LIS S501 Information Resources and Services

Department of Library and Information Science
Indiana University School of Informatics and Computing, Indianapolis
Fall 2016

Kym Kramer, MLS
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317-278-2093: please use Canvas “Inbox” tool to email me a time to talk via phone


**Required resource:** The Purdue Online Writing Lab, a free web-based resource that covers major citation styles—APA, MLA, and Chicago/Turabian. Choose one and use it consistently for ALL writing—papers, citations, and assignments.

All other required readings will be posted in Canvas.

**NOTE:** Good teachers are responsive to students’ changing needs. All assignment descriptions detailed here are in their final format. However, if “in-flight” corrections are needed to maximize your educational experience, I reserve the right to make those changes as needed including adjusting due dates to give ample time for work.

`Due dates will not be moved sooner, but will occasionally be extended. Please recognize that projecting your learning trajectory for the next 14 Sessions is difficult! It’s not really “teaching” if I ignore your needs and requests throughout the semester.`

**Section No.:** 24519  **Credit Hours:** 3

**Time:** Online  **Location:** Online

**Instructor:** Kym Kramer, MLS, Director of School Library Media Education
School of Informatics and Computing

**Office Hours:** By Appointment Monday--Saturday
535 W. Michigan Street, Indianapolis, IN 46202

**Phone:** (317) 278-2093 (Office), forwards to cell phone

**Email:** PLEASE USE CANVAS CONVERSATIONS FOR ALL CLASS CORRESPONDENCE
If I am your advisor, please use IU MAIL for Advising questions. (kakramer@indiana.edu)

**Class Structure:** This course will be delivered through an on-line interface (Canvas). Each Monday by 6:00 PM I will post the Session’s lecture, activities, and study materials. See page two for more details!

**OF IMMEDIATE IMPORTANCE AND UNDERSTANDING:** Most roles in a library require working with the public or at the very least with professional colleagues. For this reason, physically using a library and working with people will be required for most of the assignments in this class. You must have this type of access in order to successfully complete this class.
Where and When
This web-based course is delivered asynchronously via Canvas. There are no scheduled class meeting times but there are assignments and/or online posts due. Additionally, we may be experimenting with Zoom Video conferencing at least once this semester.

Each session: I will post an online presentation that will go over the concepts for the assigned content. This session will be the opening component for each module and should be listened to first. The sessions will be made up of three components:

- **Text screens:** layer ONE of the content / basic / key points / visual representations
- **Audio commentary:** layer TWO that does not read the screens / key to understanding what we are discussing / you will be LOST if you cannot hear audio
- **Video content:** I am learning to add video content to my presentations. I will include video when I feel it enhances what we are discussing.

Some assignments will require visiting a library near you in person. All course materials are grouped by session in the Modules tool (click on the icon in the Canvas tools at the left of your screen). Written assignments are uploaded to and graded within the Assignments tool. Grades and feedback are sent via the Assignments tool, but are also available in the Gradebook tool. An on-line class community is designed through conversations which are held in the Discussions tool.

Please contact me right away if you have questions or concerns about any aspect of the delivery of this class.

Communication: I will be on Canvas and IU e-mail each day, often early in the morning and late in the evening. I will make every attempt to respond to your e-mails within 24 hours. However, some of the rest of my duties entail fieldwork in the form of Student Teaching supervision. I am often tied up for hours without e-mail access, but will respond as quickly as possible. If you do not hear back from me within 48 hours, please DO contact me again. You won’t hurt my feelings or upset me by contacting again, but I do expect you to advocate for your own education by helping make sure your needs stay on my radar. It is easy to “lose threads” when trying to keep so many students’ needs in mind.

