll be reading your assignments which will help me feel connected to you. We can email personally whenever you have something you'd like to share or discuss.
Regardless of whether you're an experienced professional or just beginning your career, information and technology skills are essential. This course is intended to lay the foundation for a wide range of knowledge, skills, attitudes, and dispositions necessary for today's library and information science professional.

**Course Description**

This skills-based course introduces basic applications that will be used throughout the student’s course work and beyond. Students’ experiences in this course should be seen as a basis for further skill development and learning throughout their careers. The course covers computing platforms, access tools, and management tools. Demonstration of skills will be by a mastery test or an assignment in each unit of the course.

**Course Purpose**

As you begin the graduate program, it's important to ensure that even though you may already have many technology skills, you likely still have gaps in your knowledge. This course is also a chance to begin applying these "generic" computer skills to the library and information science profession.

The purpose of this course is to:

- Familiarize you with IUPUI's computing and technology resources.
- Enhance your information literacy skills.
- Provide you with a foundation of technology skills that can be used in your graduate program and LIS career.
- Support communication skills associated with LIS terminology and perspectives of the profession.

S401 does not count toward graduate degree requirements. This class is graded satisfactory/fail. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

**Course Assumptions**

Student should already have mastery over very basic technology skills. For students lacking entry skills, existing online resources can be valuable in getting up to speed. IUPUI provides access to excellent online tutorials.

- For self-instructional modules focusing on a wide range of basic technology skills, go to [http://ittraining.iu.edu/downloads/](http://ittraining.iu.edu/downloads/) (Links to an external site.)
- For basic software skills in using tools such as Microsoft Windows and Office, go to [http://ittraining.iu.edu/microsoftlearning/](http://ittraining.iu.edu/microsoftlearning/) (Links to an external site.)
- For instructional videos on most technology topics, go to [http://ittraining.iu.edu/lynda/](http://ittraining.iu.edu/lynda/) (Links to an external site.)
- For additional software training materials, go to [http://ittraining.iu.edu/skillsoft/](http://ittraining.iu.edu/skillsoft/) (Links to an external site.)

**Technology Hardware and Software**

- Demonstrate basic technology hardware and peripheral use.
• Identify and use basic computer components (e.g., monitor, keyboard, mouse, power supply, printer).
• Identify and use storage devices (e.g., USB flash drive, CD, DVD, external hard drive).
• Demonstrate basic computer operations (e.g., start-up, shut-down, keyboard equivalents, toggle among windows, delete files).
• Demonstrate basic peripheral use (e.g., printer, data projector, headphone, scanner).
• Demonstrate the use of hand-held electronic devices (e.g., e-book readers, smartphone, tablet, GPS device) and how they can be connected to computer devices.
• Manage computer files (e.g., create and organize computer files and folders).
• Perform computer desktop maintenance (e.g., empty trash/recycle bin, schedule virus checks).
• Use interactive, electronic whiteboards.
• Troubleshoot technology problems.
• Perform basic troubleshooting procedures for computer hardware and peripherals.
• Perform maintenance on computer and peripheral devices (e.g., load printer cartridges, connect data projector to computer).
• Demonstrate basic software skills.
• Use network services and desktop computers in both Mac and Windows platforms.
• Navigate the Mac and Windows operating system.
• To learn about Mac basics at IUPUI, go to http://kb.iu.edu/data/apfn.html (Links to an external site.)
• To learn about Windows basics at IUPUI, go to http://kb.iu.edu/data/bbcy.html (Links to an external site.)
• Identify and describe the use of different types of popular software applications (e.g., word processor, spreadsheet).
• Identify the most common features of software applications (e.g., menus, toolbars, Help menus).
• Perform print operations in popular applications (e.g., printer selection, set-up, preview).
• Demonstrate the most common functions found software applications (e.g., maximize, scroll, save, print).
• Demonstrate basic Internet skills.
• Identify and use the common functions of popular web browsers.

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your instructor at any time.

