Required Text(s):

General Planning and Design Text (ONE choice required for each person in class regardless of library type (academic, PL, school, specialty) / you choose the title best for you)

Choice One: (One text or as a set)


You can also buy one of these two books in the set. The difference between the two UbD™ titles in this set is that one offers “advanced” concepts. It might feel more sophisticated, but both offer the Understanding by Design™ framework we will use in this course. They also have electronic resources. These are appropriate for information instruction at all levels, in all types of information settings.

Choice Two:


This book is based on the Wiggins and McTighe model for backward design (Choice 1). However, the major difference is this does NOT have electronic resources that accompany it, but it is cheaper. It will also speak more directly to PK-8/12 rather than higher ed. It will feel “school-y.”

S574 Students with School Library Certification plans or Collaboration with Schools in Public Library roles: This book is REQUIRED for S671 School Library Management, and you can receive a $174.00 DISCOUNT by ordering with our course voucher.


Yes, you read that right---$174.00 OFF all because you are in S574!!! If you took S671 prior to Fall 2018 or plan to take it in the future, you will want to take advantage of this discount this semester. Use the attached Student Required Text voucher to request a purchasing code from AASL. You will then order directly from AASL as a “student member.” You also get membership to AASL (and ALA) for the year! The whole process takes a while, so be sure to get this rolling soon. You will need this book starting about week 5.
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 is not really “teaching” if I ignore your needs and requests throughout the semester!

Section No.: 24212 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 is course is delivered through an on-line interface (Canvas). Each Wednesday by 6:00 PM I will post the Session’s presentation, activities, and study materials. Read on for more details!

OF IMMEDIATE IMPORTANCE AND UNDERSTANDING: There are information professionals whose responsibilities include creating and conducting information instruction in a variety of formats. This course requires you to become familiar with and learn how to effectively complete these tasks. For this reason, physically using a library, working with people both inside and outside of this course, and practicing your instructional delivery skills will all be required numerous times for the assignments in this class. You must have this type of access and ability to successfully complete this class.

Where and When
This web-based course is delivered asynchronously via Canvas. There are no scheduled full-class meeting times, but there are assignments and/or online posts due, as well as learning cohort work to complete. You will be responsible for organizing and connecting several times with a small cohort of S574 classmates using Zoom Video/Audio Conferencing. (Free for IUPUI students)

Each session presentation: I will post an online audio/video presentation that will go over the concepts for the assigned content. This presentation will be the opening component for each module and should be listened to first. The session presentations 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 / Close captions provided
- Video content: I will include video when I feel it enhances what we are discussing.
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 Speed Grader tool, but are also available in the Gradebook tool. Always remember to “drill down” into assignments to see the in-line comments from the instructor. An on-line class community is designed through regular conversations that are held in the Discussions tool and learning cohorts.

Please contact me immediately 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 and Internship 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. 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)! You have to choose for it to show up in IUPUI mail in your settings, 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.

SS74 SoIC Catalog Description (Fall/Spring AY18/19): Provides a comprehensive examination of the systematic design of instruction including the design, development, dissemination, and evaluation of instructional programs in library and information settings. The course places emphasis on information instruction; focuses on theory and practice related to teaching and learning; and stresses the use of technology in materials development and dissemination across all library and information settings.

SS74 Course Overview:
This three-credit hour graduate course explores educational pedagogy including teaching styles, philosophies of teaching, and the application of instructional theory to teaching and learning. Students learn to design, develop, and evaluate instruction for all delivery formats including face-to-face lessons and presentations, self-guided tutorials, simulations and games, and online approaches for both formal and informal learning situations. Emphasis is on instructional, training, and learning theories, along with instructional design models that can be applied to information users regardless of the instructional setting, developmental age, or subject area focus. The use of technology for the production and dissemination of instructional sessions materials is included.
Topics include the varied needs and interests of learners, the differences between novice and expert learners, child and adult learners, and students with varied learning preferences, styles, and abilities. Information literacy standards from the Association of College and Research Libraries (ACRL), American Association of School Libraries (AASL), International Society of Technology Educators (ISTE), NAEYC (National Association for the Education of Young Children) and others are used to design instruction. The course also examines instructional program design, administration, and evaluation.

Finally, the course features the essential role of instruction in a comprehensive academic, school, public, and/or special library setting, along with how instruction and training are integrated into other professional information settings.

Enduring Understandings for S574
These are the conceptual understandings taught in S574

- There are best practices for instructional design and delivery that work for all learners.
- Different types of learning settings require different types of instructional design.
- Learning requires active, focused engagement.
- Information professionals responsible for teaching must be lifelong learners.
- Change and adaptation are constants in our profession.