Email: Please use Canvas e-mail for ALL questions related to this course. **REMEMBER: If you are not familiar with Canvas yet, e-mail is accessed in the “Inbox” tool. Your messages show up in the “Inbox” tool which is now found in the menu on the left side of your screen. The BEST part is that it can also show up in your IU e-mail and you can respond directly from IU e-mail without the message getting lost in cyberspace (usually)!!** Those of you who have previously used OnCourse know this is reason to celebrate! You have to choose for it to show up in IUPUI mail, but I highly recommend it!

Please remember as well: Indiana University uses your IUPUI email account as an official means of communication, and students should check it **daily** for pertinent information. Although you may have your IUPUI email forwarded to an outside email account, please email faculty or staff from your IUPUI email account.
**S501 SOIC CATALOG DESCRIPTION (Spring 2016):** This course enables students to identify and evaluate a wide variety of information sources and services. It examines the nature of reference work, human information needs, and information literacy. It includes search principles and techniques in major information retrieval systems as well as web search engines. (It) Provides practical experience in evaluation and use of bibliographic materials, reference interviewing, and search techniques, in finding answers to real world questions reflecting the multidisciplinary and multicultural interests and characteristics of library users.

**Enduring Understandings for S501:**
*These are the conceptual understandings taught in S501*
- Working effectively with patrons is an essential skill for librarians who work the front lines.
- Librarians develop special skill sets in order to efficiently and accurately answer patron questions while maintaining the ethics of the profession.
- Different types of libraries require different types of reference skill sets.
- It is important to know and be able to effectively use the major reference tools.
- Change and adaptation are constants in our profession.

**Learning Outcomes for S501:**
*Students who complete this course will be able to*
- Initiate and conduct exercises to build an information professional’s skills toolkit.
- Articulate and model the key functions of the reference process using interpersonal techniques and questioning strategies.
- Connect discrete skills conceptually to their application in appropriate professional situations.
- Design a personal interest annotated bibliography.
- Apply principles involved in choosing sources for particular users in specific settings.
- Participate in online class discussions and online communications for the purpose of sharing resources and ideas, drawing conclusions on projects and issues, and experimenting with emerging communication technologies.
- Actively participate in peer teaching and peer learning through class activities.

**The instructor will:**
- Carefully choose readings and plan activities that will build students’ enduring understandings of the course material.
- Convey examples of theory, techniques, and models relevant to information resources and services.
- Be responsive to students’ needs and questions.
• Judge student performance fairly in accordance with the LIS grading policy and the expectations for the assignments outlined in this syllabus and subsequent rubrics.

• Treat students as individuals and allow them to create a set of learning opportunities that are best for their situation and professional and personal goals.

Conceptual Underpinnings for S501:
This course supports the achievement of the following Core Competencies of Librarianship as formulated by the American Library Association. Competencies highlighted in yellow will be supported through assignments and projects. A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

Professional Outcomes
1. Foundations of the Profession
   1A The ethics, values, and foundational principles of the library and information profession.
   1J Effective communication techniques (oral and written).

2. Information Resources
   2A Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

3. Organization of Recorded Knowledge and Information
   3A The principles involved in the organization and representation of recorded knowledge and information.
   3C The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills
   4B The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

5. Reference and User Services
   5A The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
   5B Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
   5C The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
   5D Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
   5F The principles of assessment and response to diversity in user needs, user communities, and user preferences.

7. Continuing Education and Lifelong Learning
   7A The necessity of continuing professional development of practitioners in libraries and other information agencies.
   7D The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
IU MLS Outcomes

*Students who complete this course will be able to:*

- Analyze, identify, and respond to the information needs of diverse communities of users
- Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication.
- Educate users and potential users to locate, use, and evaluate information resources and tools.
- Communicate effectively to a variety of audiences.
- Anticipate emerging trends and respond proactively.

IU Principles of Graduate and Professional Learning

*Students who complete this course will be able to*

- Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.
- Think critically, applying good judgment in professional and personal situations.
- Communicate effectively to others in the field and to the general public.
- Behave in an ethical way both professionally and personally.

