

October 2009

LIBR 200 Fall 2009

Rob Morrison
National-Louis University

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LIBR 200 Digital Information Literacy
National-Louis University
SYLLABUS

Meeting Dates & Location:

Nov. 2 through Nov. 22, 2009. This course meets entirely online through BlackBoard.

Instructors:

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Course Description:

This course introduces students to the concepts and competencies of digital information literacy, which include the ability to access, use, organize, create, integrate, disseminate, synthesize and evaluate information in digital formats. The “digitally information literate” student will be proficient in the effective use of information in digital formats as applied in academic programs, professional work, and lifelong learning.

Major Topics:

- The influence of technology on information
- Accessing digital information
- Evaluating sources in the digital age

Course Objectives:

Students will learn how information is influenced by technology in order to understand, use, and create information in their academic program, career, and as lifelong learners. Students will enhance their learning by using technology to expand their access to digital information.

By the end of this course, the digitally information literate learner will:

- Understand how digital technologies shape information
- Navigate complex digital domains
- Apply knowledge and skills to current digital tools
- Apply flexible strategies for finding, using, and creating digital information

Materials:

No textbook is required for this course. Readings will be available online through library article databases or freely on the Web.

Requirements:

1. Participate in online discussions.
2. Complete online assignments. *Assignments turned in late will have points deducted.*
3. Complete final research project. *Projects turned in late will have points deducted.*

Grading:

Activity	Points
Weekly Discussion Posts & Responses (3)	60
Final Project: Annotated Bibliography	40
TOTAL POINTS	100

Final grades will be based on the following scale:

A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

ADA Statement:

National-Louis University seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in this syllabus, the course objectives and/or course evaluation and assessment criteria, are advised to notify me within the first two weeks of class. We will meet privately to discuss resolution of your issue, which may or may not include an appropriate referral (e.g. a Writing specialist, the Academic Accommodations Coordinator, the Director of Diversity or the Office of Student Affairs). Confidentiality will be maintained regarding your special needs.

Academic Policy Statement

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

Faculty has the right to analyze and evaluate students' course work. Students may be asked to submit their papers electronically to a third-party plagiarism detection service. Students who are asked to submit their papers, and refuse, must provide proof for every cited work comprising the cover page and first cited page for each source listed in the bibliography. When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure.

The Policy on Academic Honesty is in the University Catalog as a hard copy and online at <http://www.nl.edu/registrar/catalogs.cfm> and in the Student Guidebook as a hard copy and online at <http://www.nl.edu/StudentServices/studentaffairs/StudentHandbook/>.

For resources on how to cite properly and avoid plagiarism, go to NLU's Center for Academic Development at <http://www.nl.edu/centers/cad/resources/index.cfm> and the NLU Library at <http://www.nl.edu/library/>. For an interactive tutorial on how to avoid plagiarism, go to [http://faculty.nl.edu/cad/presentations/Student%20Plagiarism %20 tutorial.htm](http://faculty.nl.edu/cad/presentations/Student%20Plagiarism%20tutorial.htm).

LIBR 200 Digital Information Literacy
National-Louis University
COURSE SCHEDULE

Week One - November 2-8, 2009: The Impact of Technology on Information

- Course Orientation – including NLU Library Orientation
- Readings (available in BlackBoard or through the NLU Library)
 - Carr, N. (July/August 2009). Is Google making us stupid? *The Atlantic*. Retrieved 28 August 2009 from <http://www.theatlantic.com/doc/200807/google>
 - Batson, T. (2 March 2009). Response to Nicholas Carr's 'Is Google making us stupid?' *Campus Technology*. Retrieved 28 August 2009 from <http://www.campustechnology.com/Articles/2009/03/18/Response-to-Nicholas-Carr-Question-Is-Google-Making-Us-Stupid.aspx>
 - Starr, P. (4 March 2009). Goodbye to the age of newspapers (Hello to a new era of corruption). *The New Republic*. Retrieved 30 July 2009 from <http://www.tnr.com/article/goodbye-the-age-newspapers-hello-new-era-corruption>
- Discussion of Readings

Week Two - November 9-15, 2009: Accessing Digital Information

- Readings (available in BlackBoard or through the NLU Library)
 - Rosen, D. & Nelson, C. (2008) Web 2.0: A new generation of learners and education. *Computers in the Schools*. 25 (3-4), 211-225. <http://search.ebscohost.com.proxy.nl.edu/login.aspx?direct=true&db=eric&AN=EJ835762&site=eehost-live>. NOTE: You will need to be logged into My NLU Portal to access this article.
 - Read about Google Books (Overview & History) at <http://books.google.com/intl/en/googlebooks/about.html>.
 - Read about Flickr Commons at <http://www.flickr.com/commons>. Be sure to scroll down to read "More about Flickr Commons," the pilot project (<http://blog.flickr.net/en/2008/01/16/many-hands-make-light-work/>), and the FAQs.
 - LaVallee, A. (2009, March 26). YouTube EDU launches. *Digits: Technology News & Insights. Wall Street Journal Blogs*. <http://blogs.wsj.com/digits/2009/03/26/youtube-edu-launches/>
- Accessing information activities & discussion

Week Three - November 16-22, 2009: Evaluating Digital Information

- Readings (available in BlackBoard or through the NLU Library)
 - UNC University Libraries (2008). Evaluating information tutorial. <http://www.lib.unc.edu/instruct/evaluate/introduction/>
 - Read, B. (27 October 2006). "Can Wikipedia ever make the grade?" *The Chronicle of Higher Education*. 53 (10), A31. <http://chronicle.com.proxy.nl.edu/article/Can-Wikipedia-Ever-Make->

[the/26960/](#). NOTE: Also available through NLU Library's Web site: Articles > A-Z List of Databases > Chronicle of Higher Education. Search for "Can Wikipedia Ever Make the Grade". *Must login through My NLU Portal to access the library's databases.*

- Waters, N. (2007). Why you can't cite Wikipedia in my class. *Communications of the ACM*, 50(9), 15-17. Retrieved May 1, 2009. <http://www.inf.ed.ac.uk/teaching/courses/irm/p15-waters.pdf>. NOTE: Also available through NLU Library's Web site: Articles > A-Z List of Databases > Business Source Elite. *Must login through My NLU Portal to access the library's databases.*
 - Cohen, N. (25 August 2009) Wikipedia to limit changes to articles on people. The New York Times. Retrieved August 26, 2009, from <http://www.nytimes.com/2009/08/25/technology/internet/25wikipedia.html>
- Annotations Practice
 - Discussion of Readings
 - Final Research Assignment (Annotated Bibliography of 5 sources) – **DUE NOV. 22nd**.