IUPUI MLS Program Goals with Learning Outcomes for S574:  https://soic.iupui.edu/lis/master-library-science/learning-outcomes/
Students who complete this course will be able to:

PG 1: Approach Professional Issues with Understanding
1.2 Anticipate emerging trends and respond proactively.

PG 2: Assist and Educate Users
2.1 Analyze, identify, and respond to the information needs of diverse communities of users
2.2 Educate users and potential users to locate, use, and evaluate information resources and tools.
2.3 Analyze and evaluate information systems and services in a variety of settings.

PG 4: Manage and Lead Libraries and Other Information Organizations
4.2 Communicate effectively to a variety of audiences.

PG 7: Deploy Information Technologies in Effective and Innovative Ways
7.1 Implement and evaluate information and communication technologies for efficiency, usability and value to users
Over-Arching Course Goal
This course centers on gaining hands-on experiences with information instruction in all forms. We will examine this topic from many perspectives: the learner, the teacher, the information professional, and the evaluator. We will build all our work on the foundations of best educational practices in the context of libraries and professional training environments. You will systematically develop your instructional design and evaluation skills through a series of shorter exercises that build understanding. These exercises will prepare you to achieve the over-arching course goal:

By the end of the semester, students will create and deliver high quality, effective, engaging instructional activities in a library and/or professional setting.

These are the skills, processes, and concepts taught and practiced in S574 assignments:

Active participation in peer teaching, critiquing, and learning cycles
- Describe how instructional, training, and learning theories are applied to specific instructional situations.
- Apply models of instructional design in creating, developing, disseminating, and evaluating effective, efficient, and appealing instructional materials.
- Connect discrete skills conceptually to their application in appropriate professional situations.
- Evaluate and design instructional materials.
- Select and apply instructional materials.
- Apply technology tools and techniques to the production and delivery of instructional materials.

Create and deliver high quality, effective, engaging instructional activities
- Utilize standards related to information, technology, or media literacy in various instructional and training settings related to the library and information professions.
- Design learning experiences to address the varied needs, preferences, and learning styles of a target audience.
- Use the Universal Backward Design model to design effective instructional sessions.
- Demonstrate effective professional instructional delivery skills.

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 instructional design, implementation, and evaluation.
- Be responsive to students’ needs and questions.
- Informally evaluate learning approximations.
- 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 S574:
This core course supports the exploration of the following ALA’s Core Competencies of Librarianship as formulated by the American Library Association in 2009. Competencies highlighted in yellow are supported through assignments and projects, and might be considered when creating your LIS ePortfolio reflection
requirements. “A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:”

http://www.ala.org/educationcareers/careers/corecomp/corecompetences

ALA Core Competencies as related to LIS Professional Goals and Learning Outcomes

1. Foundations of the Profession
   1J Effective communication techniques (oral and written).

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.
   7B The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
   7C Learning theories, instructional methods, and achievement measures; and their application 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.

8. Administration and Management
   8C The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

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 S574 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 do not post, participate, or do not 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 and with your learning cohort. You will be responsible for creating and following a schedule with your small group. For the course in general, 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 S574 in another semester. To do well in this course, it is necessary to stay on top of readings, discussions, and assignments.
Class Assignments and General Evaluation Criteria

USE THESE FOR EVERYTHING:

- **ALWAYS** listen to the *class presentation* each week. Assignments will be introduced and described during a *session presentation*. These are found at the top of each weekly *Module*.
- Read the full assignment descriptions in the *Assignment Tool*.
- Turn in Assignments using the *Assignment Tool*.
- **Read your assignment in-line evaluation annotations by re-opening the assignment** after it is scored.
- 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 most assignments.

**Formatting:**

- Use Times New Roman, Calibri, Arial (something easily readable)
- Submit the assignment in the prescribed format (.doc, .docx, .pdf, .mp4, weblink, 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 screen reading)
- **Following** your style format, include the Assignment title for assignments
- Include logical subject lines for your Discussion posts

- Some assignments 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 through a class session presentation.

- Students will 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 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.

**S574 Resubmissions Policy**

Occasionally assignments are misunderstood and therefore completed incorrectly. For many assignments in S574, 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** to get partial credit.
- **Some assignments** have explicit rubrics. **NO resubmissions will be accepted if you skip a portion of the original assignment as detailed in the rubric.**
- **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 considered to negotiate more time.
The following **required** assignments have specific due dates listed. Please email me if you have questions on any of these.

Teaching, in any environment or format, is about **forming connections**. Because this foundation is critically important for our course on **Information Instruction**, it is necessary to find ways to create this same type of learning experience in our asynchronous environment. We will work to find ways to connect with each other as learners, in an effort to discover how to do this for our own learners. A prominent portion of this class will center on creating knowledge together, as well as using feedback to shape instructional practice.