Participation = Attendance

Because this class is held entirely online, participation is crucial to your success. You will want to check Canvas for S501 often. I recommend that you check once a day for messages and announcements that may affect your participation and assignments. Always be well prepared to participate in discussions and activities based on readings and assignments, as that is the way you will demonstrate mastery of the course objectives. Failure to participate every session is the same as not being in attendance. You may lose points when you don’t post or don’t turn in an assignment on time.

- If you do not complete at least half of all activities during the first four Sessions of class, you can be administratively withdrawn. This would occur after the tuition refund dates.

Be sure to allow time to work in Canvas. Because there is no face-to-face interaction, an online course requires a greater commitment to demonstrating your mastery of the course objectives in written posts, projects, and papers. It takes much more time to type than to talk! If you will be without web access for more than 72 consecutive hours, you may want to enroll in S501 in another semester. In order to do well in this course, it is absolutely necessary to stay on top of readings, discussions, and assignments.
Class Assignments and General Evaluation Criteria

**USE THESE FOR EVERYTHING:**

- Listen to the **class presentation** each week. Assignments will be introduced and described during a **session presentation**. These are found in the **Modules**.
- Read the full assignment description in the **Assignment Tool**.
- Turn in Assignments using the **Assignment Tool**.
- Often lengths will be specified. When they are **not** specified in an assignment, you be the judge of how much you need to write to get your points across. Remember I am reading **MANY** documents. 😊 I do read and comment on each assignment.
- **Formatting:**
  - Use Times New Roman, Arial (something easily readable)
  - Submit the assignment in the prescribed format (.doc, .docx, .pdf, etc.). The assignment will list the formats accepted.
  - **Choose a style (MLA or APA) and follow it within an assignment**
  - Always use a standard citation style for materials referenced whether specifically requested or not. (MLA or APA is acceptable)
  - 1.5 or 2.0 spacing in between lines **REGARDLESS** of the style you choose (ease of reading)
  - Following your style format, include the Assignment title for assignments
  - Include logical subject lines for your Discussion posts
- Projects and papers will have rubrics that accompany the work. I will have these out in adequate time for you to be able to prepare the work while referring to the criteria on which you will be graded. They will be posted in Canvas as they are introduced.
- Students are expected to do their own individual, original work. Work that is plagiarized (using other people’s writings without attribution) or re-purposed (handing in work done for another class unless pre-approved) will result in the failure of that assignment. During any work for group summary assignments, you will not be penalized for sharing your classmates’ thoughts, but if you are using their exact words you should place these in quotations.

**S501 Resubmissions Policy**

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in S501, you will have the opportunity to resubmit the work in an effort to better understand the concepts as well as raise your grade. However, the following guidelines apply to resubmissions:

- **Discussion Assignments** do **not** have resubmission options. However, if you miss a Discussions Assignment, it is still worth your time to respond to the original post in order to get partial credit.
- **Exercises and the Final Project** have explicit rubrics. **NO resubmissions will be accepted if you skip a portion of the original assignment.**
- **Pulse reflections** have firm “windows of submission.” When it’s done it’s done.
- All assignments have deadlines. However, if you need an extension and communicate with me clearly, life circumstances can be taken into account to negotiate more time.
The following **required** assignments have specific due dates listed. Please email me if you have questions on any of these.

Please note, the **Assignment Tool** in Canvas is directly linked to the **Syllabus Tool**. As I build the assignments for this class, the dates will automatically populate into the **Syllabus Tool**, thus creating a handy at-a-glance current listing of all due dates! This is a great feature of Canvas.

**Modules**

As one of the first courses students take in the MLS program, our class size is often very large (typically around 40 students). In an in-person environment this would allow for rich collaborative classroom experiences as we put in place the foundations of your understandings. Because this foundation is critically important, it is necessary to find ways to create this same type of learning experience in our asynchronous environment.

