

LIB 2500: INTRODUCTION TO LIBRARY RESEARCH AND TECHNOLOGY IN THE INFORMATION AGE

Primary Course Instructor: Katie Greer

Email: greer@oakland.edu

Office: 247 Kresge Library

Office phone: (248) 370-2480

Email: greer@oakland.edu

Office hours: 3-4pm Wednesdays, or by appointment

Secondary Course Instructor: Amanda Nichols

Email: nichols@oakland.edu

Office: 248 Kresge Library

Office phone: (248) 370-2487

Office hours:

COURSE DESCRIPTION

With the ever-increasing availability of online and digital resources, it is vital that students be able to find and use information effectively. In this course students will learn about the organization of information, search skills, the research process, discipline-specific sources, the evaluation of information, information ethics and other sources of debate.

Course prerequisite: WRT 1060.

This course satisfies the General Education Requirements in the Knowledge Applications and the General Education Writing Intensive areas.

GENERAL EDUCATION KNOWLEDGE APPLICATIONS LEARNING OUTCOMES

1. The student will demonstrate how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications
2. The student will demonstrate knowledge of the personal, professional, ethical, and societal implications of these applications

COURSE OBJECTIVES

This course will help you:

1. Explain how information sources originate and operate in their broader social, economic and political contexts – such as the World Wide Web, library databases and scholarly publications. (Gen. Ed. learning outcome #2)
2. Exhibit interdisciplinary proficiency in seeking information via the World Wide Web, electronic subscription databases, and library catalogs. (Gen. Ed. learning outcome #1)
3. Understand how libraries use technology for information organization, storage, and retrieval. (Gen. Ed. learning outcome #1)
4. Critically evaluate information. (Gen. Ed. learning outcome #2)
5. Incorporate selected information about the research process. (Gen. Ed. learning outcome #1)
6. Become knowledgeable about information-related issues affecting libraries and higher education as well as society as a whole, especially ethical issues. (Gen. Ed. learning outcomes #1 and #2)

SUPPORTING COURSE MATERIALS

This course has no required textbook. Readings and other informational content (such as a YouTube video or a web page) will be provided online through Moodle. Reading materials are made available exclusively for use by students enrolled in the course and must not be distributed beyond that group.

COURSE PROCEDURES

This online course will be run asynchronously, meaning that students will not be required to “meet” at the same time, either physically or virtually. Course content will be presented in Moodle. There are no required synchronous meeting sessions for this course, but there will be several opportunities to meet electronically with the instructors and your classmates.

Course Instructors

This course will be co-taught by two faculty members. Both faculty members will work with all students, individually and in their student teams, throughout the semester. Each faculty member will be assigned student teams on a week-by-week basis. **Instructor team assignments will be shared at the beginning of each week through the News Forum.** This design will increase the amount of 1:1 interaction students have with their instructors while also offering students greater diversity of ideas and experiences. **For questions about course logistics, students should always contact the primary course instructor. For questions about weekly course activities, including grades, students should contact the instructor assigned to their team for the week.**

COURSE STRUCTURE

The course is composed of units: one unit that introduces you to the course, three units focused on the course’s core content, and one unit that wraps up the course. The three content units are four weeks in length, and the introductory and concluding units are one week in length. Activities within units are assigned on a week-by-week basis. **Each week begins on a Tuesday and ends on the subsequent Monday.**

This unit format is meant to give you adequate time to explore ideas, concepts, and issues, and to help you develop the different components of your final project. Students should make sure they follow each unit step-by-step in the order provided. **Units include:**

Week 1	Week 2	Week 3	Week 4
<ul style="list-style-type: none"> • Weekly intro video • Lessons / readings / eCourses • Small group discussion 	<ul style="list-style-type: none"> • Weekly intro video • Lessons / readings / eCourses • Team task 	<ul style="list-style-type: none"> • Weekly intro video • Lessons / readings / eCourses • Peer-to-Peer feedback 	<ul style="list-style-type: none"> • Wrapping up lesson/readings (if needed) • Weekly intro video • Project progress checkpoint • Reflection journal • Concluding unit video

