

Course Syllabus

Spring 2021

LIS S621 Audio and Video Sources

Indiana University-Purdue University at Indianapolis (IUPUI)
School of Informatics and Computing - Dept. of Library and Information Science

Whether you're interested in coordinating multimedia makerspaces and video game clubs in a public library, directing a Digital Media Commons in an academic library, creating movie trailers with students and promoting audiobook reading in school libraries, or coordinating audio and video collections in special libraries, this course is for you.

From circulating feature films and jazz music to creating podcasts and original video programming, librarians are involved with a wide range of digital audio and video sources.

This three-graduate hour course focuses on decision making involving digital audio, video, and interactive media including video games in library settings. This includes collection development, management, production, and use. Issues such as access, marketing, copyright, and censorship will be discussed. Listening and viewing advisory services, multimedia literacy as well as integration of audio and video resources in all library settings will be explored. Tools and techniques for producing and disseminating audio and visual elements will be examined.

This course explores both the theory and practice involved with audio and video sources.

Course Information

Credit Hours 3
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Instruction Mode This course is offered online only.

Course Description

This course provides a user-focused approach to decision making in the digital audio and video information environment. It emphasizes collection development in support of user services, including access to remote collections and evaluation of multimedia materials and delivery mechanisms, and issues related to emerging technologies. The scope includes adult and young adult audiences.

This course will expand your thinking about the integral role of audio and video resources in a comprehensive school, academic, public library and/or special library setting. The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations containing text, audio, and video. Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

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

Required Entry Skills

The following entry skills are required for this course:

- Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), web development tools, social media, and utilities (i.e., downloading drivers and plugins).
- Use basic audio and video production hardware and software.
- Identify, select, access, and evaluate information found on the Internet and in the library.
- Use Canvas for discussions and information sharing.

Course Prerequisites

Students must complete S401 and s500 prior to enrolling in this course. It's strongly recommended that students enroll in S501 and S502 concurrently with or prior to taking this course.

Required Readings and Resources

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

NO textbook is required.

All course materials can be accessed through Canvas.

Learning Objectives and Assessments

Students will be able to:

1. Make effective decisions related to digital audio and video information environments.
2. Develop, manage, and organize digital audio and video information collections.
3. Evaluate and select audio and video information resources.
4. Address access, organization, promotion, multimedia copyright, and censorship issues.
5. Implement viewing and listening advisory services.
6. Develop plans for addressing multimedia literacy needs.
7. Integrate multimedia resources into varied library settings.
8. Apply techniques for sharing and disseminating audio and visual elements.
9. Discuss current trends and possible futures for audio and video technologies.

Course Assignments and Assessments

The learning objectives (LO) will be assessed through a series of activities and discussions. Course assignments are intended to help you apply the course materials.

Media Experience Discussions. You'll be sharing nine experiences (postings) and nine reactions (replies) related to nine topics including audiobooks, digital audio collections and podcasts, music, subscription-based services, feature-length films, short video, video games, interactive experiences, and book-movie connections. You'll be posting and replying throughout the semester. There is also a requirement for a reflection. This assignment is worth 30 Points. (LO 1-9)

Specto Assignments. The word "specto" means to observe, watch, or see in latin. Let's use this term for our assignments. The course contains five Specto assignments worth between 10 or 15 points each. These "Specto" are intended to ignite learning and help you apply the course materials to a project environment. These projects bridge theory and practice so you'll need to connect your course readings with real-world problems. The Specto assignment will be shared in the DISCUSSION area of Canvas. You'll be posting your assignment, then replying to the work of your peers.

- Specto 1: Produce a Podcast (15 Points) (LO 1)
- Specto 2: Build a Pathfinder (15 Points) (LO 1-3, 8)
- Specto 3: Manage Collections (15 Points) (LO 1-4)
- Specto 4: Produce Video (15 Points) (LO 2, 8, 9)
- Specto 5: Focus on Users (10 Points) (LO 4-7, 9)

Course Schedule

To view the course calendar for details.

Topic 1: Overview

Read the Overview page and watch video.

Read Audio, Video, & Libraries, Information Seekers, and Locating Sources.

Topic 2: Resource Types

Read the Resource Types page and watch video.

Read Audio, Spoken Word, Music, Video, Video Types, and Interactive Media.

Topic 3: Collections

Read the Collections page and watch video.

Read Humanities, Social Science, Science & Technology, and Business.

Topic 4: Management

Read the Management page and watch video.