A prominent portion of this class will center on creating knowledge together as well as reflecting on what you are learning and how it is influencing your thinking and educational growth.

**Session Modules Post on Mondays:**

Each **Session** you will access the weekly **Module**. These assignments are designed around the textbook readings as well as supplemental readings and other resources. They will provide the foundation knowledge for the concepts of library science information sources and services. Read the assigned chapter(s) from the textbook, and then access the additional assigned resources, which are in a variety of formats.

**PLEASE GET IN THE HABIT OF LISTENING TO THE SESSION PRESENTATION BEFORE YOU DO YOUR OTHER COURSE COMPONENTS AS I WILL OFTEN ADDRESS QUESTIONS THAT I HAVE RECEIVED.**

**Group Discussions:**

As part of **SOME** sessions, there will be a **Discussion Topic** assigned. Not all sessions lend themselves to unique and diverse perspectives, so I will limit our use of Discussions to those I feel will offer opportunities for you to bring your voices to the group conversation. I also will use the Discussions to add to the following week’s session presentation by using what you bring to the topic to deepen our work. **This is a dynamic, timely, and unpredictable part of our class, and it is much richer when all students participate fully.** Please take time to craft thoughtful posts as well as read and respond thoughtfully. I will strive to make sure this does not become a busy-work black hole by making judicious use of this component of class.

**The Discussion cycle will work like this:**

**Mondays:** If the session has an accompanying **Discussion**, it will appear in the session module

By **Thursdays at 11:59 PM:** Post your initial response to the Discussion prompt

By **Saturdays at 5:00 PM:** Read and respond to at least one peer’s post

In the **Discussions**, the student will earn high points in both areas if he/she:

- Initiates questions about issues.
- Shares observations that are relevant and documented though the readings, especially professional literature **beyond those listed as required**.
- Makes **personal connections** to topics through personal examples or idea generation.
Attempts to summarize discussions and highlight points learned and understood; clearly ties observations to those of fellow classmates and literature.

Assigned on Mondays
Post Your Response by Thursdays 11:59 PM
Respond to a Peer’s Post by Saturdays 5:00 PM EST
TOTAL POINTS: 5 points / Discussion and Response
6-8 Sessions

“Pulse” Reflection

Three times this semester you will be asked to “take your pulse.” This is a reflective exercise that helps you assess how your own thinking is growing and changing as you gain experiences and learn from your readings and your peers. These assignments are particularly helpful later in your program as you begin to solidify your philosophy about professional librarianship. Your metacognitive “pulses” can be used to shape your overall philosophy of librarianship that is often part of the interview or portfolio process. These reflections will be turned in through the Assignment Tool. These assignments have “submission windows” of approximately 10 days. When they close, no submissions will be accepted.

TOTAL POINTS: 5 points / Pulse
Sessions 1, 8, 14

Reference Exercises

Reference exercises are hands-on applications for the skills and concepts we are learning. Your focus should be to draw connections between the theoretical and the pragmatic. For those of you who are practicing professionals, we will work together to allow you to make use of your experiences in some assignments. You will upload your assignments to the Assignment Tool in a .doc or .docx or .pdf format. I will read, comment, and return your work through the same tool. I will frequently use a rubric to assess your work.

All assignments will be posted in the Assignments Tool which will then populate the Syllabus Tool creating the full at-a-glance list of assignments with due dates.

Below is a short summary of each assignment. A full description of each assignment will be posted in the Assignment Tool approximately four Sessions prior to the due date of the exercise. A rubric will be designed to guide some assignments.

Exercise 1: Reference Observations

Chose any type of library, but not one at which you work, intern, or volunteer (without prior consent from instructor). You will visit the library on three occasions, making three, one hour observations of the reference and/or readers’ advisory work being conducted.