Learning Objectives

By the end of the course, you will be able to

• Demonstrate data management skills.
• Troubleshoot technology problems.
• Demonstrate basic software skills.
• Demonstrate basic Internet skills.
• Apply device-based productivity tools (e.g., Microsoft Word, Pages, Adobe Photoshop, Adobe Indesign, Microsoft Office) to create documents.
• Communicate effectively and efficiently using e-mail and other forms of electronic communication.
• Demonstrate use of course management systems (e.g., Canvas).
• Define social media and provide examples.
• Define participatory technology and provide examples.
• Define collaborative technology and provide examples.
• Define interactive technology and provide examples.
- Define mobile technology, mobile social media, mobile apps, and provide examples.
- Evaluate and use professional websites (e.g., organization websites, agency websites, library websites).
- Use document storage and sharing tools.
- Use professional information management tools (e.g., RSS feeds, social bookmarking, content curation, web-based library data tools, cloud-based technology).
- Use online web development tools and content management systems.
- Evaluate, design, and build library website using HTML and CSS.
- Define and give examples of digital communications and digital materials (e.g., e-books, mobile apps, online subscription services, digital collections, digital archives).
- Demonstrate information literacy and fluency.
- Demonstrate information retrieval knowledge and skills.
- Demonstrate electronic resource management skills.
- Apply technology to resource access, service delivery, and use of traditional and digital resources.
- Apply technology tools and resources to library management.
- Define digital ethics, intellectual property, copyright, copyleft, licensing, and information policy and give examples.
- Demonstrate digital etiquette.
- Describe best practices related to digital security including computers and mobile devices.
- Define assistive technology and provide examples in the library setting.
- Define human-computer interaction and provide examples in library science.
- Design, implement, and evaluate instruction related to technology use by staff and library users.
- Identify technology policies and trends that impact the library and information profession.
- Manage the library’s web presence.
- Define digital library and provide examples.
- Define database and provide examples in a library setting.
- Define terminology related to metadata and cataloging standards.
- Define systems and system design.
- Define public access computing and provide examples.

The instructor will:

- encourage critical and creative thinking.
- convey examples of theory, techniques, and models relevant to computer-based information tools.
- judge student performance fairly in accordance with the SLIS grading policy and the expectations for the assignments outlined in this syllabus.

**MLS Program, Graduate Program and ALA Competency Connections.**

**MLS Outcomes**

**Assist and Educate Users**

- Analyze and identify the information needs of diverse communities of users.
- Educate users and potential users to locate, use, and evaluate information resources and tools.
- Analyze and evaluate information systems and services in a variety of settings.
### Develop and Manage Collections of Information Resources
- Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
- Manage, evaluate, and preserve physical and virtual collections of information resources
- Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

### Represent and Organize Information Resources
- Understand and apply principles of representation and organization

### Manage and Lead Libraries and Other Information Organizations
- Perform basic managerial functions, including planning, budgeting, and performance evaluation
- Communicate effectively to a variety of audiences
- Apply theories of organizational behavior and structure

### Use Research Effectively
- Design, conduct, interpret, and take action based upon research and evaluation

### Deploy Information Technologies in Effective and Innovative Ways
- Implement and evaluate information and communication technologies for efficiency, usability, and value to users

### Approach Professional Issues with Understanding
- Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
- Anticipate emerging trends and respond proactively

This course addresses competencies related to the MLS program in the following areas:
- Assist and Educate Users of Information
- Deploy Information Technologies in Effective and Innovative Ways
- Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in the following areas:
- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

- Foundations of the Profession
- Technological Knowledge and Skills
- Reference and User Services

Course Materials

There is no required textbook for this course. All materials will be available online through Canvas. The course content will be accessed through a series of online modules.

Course Assignments and Assessments

The course consists of a series of modules divided into four sections, each with readings and quizzes. In addition, four proficiency projects provide the opportunity to demonstrate knowledge and skills.

It's up to you to decide how deep you wish to go as you demonstrate competency in each area. Use this course as an opportunity to practice existing skills, apply your knowledge to the library profession, and build new skills that will be useful throughout your graduate program.

Course Grades

This course is satisfactory/fail course. The letter grade of S for Satisfactory or F for Fail will be awarded.

Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in lose of points. A final grade of “I” or “Incomplete” will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
• Civic Engagement.

With each of these core activities characterized by

• Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

IUPUI Values Statement

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct. All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/ (Links to an external site.) All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. https://www.indiana.edu/~istd (Links to an external site.) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com.

Academic Misconduct:

• **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
  o A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition
includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

- A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
- A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
- A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
- A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

- **Fabrication**: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

- **Plagiarism**: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
  - A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
  - A student must give credit to the originality of others and acknowledge indebtedness whenever:
    - directly quoting another person’s actual words, whether oral or written;
    - using another person’s ideas, opinions, or theories;
    - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    - borrowing facts, statistics, or illustrative material; or
    - offering materials assembled or collected by others in the form of projects or collections without acknowledgment

- **Interference**: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

- **Violation of Course Rules**: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

- **Facilitating Academic Dishonesty**: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Beginning Fall 2014, all students are required to complete the plagiarism tutorial during S401.

**Student Accommodations for Disability**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu

For more information, go to http://diversity.iupui.edu/aes

Disability Accommodations: Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible. Go to http://aes.iupui.edu

- Learning disabilities means any mental/physical / health condition that affects your ability to learn and complete assignments.
- If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension.
- If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students.

Administrative Withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

Course Evaluation Policy

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/.

Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

Course Communication
Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Be sure to set your Canvas notification so that you receive Course Announcements through your email account.