REQUIRED TECHNICAL SKILLS

This course is offered fully online and, as such, students are expected to have a moderate level of computer proficiency. You should already be comfortable doing all of the following:

- Using your chosen computer operating system and a web browser
- Following online directions for using a new program
- Typing at least 20 words per minute
- Troubleshooting basic computer problems
- Familiarity with OU's Google Apps, specifically Google Docs and the ability to create, edit, and share documents through this resource
- Working through problems you can't resolve on your own with remote support technicians

REQUIRED TECHNOLOGY

In order to fully participate in this course, you will need a computer connected to the Internet with the most updated versions of your favorite web browser installed. **The use of smartphones and tablets is not recommended.** In the event that your computer crashes or Internet goes down, **it is essential to have a backup plan to be able to log in from another computer or another location as needed.** OU's Kresge Library is open 24/7 and has computers available for use.

TECHNICAL ASSISTANCE

If you have general questions about the course (such as due dates, content, etc.), please contact the primary course instructor. For Moodle technical issues that you cannot resolve on your own, please contact OU's e-Learning and Instructional Support office:

- Phone: 248-805-1625
- Submit a help ticket: <http://www2.oakland.edu/elis/help/cfm?lms=2>

INSTRUCTOR & STUDENT EXPECTATIONS

Course participants are expected to:

- Ensure that their computer is compatible with Moodle
- Login 3-5 times a week; **daily login is highly recommended.**
- Complete all assignments by the deadlines
- Respond to emails within 2 days
- Participate in a thoughtful manner
- Respect [rules of netiquette](#):
 - Respect your peers and their privacy
 - Use constructive criticism
 - Refrain from engaging in inflammatory comments

The course instructors will:

- Log in to the course every day, or at least 6 days per week
- Moderate conversations in forums
- Periodically provide feedback on team tasks, peer-to-peer feedback, and the project progress checkpoints
- Respond to forum replies and email within 1-2 days
- Grade and comment upon all assignments within 7 days of the assignment deadline

WEBEX MEETINGS

In addition to weekly office hours provided electronically via WebEx, OU's web conferencing software, there will be **optional** sessions where students can ask questions about assignments, interact with each other, and interact with the instructors. The News Forum will be used to announce these dates once they have been decided. These sessions are NOT mandatory nor will they be graded. However, you will have to schedule one **mandatory** WebEx meeting at a time of your convenience during the week of January 24-30 to discuss your project topic with one of your instructors.

In order to use WebEx, you must have a computer with updated Internet browsers and updated Java, and it is strongly recommended you use a microphone. If you need a microphone, please contact the instructors -- there are several microphone headsets that can be checked

out to you for the duration of this course (but that must be returned to OU Libraries upon course completion).

GRADING

Grades for this course are weighted by category and will be calculated using a variety of activities. These activities are aligned with both the general education and course-specific learning outcomes, and the connected outcomes are indicated in italics under each activity.

Activity	Grade Weight
Lessons / Readings / eCourses / Weekly Quizzes <i>Includes all content under Lessons course headings</i> <i>General Education #1, #2; Course #1, #2, #3, #4, #5, #6</i>	10%
Small Group Discussions <i>General Education #1, #2; Course #1, #2, #3, #4, #5</i>	10%
Team Tasks <i>General Education #1, #2; Course #1, #2, #3, #4, #5</i>	10%
Peer-to-Peer Feedback <i>General Education #1, #2; Course #1, #2, #3, #4, #5, #6</i>	10%
Project Progress Checkpoints <i>General Education #1, #2; Course #1, #2, #3, #4, #5, #6</i>	10%
Reflection Journals <i>General Education #1, #2; Course #5</i>	15%
Final Assignment <i>General Education #1, #2; Course #1, #2, #3, #4, #5, #6</i>	35%
Total	100%

LESSONS / READINGS / eCOURSES

All course lessons are 5 points each. Throughout course units, students will be asked to complete lessons which will introduce and delve into the important concepts and issues of the module's topic. Lessons are self-graded -- your grades on the comprehension questions throughout will reflect your module grade.

Also, you may find other activities that accompany these lessons; any activities will be graded on completion, and these grades will be included in the course lesson grade.