Due: Monday, Sept. 12 / Session 4
12 points
Exercise 2: Virtual Reference / Results Shared via Discussion Forum Cycle
Using your own Annotated Bibliography final project topic, formulate and ask one reference question at three different libraries using three virtual mediums: phone, e-mail, text, or chat. Analyze the level and quality of service from each personal experience.  
Due: Follow Discussion Cycle / Session 6  
10 points

Exercise 3: LIS E-Portfolio Introduction / Reflection Upload to Taskstream
Using something done or experienced during S501, you will be introduced and supported to begin the e-Portfolio requirement for your MLS degree by selecting and creating an Early Artifact reflection.  
Due: Monday, Nov. 28 / Session 13  
10 points

Exercise 4: Reader’s Advisory
You will choose a partner of your choice: child, friend, student, spouse, patron, etc. You will help them with a real-world reader’s advisory query within a real library using the tools available to you.  
Due: Monday, Dec. 5 / Session 14  
10 points

Annotated Bibliography/Webliography Final Project
An annotated bibliography is an expert guide to help library users explore available key resources on a particular subject or topic. Unlike a pathfinder, which provides the tools to research resources available in one collection or one library, a bibliography is a review of the best resources available anywhere.

For this Annotated Bibliography, you will be choosing your topic and designing it to your needs in order to make it as relevant as possible. Depending on your topic, you may want or need to include some resources that are not yet available electronically, but many of your resources should be accessible online, no matter the format. The final product will be shared with the members of our class.

This project may be appropriate to include in your ePortfolio before graduation.

A full description of the project, as well as the rubric will be shared in Session 3 in order to allow you to begin work on this final project early in the semester. During the semester I will include opportunities for portions to be turned in for formative feedback prior to the final due date, thus allowing you to know that you are on track.

Choice of Topic (Discussion Thread): Monday, Sept. 12 (Session 4)
Sample of Three (3) Annotated Bibliographic Citations: Monday, October 3 (Session 7)
*Upload Draft for Peer Review to system: Mon., October 24 (Session 9)
Complete Peer Review of (Nearly) Final Bibliography: Monday, October 31
Final Annotated Bibliography:
Sample Citations--10 points and my feedback
*Nearly Final Draft with Peer Review—10 points for your review feedback to peer
Final Draft Annotated Bibliography—30 points

Total for Final Project: 50 points

*No Late Submission on the Upload Draft of Peer Review
Right to revise: A responsive instructor reserves the right to make changes to this initial timeline and syllabus information as necessary and, in such an event, will notify students of the changes immediately. Due dates will NEVER be moved earlier (sooner), but will occasionally be extended to insure student success.

Exceptions to Semester Calendar:

- Fall Break:  No session / No Discussion / No assignments due week of October 10-Oct. 16
- Thanksgiving Break: No session / No Discussion week of Nov. 21-Nov. 27
- Final Deadline for ALL assignments including Resubmission: Thursday, December 15, 2016

Please always feel free to ask questions about any aspect of this course. After all, this course is all about asking questions and finding answers!

