



LSSL 5391 Internet for School Librarians Fall 2017

LSSL 5391 is required for Master of Library Science
College of Education Department of Library Science

Instructor: Dr. Elizabeth Gross
Department of Library Science
Office: AB4-421
Phone: (936) 294.4857
Email: eag041@shsu.edu
Mobile: 810.765.2903

Day/time the class meets: This class meets online. You can request a meeting using Skype or Google Hangouts anytime. Just email Dr. Gross for an appointment.

Location of class: This course is virtual (online only).

Office Hours: Virtual office hours Wednesday evening from 6-9pm. This means that I will be available at this time via Skype, Google Hangouts, or email. Since this class meets online, you can also request a meeting using Skype or Google Hangouts anytime. Just email Dr. Gross for an appointment.

Course Description: This class offers an introduction to telecommunications and the Internet for school library media specialists. Some of the topics to be covered include e- mail, listservs, various information search tools, Web 2.0 resources, and online collaboration. In addition, ethical issues related to responsible use of the Internet and a wide variety of curriculum connections will be explored. Prerequisite: LS 5370.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Learning how to find and use resources for answering questions or solving problems.
2. Learning how to apply course material to improve thinking, problem solving, and decisions.

Important:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Textbooks: All three online resources below are **required**. There is no hard copy textbook for this class and can be found at the URLs below:

Churches, A. 2015, January. Bloom's Digital Taxonomy. Available at:
<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

Schrock, K. (2015). Bloomin' Apps - Kathy Schrock's Guide to Everything. *Kathy*

Schrock's Guide to Everything - Home Page. Retrieved May 21, 2015, from

<http://www.schrockguide.net/bloomin-apps.html>

The Pedagogy Wheel is another chart to take a look at and can be found by scrolling down through <http://www.unity.net.au/allansportfolio/edublog/?p=324>

Course Format: Course is online, and interactions are essentially via blog and paper submissions as well.

Course Content: This course is designed to increase students' skill in using the Internet in instruction, evaluating online resources, considering ethical issues related to online research at school, promote safe and smart searching among students, and increase students' ability to lead in advocacy and professional development.

Course Requirements: (Course Expectations & SHSU Policies)

Late Work: Assignments are due as stated. Late work at the graduate level will be considered unacceptable. The student may petition the instructor in writing for consideration in the event of one extenuating circumstance.

Time Requirement: This course will provide at least 40 hours of instruction utilizing online instruction, individual conferencing, and independent study.

Professionalism: The purpose of an MLS program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, development of the ability to conduct original research, and to think clearly and independently. Extensive reading, writing, and research are integral parts of graduate study.

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment

SYLLABUS GUIDELINES: The following guidelines are taken from

<http://www.shsu.edu/syllabus>. To download a pdf of the guidelines, click here:

<http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>

Academic Honesty: Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/Students> are expected to use conventions noted in the Publication Manual of the American Psychological Association, 6th edition, for citing sources.

Papers and reports may be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as Turnitin.

Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

PLAGIARISM: WHAT IT IS

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off segments or the total of another person's work as one's own.

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, *Form and Style Theses, Reports, Term Papers* (7th ed.). "Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

"Plagiarism-the use of another person's ideas or wording without giving proper credit- results from the failure to document fully and accurately. Ideas and expressions belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

"Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes

in the birth rate in China) should usually be documented." (p. 59).

In reference to note taking, Campbell, Ballou, and Slade (1986) state: "When you write a summary during note taking, you must be careful to avoid inadvertently using the author's wording. Changing an occasional word or reversing the order of phrases or sentences does not result in an adequate summary. A good discipline is to try to write a summary without looking at the source. After writing a summary, look at the original and make a critical comparison, checking for duplication of wording and accuracy in statement of the ideas. If you find that you have used more than two consecutive words from the original (with the exception of articles or prepositions), place them in quotation marks. Carelessness in writing a summary can result in unintentional plagiarism...Even though the summary contains your own words, you will want to give credit for the ideas if you use them in your paper. Be as careful about recording the author's name and page numbers for a summary or paraphrase as you would be for a direct quote" (p. 14-15).

Regarding paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.

Dropping the Class/Withdrawing from the University:

If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class. If you fail to drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: <http://www.shsu.edu/disability/>

Student Absences on Religious Holy Days: <http://www.shsu.edu/syllabus/>

Grievance Policy: <http://www.shsu.edu/dotAsset/bbod849d-6af2-4128-a9fa-f8c989138491.pdf>

University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: http://www.shsu.edu/~vaf_www/aps/stualpha.htmlThe Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to

meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6. d
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

Course Evaluation:

Performance Assessments (linked to course objectives)

The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus) as measured by these assessments: Assignments will be submitted in Blackboard by the due dates specified. Please see syllabus for policy on late work. Feedback will be given on all assignments. Students are expected to incorporate feedback into future assignments.