SMALL GROUP DISCUSSIONS

Small group discussions 5 points each. Students will be assigned to work in small groups *within* the class so that the discussions are more manageable and meaningful. In each small group discussion, students will be assigned one of two tasks:

1. Provide an **original example**

This type of post provides a starting point for group discussion. In conjunction with the lesson and / or readings, the group member uses personal experience, historical information, or a fictional situation (e.g. from a film, television show, or movie) to apply the unit's big ideas to the discussion topic. It provides citations or links to resources, when appropriate. It also poses a question that others can answer in response.

2. Respond with a **value-added comment**

This type of post builds on previous posts and extends the group discussion. In conjunction with the lesson and / or readings, the group member uses personal experience, historical information, or a fictional situation (e.g. from a film, television show, or movie) to apply the unit's big ideas to the discussion topic. It provides citations or links to resources, when appropriate. It responds to others' questions with advice or a different way to consider the issue at hand.

Each group member is expected to post **at least twice** to the discussion board to receive full credit. More information on follow-up posts can be found below.

To receive full credit for discussion posts, **all** posts should:

- Be at least 150 words in length.
- Include proper formatting and academic writing without spelling or grammatical errors.
- Include references to the lesson, readings, and any other relevant material.
- Be posted on time -- **original example posts** must be shared with the group by Saturdays at 12:00pm so other students can read and comment on others' posts. **Value-added comments** are due by Tuesday at 11:55pm. **Two points are deducted for each late posting.**
- Engage participants in a dialogue -- so, if someone responds to **your** post, you need to continue the discussion and formulate your own response.
- Follow rules of netiquette -- don't "flame," or provoke negative replies; don't monopolize discussion; and don't act in a way that you wouldn't do in real life.

Grading Rubric for Discussions

Initial post (either original example or value-added comments): 3 points

3 points	<ul style="list-style-type: none">● addresses all aspects of the task including full development of concepts● uses relevant references from readings and personal experience● uses correct grammar and spelling
----------	---

	<ul style="list-style-type: none"> ● raises or responds to a question ● contributes meaningful content in a courteous manner
2 points	<ul style="list-style-type: none"> ● addresses all aspects of the task but lacks full development of concepts ● incorporates some references from readings and personal experience ● includes a few grammatical and spelling errors ● raises or responds to a question ● contributes meaningful content in a courteous manner
1 point	<ul style="list-style-type: none"> ● addresses assignment with superficial thought and preparation ● not all aspects of the assignment covered ● numerous grammatical and spelling errors ● raises or responds to a question ● contributes meaningful content in a courteous manner
0 points	<ul style="list-style-type: none"> ● irrelevant or no posting, OR ● is significantly less than 150 words in length ● includes no references or supporting experience ● posts unorganized content that may be confused or inappropriate ● does not post content in a courteous or friendly manner

Follow-up post: 2 points

These follow-up posts may be either in response to a classmate's comments on your post, or a classmate's comments to another post.

2 points	<ul style="list-style-type: none"> ● Continues the discussion with at least one reply/follow-up post that contribute significantly to the discussion
1 point	<ul style="list-style-type: none"> ● Continues the discussion with at least one reply/follow-up posts, but contributions to discussion are minimal
0 points	<ul style="list-style-type: none"> ● Irrelevant or superficial reply/follow-up post(s)

TEAM TASKS

Team tasks are 5 points each. Each unit in the course has a specific task that small groups should complete together. With the understanding that group work is often frustrating for students (and instructors!), these tasks have been purposefully designed so that working together will help to build individuals' understanding of a concept or idea in ways that individual work would not do. **Team work has only been incorporated when it is meaningful and useful to you!** Many of the group assignments will directly inform your final project. **Each student will be graded on their individual contributions to the team tasks.**

Grading Rubric for Team Tasks

4-5 points	<ul style="list-style-type: none"> ● addresses all aspects of the task including full development of concepts ● uses correct grammar and spelling ● contributions are evident, meaningful, and presented in a courteous / respectful manner
2-3 points	<ul style="list-style-type: none"> ● addresses all aspects of the task but lacks full development of concepts ● includes a few grammatical and spelling errors