Read Collections, Selecting Sources, Acquiring Sources, & Managing Sources.

Topic 5: Production

Read the Production page and watch video.

Read Original Productions, Commons & Makerspaces, Student Productions,
Planning & Recording, and Editing & Disseminating.

Topic 6: Use

Read the Use page and watch video.

Read Advisory Services, Media Literacy, Audio Use, Video Use, Game Use,
and Book Connections.

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments. Final grades are based on the following range within the total 100 points possible:

A 96-100
A- 90-96
B+ 87-90
B 84-87
B- 80-84
C 70-80
D 60-70
F below 60

The meaning of the letter grades follows the SLIS Grading Policy:

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. The grade of A+ is not granted in SLIS, except in very exceptional cases.

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 defined in the course syllabus.

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

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

C: Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.

D: Student has failed the course. An incomplete is not an available option.

F: Student has failed the course. An incomplete is not an available option.

Expectations, Guidelines, and Policies

Attendance

The course will be taught entirely online. There are no required face-to-face or synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor as needed.

Students must participate in all class activities and complete all course assignments to complete the course.

Late and Incomplete Work

All assignments are due by MIDNIGHT EST on the dates listed. A couple extra hours beyond midnight is okay if you're working late or have computer problems. One advantage of this type of course is flexibility. However based on the instructor's experiences teaching online, it's important to establish due dates. The due dates are provided to ensure that all students are successful in this course.

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. See: IUPUI Registrar: Grade of Incomplete (registrar.iupui.edu/incomp.html)

Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly viaCanvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.). If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLS Program, Graduate Program and ALA Competency Connections

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

- Connect Core Values and Professional Ethics to Practice
- Facilitate Engagement in the Information Ecosystem
- Curate Collections for Designated Communities
- Lead and Manage Libraries, Archives and Other Information Organizations
- Organize and Represent Information
- Conduct Systematic Research to Inform Decisions
- Innovate Professional Practice with Information Services and Technology

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
- Information Resources
- Technological Knowledge and Skills
- Reference and User Services
- Administration and Management

ACRL Framework for Information Literacy

The ACRL Framework for Information Literacy is woven throughout our curriculum. The frames highlighted below have been incorporated directly into this course.

- 1) **Authority is Constructed and Contextual**
- 2) **Information Creation as a Process**
- 3) Information Has Value
- 4) Research as Inquiry
- 5) Scholarship as a Conversation
- 6) **Searching as Strategic Exploration**

To learn more, go to [ACRL Framework for Information Literacy](#).

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct. Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student's first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others

guilty of the same actions will go free.” (p. 172). For more information, go to <http://studentcode.iu.edu/>.

Other University Policies

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. 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. Learn more at [IUPUI Administrative Withdrawal Policy \(registrar.iupui.edu/withdrawal-policy.html\)](http://registrar.iupui.edu/withdrawal-policy.html)
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the [CAPS website \(studentaffairs.iupui.edu/health-wellness/counseling-psychology/\)](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/)
5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). 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.

6. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving 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: [Adaptive Educational Services \(AES\) \(aes.iupui.edu/\)](http://aes.iupui.edu/) 317-274-3241.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU \(protect.iu.edu/emergency\)](http://protect.iu.edu/emergency)
9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies \(registrar.iupui.edu/course_policies.html\)](http://registrar.iupui.edu/course_policies.html)
10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Administrative Policy: No Class Attendance without Official Enrollment \(registrar.iupui.edu/official-enrollment-class-attendance.html\)](http://registrar.iupui.edu/official-enrollment-class-attendance.html)
11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [IUPUI Policy on Religious Holidays \(registrar.iupui.edu/religious.html\)](http://registrar.iupui.edu/religious.html).
12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence \(stopsexualviolence.iu.edu/\)](http://stopsexualviolence.iu.edu/)
14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit [Division of Student Affairs \(studentaffairs.iupui.edu/advocate\)](http://studentaffairs.iupui.edu/advocate)

IUPUI Course Policies

A number of campus policies governing IUPUI courses may be found at the following link: [**Course Policies \(registrar.iupui.edu/course_policies.html\)**](http://registrar.iupui.edu/course_policies.html)

See [the Important Supplement for IUPUI Syllabi \(.pdf\)](#). This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays

- IUPUI Policy on Academic Integrity
 - IUPUI Policy on Sexual Misconduct
 - Education and Title VI
 - Military Related Personnel Statement
 - Two-Step Login (Duo)
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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.