**Modules**

**Session Modules Post on Wednesdays:**

**Each Session** you will access the weekly **Module**. Within the Module, there will be a **Session Presentation** designed around resources, activities or readings. These presentations provide the foundational knowledge for the concepts of solid pedagogy, instructional design, best practices, and understanding learners. The final weeks of class, with guidance you will self-direct your readings to focus on your interest area--academic, public, specialty, school—to best prepare you for your final career destination.

**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.**

Below is a short summary of each assignment. A **full description** of each assignment will be posted in the **Assignment Tool** typically four Sessions prior to the due date of the assignment. Rubrics will be designed and posted to guide some assignments. Those will be dispersed during the preparatory phases of assignments, and explained in the **Session Presentations**. You will note our class is divided into two segments:

- **Designing and Experimenting:** Exercises and Give-It-a-Gos
- **Designing and Delivering:** Real-World Instructional Design, Delivery and Reflection

**DESIGNING AND EXPERIMENTING WITH INSTRUCTIONAL TECHNIQUES**

**Exercise 1:** Evaluation of Virtual Instruction / Results Shared via Discussion Cycle

Complete **two virtual experiences of your choosing** and analyze what makes an effective, efficient, and appealing virtual learning experience. Your findings/results/responses to assignment prompts will be shared via the **Discussion Cycle**.

**Due: Follow Discussion Cycle Prompts Posted W., Jan. 16 / 15 pts**

**Exercise 2:** Face-to-Face Instruction Observation / Results Shared via Discussion Cycle

Observe, describe, and analyze any type of face-to-face instructional experience. It is necessary to observe the session from start-to-finish as either a participant or observer.

**Due: Follow Discussion Cycle Prompts Posted W., Jan. 23/ 15 pts**
“Give It a Go!” Hands-On Collaborative Cohort Learning Sessions
This series of assignments will be dissected and explained in Sessions 1, 2 and 3. In addition to the above foundation exercises, we must have plenty of hands-on practice with our own design. This course centers squarely on mastering the art of instructional design and delivery. With this focus, it is imperative that students have multiple opportunities to practice designing and delivering with feedback without penalty.
In the early weeks of class, I will form the class into learning cohorts of 3-5 people that will remain together all semester. With your group, you will create and deliver frequent, short instructional design tasks based on the concepts we are learning in ways that require you to “give it a go” with your teammates. In other words, discuss your questions, try out your ideas, test the techniques, hone the craft of instructional design, and provide quality feedback to peers. *The goal is rehearsal, not perfection.*

By creating a learning space that focuses on reflective instructional practice, and is void of “grading,” you will direct your attention toward the learning process itself. For many graduate students, the idea of approximation is terrifying. I am asking that you recognize the learning process IS the outcome we are seeking for this series. Formative feedback techniques will be taught and used for this work.

**Sessions 5-9**  
**Formative Feedback Rubrics**  
5 pts / “Go”

**Universal Backward Design:** 1 instructional session / 3 parts / UBD Stages 1, 2, 3

**GIG 1:** Exercise 3A: Instructional Design Stage 1: Standards or Guiding Statements
Use the UBD model Stage 1 to identify information, tech or media literacy standards for academic or school libraries. Public librarians use Mission / Vision Docs, Strategic plans / Action plans, or early learning standards to guide an instructional session.

*Due: Session 5 / Wednesday, Feb. 6 / shared via “Give it a Go”  5 points*

**GIG 2:** Exercise 3B: Instructional Design Stage 2: Assessments
From your starting point of Stage 1, use the UBD model Stage 2 to add an informal or formal assessment to your instructional session outline. Regardless of the instructional setting or age group, there are ways to assess how well the learners understand the concepts.

*Due: Session 6 / Wednesday, Feb. 13 / shared via “Give it a Go”  5 points*

**GIG 3:** Exercise 3C: Instructional Design Stage 3: Step-by-Step Instructional Session Design
Now you know what you are teaching, and how you will know what they know! Craft the step-by-step instructional session to accompany Stages 1 and 2! Wa-alah! One complete Instructional Session Plan!

*Due: Session 7 / Wednesday, Feb. 20 / shared via “Give it a Go”  5 points*

**GIG 4:** Engaging Hands-on Activities
Effective instructional design includes engaging activities that get every person participating and learning. Try your hand at designing and testing a sample with your cohort.

*Due: Session 8 / Wednesday, Feb. 27 / shared via “Give it a Go”  5 points*

**GIG 5:** Engaging Materials Design
Experiment with creating and testing sample learning materials with your cohort.

*Due: Session 9 / Wednesday, March 6 / shared via “Give it a Go”  5 points*

**GIG 6:** Open Choice Support / TBD
We will leave this final GIG open and available for our “cushion.” Cushions are used in responsive instructional design to catch and support pieces of the learning process that need more time or attention.