	<ul style="list-style-type: none"> ● contributions are somewhat evident and presented in a courteous / respectful manner
0-1 point	<ul style="list-style-type: none"> ● off-topic contribution or no contribution at all ● content is disorganized, confusing, or inappropriate ● grammatical and spelling errors are prominent ● contributions are not evident or not courteous / respectful

PEER-TO-PEER FEEDBACK

Peer-to-peer feedback tasks are 10 points each. In each unit, you will submit pieces of your final assignment, in draft form, and a member of your small group will provide constructive and useful feedback to help you improve and develop your content. **Part of your grade will be based on your submission of content and part of your grade will be based on the quality of feedback you provide.**

Grading Rubric for Peer-to-Peer Feedback

Assignment Submission:

5-6 points	<ul style="list-style-type: none"> ● addresses all aspects of the task including full development of concepts ● content is well-organized and organization helps to better understand the content ● uses correct grammar and spelling
3-4 points	<ul style="list-style-type: none"> ● addresses all aspects of the task but lacks full development of concepts ● content organization is sufficient ● includes a few grammatical and spelling errors
0-2 points	<ul style="list-style-type: none"> ● off-topic submission or no submission ● content is disorganized, confusing, or inappropriate ● grammatical and spelling errors are prominent

Feedback:

3-4 points	<ul style="list-style-type: none"> ● provides thoughtful, constructive, polite, and meaningful feedback ● feedback is clear and well-organized ● uses correct grammar and spelling
1-2 points	<ul style="list-style-type: none"> ● feedback is constructive or polite but not meaningful ● feedback is somewhat organized ● includes a few grammatical and spelling errors
0 point	<ul style="list-style-type: none"> ● feedback is not constructive, polite, thoughtful, meaningful, or provided ● feedback is disorganized, confusing, or inappropriate ● grammatical and spelling errors are prominent

PROJECT PROGRESS CHECKPOINTS

Project progress checkpoints are 10 points each and include your plans for continuing to revise your working drafts of your online content.

Grading Rubric for Project Progress Checkpoints

9-10 points	<ul style="list-style-type: none">● addresses all aspects of the required pages and content● demonstrates a complete understanding of each page's concepts● uses relevant and focused references from external and course resources● includes a well-thought out revision plan● uses correct grammar and spelling
7-8 points	<ul style="list-style-type: none">● addresses most aspects of the required pages and content● demonstrates a solid understanding of each page's concepts● uses references from external and course resources● includes a revision plan● minimal grammatical and spelling errors
5-6 points	<ul style="list-style-type: none">● addresses some aspects of the required pages and content● demonstrates a basic understanding of each page's concepts● uses references from external or course resources● includes some, but not all, requested components of a revision plan● some grammatical and spelling errors
3-4 points	<ul style="list-style-type: none">● addresses a few aspects of the required pages and content● demonstrates a superficial understanding of each page's concepts● uses references from course resources only● includes cursory information only as a revision plan● frequent grammatical and spelling errors
0-2 points	<ul style="list-style-type: none">● does not address any aspect of the required pages and content● demonstrates no understanding of each page's concepts● uses no references from external or course resources● includes no revision plan● grammatical and spelling errors exist consistently throughout the document● content is disorganized, confusing or inappropriate

REFLECTION JOURNALS

Reflection journals are 10 points each. At the end of each unit, there is a four-question journal you should respond to **honestly** and **thoughtfully**. In each journal, one question will address the content of the module, while the other three questions will ask you to consider how specific course activities helped, or hindered, your learning. These journals are graded on completion, evidence of considering the questions, and constructive responses -- **so please be honest**. Negative responses that are constructive will not be penalized!