REMINDER: Most roles in a library require working with the public or at the very least with professional colleagues. For this reason, physically using a library and working with people will be required for some of the assignments in this class. You must have this type of access in order to successfully complete this class.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>READING/VIEWING</th>
<th>ASSIGNMENT DUE</th>
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</table>
| Session 1: Aug. 22| Intro to / comparison of reference and reader’s advisory services      | Textbook chapters 1, 2, 14; other resources listed in the Module | Discussion 1: Self-Introduction (Follow Discussion Cycle Schedule)  
DUE: Pulse 1 (F., Aug. 26) |
| Class Begins Aug. 22 |                                                                 |                                                      |                                                                                 |
|                 | Sessions post on Mondays by 6:00 p.m.                                  |                                                      |                                                                                 |
| Session 2: Aug. 29| The reference interview; question strategies                           | Textbook chapter 2, 18; pp. 405-407 and 412-416; ALA/RUSA resources; other resources listed in the Module | Discussion 2: ALA / RUSA resources (Follow Discussion Cycle Schedule)  
DUE:  |
|                 |                                                                 |                                                      |                                                                                 |
| Session 3: T., Sept. 6*| Basic search techniques                                              | Textbook chapter 3; other resources listed in the Module | Work on your reference observation Exercise #1 |
| Note: This is on Tuesday due to the campus observance of Labor Day |
|                 | Intro: Final Project Overview                                         |                                                      |                                                                                 |
| Session 4: Sept. 12| Using the Internet as a reference tool                                | Textbook chapter 13; other resources listed in the Module | Discussion 3: Reflection / Sharing Exercise 1 results  
DUE:  |
|                 | Intro: Exercise #2                                                    |                                                      |                                                                                 |
|                 |                                                                 |                                                      | Discussion 4: Choose Topic Choice for Annotated Bibliography Final Project  
DUE: Exercise 1: Reference observations (M., Sept. 12) |
<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion/Assignment</th>
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<tbody>
<tr>
<td>5</td>
<td>Sept. 19</td>
<td>Bibliographic resources</td>
<td>Textbook chapter 4; other resources listed in the Module</td>
<td>Continue to post ideas to peers’ Annotated Bib topics in Discussion 4</td>
</tr>
<tr>
<td>6</td>
<td>Sept. 26</td>
<td>Ready reference, encyclopedias, dictionaries</td>
<td>Textbook chapters 5, 6, 7; other resources listed in the Module</td>
<td>Discussion 5: Exercise 2 Virtual Reference for Final Project (As part of Discussion Cycle this week)</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 3</td>
<td>Indexes and full-text databases</td>
<td>Textbook chapter 8; other resources listed in the Module</td>
<td>DUE: 3 Sample Annotated Bibliographic Citations (M., Oct. 3)</td>
</tr>
<tr>
<td></td>
<td>10—Oct. 16</td>
<td>FALL BREAK</td>
<td></td>
<td>FALL BREAK: No Session Posted No Discussion Topic No Assignments Due</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 17</td>
<td>Health, Law, Business resources</td>
<td>Textbook chapter 9; other resources listed in the Module</td>
<td>DUE: Pulse 2: (Sun., 10/23) (Open from Oct. 10—Oct. 23 / No Late or Resubmissions)</td>
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<td></td>
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<td></td>
<td></td>
<td>Work on final project rough draft</td>
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<tr>
<td>9</td>
<td>Oct. 24</td>
<td>Geography; government documents; biographical</td>
<td>Textbook chapters 10, 11 and 12; other resources listed in the Module</td>
<td>You will be able to turn in as much of your draft as possible for the Peer Review. Why not have it well on its way?! DUE: Upload Draft of Annotated Bib for Peer Review (M., Oct. 24 / Match to partner T., Oct. 25 at 9:00 a.m. EST)</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 31</td>
<td>Children and Young Adult (YA) reference</td>
<td>Textbook chapter 15; other resources listed in the Module</td>
<td>DUE: Completed Peer Feedback Submitted M., Oct. 31 11:59 PM</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 7</td>
<td>Questions for Final Project</td>
<td></td>
<td>Work on final project</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 14</td>
<td>Reader’s Advisory</td>
<td>Textbook chapter 14; other resources listed in the Module</td>
<td>Discussion 6: Share out Annotated Bib results</td>
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<td></td>
<td></td>
<td>Intro: Exercise #4</td>
<td></td>
<td>DUE: Final Annotated Bibliography (Sunday, Nov. 20)</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 28</td>
<td>Information Literacy in Reference</td>
<td>Textbook Chapter 16; resources in module</td>
<td>Discussion 7: Information literacy standards and practice / Choose ONE of the threads to post / respond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro: Final Pulse</td>
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<td>DUE: Exercise 3 E-Portfolio Upload of Early Artifact Reflection (M., Nov. 28)</td>
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<td>Work on Exercise 4</td>
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<tr>
<td></td>
<td>Nov. 21—Nov. 27</td>
<td>THANKSGIVING BREAK</td>
<td></td>
<td>No Session Posted No Discussion Topic</td>
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<tr>
<td>14</td>
<td>Nov. 28</td>
<td></td>
<td></td>
<td>DUE: Final Annotated Bibliography (Sunday, Nov. 20)</td>
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</tbody>
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Course Administration and Policies