Matrix:

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

Topics/Objectives	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator ISTE NETS
Locate, evaluate, and use information for specific purposes	<ul style="list-style-type: none"> Assigned readings for discussion on issues of librarianship Analyze tools for educational use 	Analysis of written discussion	S 1.1a Ts 19:7 Cf 1,3,4 N 1b, e NETS 3.b Ddp 1,3,4
Access to information <ul style="list-style-type: none"> Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.	<ul style="list-style-type: none"> Tutorial 	Analysis of written discussion	S 1.3 CF 2, 5 NETS 1. A NETS 4.b DDP 7,9
<ul style="list-style-type: none"> Adhere to and communicate legal and ethical policies 	<ul style="list-style-type: none"> BlackBoard discussion Class Discussion online via live chat Class discussion via comments 	Analysis of written communication	1.1 g.9 g.14 NETS 3.d DDP 7,9

Facilitate access to information in print, non-print, and electronic formats	<ul style="list-style-type: none"> • BlackBoard discussion • Text Reading 	Analysis of written communication	S 1.1a Ts 19:7 Cf 1,3,4 N 1b,e NETS 3.b Ddp 2,9
Utilize information found in professional journals to improve library practice	<ul style="list-style-type: none"> • BlackBoard discussion • Journal readings assignment 	Analysis of written communication	3 S 1.1a Ts 19:7 Cf 1,3,4 N 1b,e NETS 3.b DDP 1,3,4
Apply accepted management principles and practices that relate to personnel, financial, and operational issues	<ul style="list-style-type: none"> • Acceptable use policy assignment 	<ul style="list-style-type: none"> • Analysis of written communication 	4.2 c.7 c.11 NETS 1.a, 1.b DDP 2
Employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs	<ul style="list-style-type: none"> • BlackBoard discussion • Journal readings • Social networking assignment • Final project 	<ul style="list-style-type: none"> • Analysis of written communication 	S 2.2 cf.1,6.2,3 DDP 8,9 NETS 3.c
Exhibit effective communication through written, electronic expression	<ul style="list-style-type: none"> • Online Discussion • Interactions regarding colleagues' submissions 	<ul style="list-style-type: none"> • Analysis of written communication • Analysis of submissions 	S 2.2 cf.1,6.2,3 NETS 3.c DDP 1,8
Evaluate and select existing and emergent technologies in support of the library program	<ul style="list-style-type: none"> • BlackBoard discussion • Social Networking Assignment 	<ul style="list-style-type: none"> • Analysis of written communication 	S 2.2 cf.1,6.2,3 NETS 3.c g-5 DDP 1,8

<http://www.sbec.state.tx.us/SBEOnline/standtest/edstancertfieldlvl.asp>

Web address for ***specialty organization standards***: AASL (American Association of School Librarians):

<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

NCATE Accreditation

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU was NCATE accredited through its next review scheduled for November 2015. It continues to be accredited through CAEP

[CAEP Standards](#)

Expectations:

Class participation | attendance | timely completion of all assignments | use of feedback in future work.

Evaluation:

Students will earn points based upon quality and timeliness of work, frequency of class participation, and quality of research. Point spread announced at first class meeting.

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral/master’s level work.

Regarding grading, work that ‘meets expectation’ for master’s degree work will receive a B. Students earning A’s will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

Other Required Syllabi Elements:

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Students’ Office.](#)

CELL PHONE POLICY:

During optional meetings, cell phones should be muted. Calls can be received/made as per individual needs. Phones may be used on breaks or with common consent. This applies to texting as well as speaking.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written

statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.pdf

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

How your grade is calculated:

Percent Ranges	Points
A= 90-100	990-1100
B= 80 – 89	880-989
C= 70 – 79	770-879
F= 69 and Below	878 and below

Remember: You **cannot** receive an “A” if you do not respond to others’ blogs~

More resources for your learning pleasure~

ORGANIZERS (Wunderlist, Remember the Milk, WorkFlowy, Scribbles, Evernote, Pinterest)

Which one would be best to use with students. How could they use these tools? Read about Evernote and search for some online tutorials. What will you use Evernote for with students?

WEBBING/MIND MAPPING

(Spiceynodes, Popplet, Wisemapping, or another you find.) Create a web using each tool.

PLAYING WITH WORDS

(Tagxedo, Wordle, Tagul, Quipio, reciteThis)

INFORMATION CURATION

(Web: Scoop.it, Paper.li, Prismatic – app only: Zite, Flipboard, and Google Currents, or another you find.)

ALSO, Google Tools are becoming ubiquitous. So, familiarize yourself with all the things you can do with Google.

<http://www.teachhub.com/100-google-tricks-teachers>

Assignments, Due Dates, and Points Possible

Assignment	Points	DUE DATE
START HERE tasks:		
Read Syllabus		18 Jan
Introductions (and enter Twitter and blog spreadsheet)	50	19 Jan
Blogs and Blog Readers	50	20 Jan
FaceBook and Twitter	50	27 Jan
Readings paper	100	3 Feb
Horizon Report	100	10 Feb
Information Ethics	100	24 Feb
Acceptable Use	50	3 Mar
Message design and Infographics	50	10 Mar
~Spring Break~		
Screencasts, Instagram, and Flipagram	50	24 Mar
Youtube, Animoto, QR codes	50	31 Mar
Cartoons and Comics	50	7 Apr
Podcasts	50	14 Apr
Copyright and Fair Use	100	28 Apr
Case Study	100	5 May
Final Reflection	50	7 May
Extra credit (Student's choice! You do not have to do these!)	(150, fifty per module)	No later than 28 Apr
Blog Comments	100	Completed throughout the course. Submit by 7 May
Total Points	1100	