

October 2010

## LIBR 200 Fall 2010 Face-Face

Rob Morrison  
*National-Louis University*

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LIBR 200 Digital Information Literacy, Fall 2010  
National-Louis University  
SYLLABUS

**Meeting Dates & Location:**

Wednesdays and Fridays, September 15th through October 8. Noon-2:15 pm.

Room # 4038, Chicago campus

Class Meeting dates: September 15, 17, 22, 24, 29. October 1, 6, 8

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**Instructor**

Dr. Rob Morrison, Assistant Professor  
University Library  
E. [rob.morrison@nl.edu](mailto:rob.morrison@nl.edu)  
P. 312.261.3372

**Guest Lecturers**

Marisa Walstrum. [marisa.walstrum@nl.edu](mailto:marisa.walstrum@nl.edu)  
Deana Greenfield. [deana.greenfield@nl.edu](mailto:deana.greenfield@nl.edu)

Please contact the **Instructor** if you have any questions or difficulties

**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.

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, posted to your Blackboard course shell.

**Requirements:**

1. Participate in classroom and online discussions and post comments on assigned readings.
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.*
4. Notify the instructor ahead of time if you are not able to submit your work on time or able to participate in a class session.
5. The instructor will provide timely feedback on all required assignments submitted by the due date and will be available on a regular basis to answer student questions, clarify course materials and assignments, and meet individually with students.
6. In-progress grades are assigned at the discretion of the instructor and must be negotiated prior to the end of the course.

## Grading

<b>Assignments</b>	<b>Points</b>	<b>Due Dates</b>
Discussion Post: Goodbye to the Age of Newspapers	15	September 22
WEEK 2 Quiz	5	September 24
Discussion Post: Online Privacy	15	September 29
Final Project	25	October 8
<b>Participation</b>		
Reflection Journal	20	Every week
Attendance/Class Discussion	20	Every week
<b>Total Points:</b>	<b>100</b>	

*Participation grade:* Points are awarded based on attendance, participation in class discussion and activities, and completing the requirements for the weekly reflection journals.

## Going Green

In the interest of conserving precious resources, I will distribute all course materials and readings by email or post to the BlackBoard course. I will also limit the number of print copies handed out in class.

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**LIBR 200 Digital Information Literacy**  
**September 15—October 8**  
**Wednesdays and Fridays, Noon-2:15 pm**  
**SCHEDULE**

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**WEEK ONE: The Impact of Technology on Information. September 15 & 17**

**Session One Topics & Activities. September 15**

- Complete technology survey
- Consider the ways has technology influenced information
- Discuss how technology may impact our understanding of information and how we acquire knowledge
- Consider how technology impacts society

**Assignments due for Week One, Session Two: September 17**

**1) Final Project Topics due to the instructor**

**2) Reflection Journal Posting**

**3) Read**

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>

**Session Two Topics & Activities. September 17**

- Consider the ways print and electronic books differ and how this is changing education
- Consider how technology impacts how we acquire knowledge

**Assignments due for Week Two, Session One: September 22**

**1) Reflection Journal Posting**

**2) Read**

- University of Illinois Urbana Champaign. "How Databases & Search Engines Differ"  
<http://www.library.uiuc.edu/ugl/howdoi/compare1.html>
- Peabody Library, Vanderbilt University. "Scholarly vs. popular periodicals (final)." YouTube. Posted 24 August 2007. <http://www.youtube.com/watch?v=VeyR30Yq1tA>
- University of Maryland Libraries (2008). Primary, secondary, and tertiary sources.  
<http://www.lib.umd.edu/guides/primary-sources.html>

*Note: During Week 2 Session 2 you will have a quiz on these readings. We will review these readings and concepts in class Week 2 Session 1.*

**3) Graded post on Starr's Goodbye to the Age of Newspapers**

## **WEEK TWO: Accessing Digital Information. September 22 & 24**

### **Session One Topics & Activities. September 22**

- Discuss the difference between scholarly & popular magazines
- Review the differences between primary, secondary, and tertiary sources
- Practice searching in databases & search engines

### **Assignments due for Week Two, Session Two: September 24**

#### **1) Read**

Rosen, D., & Nelson, C. (2008). Web 2.0: A new generation of learners and education. *Computers in the Schools*, 25(3-4), 211-225. Retrieved from ERIC database.