Personal Responsibility for Learning

The majority of graduate students are paying for their own education and often work at least part time. Often they have families and other commitments. Therefore they tend to be serious students who put in the time required to be successful in graduate school. There are, however, times when life seems to spiral out of one’s control despite plans, efforts, or wishes. When this happens, it is critical that you immediately communicate with me. I make every effort to be a responsive educator vested in your success. I cannot understand or support you, though, if you fail to communicate concerns. I will, in turn, be transparent in my work.

If you experience any of the following, please alert me immediately:

- Your technology is causing you to be unable to access both visual and audio portions of the class—even a screen or two!
- Your technology makes it impossible to access the needed electronic resources for this course
- Something impedes your ability to complete assigned work

Grading

Your achievement of the course objectives will be measured on your online participation and written work. I provide general feedback to the class through my analysis of your Discussion both in the form of formal grades as well as synthesis that I use to design subsequent class presentations. Individual feedback and grades will be made for each Exercise and Assignment. These are submitted, responded to, and returned through the Assignment Tool which populates the Gradebook.

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from (short citations are acceptable for assigned materials) as well as for those you offer as resources in answer to questions. The style for presenting citations is up to you (MLA or APA), but please use one style consistently throughout your assignments.

Rubrics will be used to grade most work in this class (except Discussions). Rubrics will be shared several sessions prior to assignment due dates. Additionally, the Discussion work format and grading will be discussed in Sessions 1 and 2.
LIS S501 Grading Scale: Core Course

A  =  97—100%
A-  =  92—96%
B+ =  88—91%
B  =  84—87%
B-  =  80—83%

NOTE: To satisfy this core (required) course, your final grade must be B- or above AND your overall GPA at or above 3.0.

IU Grading Scale

A Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ or below Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials.

Incomplete: The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.

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.

Academic misconduct: Students are expected to do their own individual, original work. Work that is plagiarized (using other people’s writings without attribution) or re-purposed (handing in work done for another class) will result in a minimum in the failure of that assignment. You will learn from what other people do and post (in Discussions), but the only “group” work will be the Peer Review within the Final Project.
WHENEVER you quote from someone else you need to use quote marks. When you do not use quote marks, you are representing that wording as your own creation; this is plagiarism, even if you use a footnote/citation.

In some assignments you will provide descriptions of materials (books, articles). It is fine to use summaries or abstracts you find elsewhere, as long as you use quote marks to clearly mark what you yourself did not write.

For the papers and projects, TurnItIn will be used. This identifies passages that are identical to articles and other resources. If you use quote marks, this is just fine.

If it appears that you have not marked work that is not your own, I will let you know. You may dispute this in a meeting (phone, email, or in person, at your choosing). You will need to re-do the assignment, and the existence of the incident will be reported, according to campus policy.

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/.

**Accommodations:**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. **Without proper documentation communicated directly to me, accommodations cannot be granted.** The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241. Visit [http://aes.iupui.edu/](http://aes.iupui.edu/) for more information.

Most resources should be accessible to visually-impaired students. All assignment directions are in Word documents and described in the PowerPoints. If assigned pdfs or websites are inaccessible, please contact me.

Students with hearing impairments who are not able to access the auditory components of the course should alert me immediately.

Students who create projects for the publicly posted assignments should incorporate ‘alt’ tags for images or enough text so that the meaning is accessible to students using screen readers.

**Campus Course Policies**

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by clicking the Campus Course Policies link in the toolbar at the left of Canvas.