Grading Rubric for Reflective Journals

9-10 points	<ul style="list-style-type: none">● addresses all aspects of the questions and fully considers the concepts presented● uses relevant or concrete references from course content and experiences● uses correct grammar and spelling● responses adhere to indicated word length
-------------	--

	<ul style="list-style-type: none"> ● provides honest and forthright feedback in a constructive and meaningful way, whether positive or negative
7-8 points	<ul style="list-style-type: none"> ● addresses most aspects of the questions and presents a comprehensive consideration of concepts ● incorporates some references from course content and experiences ● minimal grammatical and spelling errors ● responses are slightly longer or shorter than indicated word length ● provides honest and forthright feedback in a mostly constructive way, whether positive or negative
5-6 points	<ul style="list-style-type: none"> ● addresses most aspects of the questions and presents responses that consider concepts at an introductory level ● incorporates minimal references to course content and experiences; references may not be related or applicable ● several grammatical and spelling errors ● responses are considerably longer or shorter than indicated word length ● provides honest and forthright feedback without focusing on ensuring feedback is constructive
3-4 points	<ul style="list-style-type: none"> ● attempts to address some aspects of the questions but does not consider the concepts presented in any way ● any reference to course content or experiences does not make sense ● frequent grammatical and spelling errors ● responses are considerably longer or shorter than indicated word length ● feedback lacks honesty and is not constructive
0-2 points	<ul style="list-style-type: none"> ● does not address questions posed in any way ● no references to course content or experiences are incorporated ● grammatical and spelling errors exist consistently throughout the document ● content is disorganized, confusing or inappropriate ● content fails to adhere to rules of netiquette / interpersonal etiquette

FINAL ASSIGNMENT

The final assignment is worth 100 points. Because this is a writing-intensive course, your final project requires at least 1,500 words of refined and carefully thought-out writing on the topic of your choice. In this course, you will be creating an online research guide on a topic or area of your choice (pending instructor approval) that you or others can use in the future. Through creating this online web resource, you will engage in writing for different purposes while considering an intended audience. A series of assignments throughout the course will ask you to focus on your topic and developing this resource. Sample assignments are posted in the “course documents” folder in Moodle.

For details and rubric, see the **Final Assignment: Description, Sample, and Rubric.**

FINAL COURSE GRADES

The final grade for the course will be determined by the percentage of possible points that students have earned for all work, and letter grades will be awarded according to these standards. OU's grading system is numerical and is graduated by tenths from 0.0 to 4.0, and the conversion scale for the course is listed below:

4.0	98.0%+				
3.9	96.0-97.9%	2.9	79.0-79.9%	1.9	69.0-69.9%
3.8	94.0-95.9%	2.8	78.0-78.9%	1.8	68.0-68.9%
3.7	92.0-93.9%	2.7	77.0-77.9%	1.7	67.0-67.9%
3.6	90.0-91.9%	2.6	76.0-76.9%	1.6	66.0-66.9%
3.5	89.0-89.9%	2.5	75.0-75.9%	1.5	65.0-65.9%
3.4	88.0-88.9%	2.4	74.0-74.9%	1.4	64.0-64.9%
3.3	86.0-87.9%	2.3	73.0-73.9%	1.3	63.0-63.9%
3.2	84.0-85.9%	2.2	72.0-72.9%	1.2	62.0-62.9%
3.1	82.0-83.9%	2.1	71.0-71.9%	1.1	61.0-61.9%
3.0	80.0-81.9%	2.0	70.0-70.9%	1.0	60.0-60.9%
				0.0	0.00-59.9%

PENALTIES

Failure to maintain regular participation through discussions and completion of activities will significantly jeopardize students' chances of passing the course. **Failure to complete 4 or more assignments will result in a failing grade.** This means students should turn in all assignments, even if late.

Late submission of work

- **Weekly lessons / readings / eCourses:** late submissions will have **2 points deducted**.
- **Small group discussions:** any late postings will have **2 points deducted**.
- **Team tasks:** submissions turned in after the due date will have **2 points deducted for each late day**.
- **Peer-to-Peer feedback:** submissions turned in after the due date will have **2 points deducted for each late day**.
- **Project progress checkpoints:** submissions turned in after the due date will have **2 points deducted for each late day**.

- **Reflective journals:** submissions after the due date will have **2 points deducted for each late day.**
- **Final Project:** submissions turned in after the due date will have **5 points deducted for each late day.**

ACADEMIC CONDUCT POLICY

Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See

http://catalog.oakland.edu/content.php?catoid=11&navoid=483#Other_Academic_Policies for more information.

ADD/DROPS

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

SPECIAL CONSIDERATIONS

Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructors as soon as possible.