*Due: Session TBD / shared via “Give it a Go”  5 points*
DESIGNING AND DELIVERING INSTRUCTION

Final Performance Task:
Create and Teach an Original Instructional Session or Lesson Series with Human Participants

Create an instructional session or program using the UbD™ design model to develop some aspect of information, technology, or media literacy for a specific audience. It can be a stand-alone session or part of a larger unit, workshop, or course.

Your face-to-face teaching experience must take place before an authentic (real-world) audience. If you aren’t currently working in a situation where you can access live participants, whether captive, willing, or coerced/bribed, you need to identify a public forum in which to teach. This might be a PK-Higher Ed class, committee meeting, scout group, church group, after-school club, a one-time, live book club with your friends or colleagues, or an activity you volunteer to organize and teach for your child’s school, church, or club. Your session will be videotaped. You will self-select two, 5-7 minute clips to analyze.

This assignment will be introduced in Session 1 to discuss special considerations such as criminal background checks, video-taping permissions, and the use of pre-existing professional opportunities that are appropriate to use for this assignment.

NOTE: This final Original Instructional Session is NOT, in any form, the lesson you designed for Exercise 3A, B, C. While the audience you choose can be the same, the rest of the lesson design must be new and unique. It should also have an aspect of one of the information literacy areas (information, technology, or media literacy) interwoven either explicitly or subtly.

Upload UbD™ Instructional Plan Draft for Peer Review  Sunday, March 24
Complete Peer Review of Lesson Draft  Sunday, March 31
Final UbD™ Instructional Plan to Kramer  Wednesday, April 3
Teach Lesson / Produce 2 Observation Clips*  April 8—April 30
*2, 5-7 minute clips: “Best of..” “Room to Grow” / Hopefully we will use GoReact Video interface for this assignment

Self-Critique of Video Clips: “Best of / Work On”  Thursday, May 2

50 points: Peer Review (5); Instructional Plan (15); Teaching (20); Self-Reflection (10)
Group Discussions:
Discussion Topics correlate to the instructional analysis and design work we do. I imbed the Exercises and the “Give it a Go” work into the Discussion structure when appropriate. I limit our use of Discussions to those I feel offer opportunities for you to bring your voices and multiple perspectives to the full group conversation. Discussions are a dynamic, timely, and unpredictable part of our class, and it is much richer when all students participate fully. I use students’ comments to add to the following week’s session presentation by using what you bring to the topic to deepen our work. 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:

Wednesdays: If the session has an accompanying Discussion, it will appear in the session module
By Saturdays at 11:59 PM: Post your initial response to the Discussion prompt
By Mondays at 11:59 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 through 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 Wednesdays
Post Your Response by Saturdays 11:59 PM
Respond to a Peer’s Post by Mondays 11:59 PM EST
5 points / Discussion and Response
4-6 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, your experiences and your peers. These assignments are particularly helpful later in your program as you begin to solidify your philosophy about professional librarianship and information science work. Your metacognitive “pulses” can be used to shape your overall philosophy of the information sciences that is often part of the interview or portfolio process. These reflections are turned in through the Assignment Tool. These assignments have “submission windows” of approximately 10 days. When they close, no submissions will be accepted.

5 points / Pulse
Sessions 1, 8, 14
General Topics/Readings/Timetable

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 Spring 2019 Semester Calendar:

- Spring Break: No session presentation / No GIG/Disc. week of M., March 11—Sunday, March 17
- Work Week: No session presentation / No GIG/Disc. week of M., March 25—Sunday, March 31
- Final Deadline for ALL assignments including Resubmissions: Thursday, May 2

Please always feel free to ask questions about any aspect of this course. This course may offer many opportunities to build into professional work you are already required to do. Make it work for you!

REMINDER: There are information professionals whose responsibilities include creating and conducting information instruction in a variety of formats. This course requires you to become familiar with and learn how to effectively complete these tasks. For this reason, physically using a library, working with people both inside and outside of this course, and practicing your instructional delivery skills will all be required for the assignments in this class. You must have this type of access and ability to successfully complete this class.

Course Administration and Policies

Personal Responsibility for Learning
Most 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 are issued for Exercises 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 are used to grade some work in this class. Rubrics are shared several sessions prior to assignment due dates both verbally in the session presentations, as well as imbedded in the Assignment description. Additionally, the Discussion work format and grading will be discussed in Sessions 1 and 2.

LIS S574 Grading Scale: Core Course for some tracks

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
Incompletes are only available when unexpected events prevent completion of the course requirements in the usual timeframe. No student with multiple incompletes may register for additional courses. 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 activities and conscientiously complete all required coursework and 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 at the 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 many assignments you are working directly with peers’ work. Please use quote marks to clearly show what you yourself did not write.

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/](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 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 several 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.