<http://search.ebscohost.com.proxy.nl.edu/login.aspx?direct=true&db=eric&AN=EJ835762&site=ehost-live>

2) **Study** databases v. search engines & primary, secondary & tertiary sources for in-class quiz

3) **Find** one article and one book for the final project

### **Session Two Topics & Activities. September 24**

- Understand what Web 2.0 is and how it can be used for collaboration
- Understand privacy concerns & personal digital footprint
- Be able to find reliable information from popular social networking tools

### **Assignments due for Week Three, Session One: September 29**

1) **Reflection Journal Posting**

2) **Graded Post - Online Privacy**

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## **WEEK THREE: Evaluating Digital Sources. September 29 & October 1**

### **Session One Topics & Activities. September 29**

- Evaluate online sources for reliability
- Determine the relevance of information sources for your research
- Discuss personal information evaluation and selection habits

### **Assignments due for Week Three, Session Two: October 1**

1) **Reflection Journal Posting**

#### **2) Read**

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>

Melanson, M. (2010). Why Wikipedia should be trusted as a breaking news source. Read Write Web. Retrieved May 26, 2010.

[http://www.readwriteweb.com/archives/why\\_wikipedia\\_should\\_be\\_trusted\\_or\\_how\\_to\\_consume.php](http://www.readwriteweb.com/archives/why_wikipedia_should_be_trusted_or_how_to_consume.php)

**3) Bring notes to next class**

Consider the two Wikipedia articles assigned for this week. Based on the arguments and information in these articles, do you think Wikipedia is a reliable source? Why or why not?

4) **Find** website, Youtube EDU video and Flickr Creative Commons licensed image for final project

**Session Two Topics & Activities. October 1**

- Think critically about using Wikipedia
- Create an annotated bibliography

**Assignments due for Week Four, Session One: October 6**

**1) Read**

"Integrity: Academic and Political A Letter to My Students." Bill Taylor.

[http://www.academicintegrity.org/educational\\_resources/pdf/Letter\\_To\\_My\\_Students.pdf](http://www.academicintegrity.org/educational_resources/pdf/Letter_To_My_Students.pdf)

"Plagiarism in the Age of Google and post-google?" Ex Africa Semper Aliquid Novi.

<http://aliquidnovi.org/tag/plagiarism/>

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**WEEK FOUR: Ethical Use of Digital Information. October 6 & 8**

**Session One Topics & Activities. October 6**

- Discuss the importance citing information
- Discuss academic and ethical issues of citing sources
- Understand what plagiarism is and how to avoid it

**Assignments due for Week Four, Session Two: October 8**

**1. Reflection Journal Posting**

2. **Print certificate.** Complete the [Avoiding Plagiarism Tutorial](http://faculty.nl.edu/cad/presentations/Student%20Plagiarism%20Tutorial.htm)--print out the certificate and bring to class. <http://faculty.nl.edu/cad/presentations/Student%20Plagiarism%20Tutorial.htm>

**3. FINAL RESEARCH PROJECT: An Annotated Bibliography.**

Bring to class and complete.

## Session Two Topics & Activities. October 8

- Review NLU's Academic Honesty policy
- Work on Final Project

### Grading Forms

#### Graded Post on Starr's Goodbye to the Age of Newspapers (15 points)

**QUESTIONS:** Your discussion post that addresses all questions below should be a minimum of 50-100 words per question. Briefly reply to at least two classmates posts.

- According to Starr, foreign news coverage has dramatically decreased: "the number of American newspaper correspondents abroad dropped 30 percent between 2002 and 2006." Do you think the decrease in foreign news coverage has a negative impact on society? Why or why not?
- Starr states that the lower the circulation of a newspaper within the country, the higher the corruption rate. Do you agree or disagree with this statement? Why or why not?
- With the Internet becoming a main source of news, how will you or do you distinguish between the biased and non-biased sources online?

#### GRADING FORM: Goodbye to the Age of Newspapers

Objective/Criteria	Incomplete	Does not meet expectations	Meets Expectations	Exceeds Expectations
Thoroughness/ Completeness of Content - Students Initial Posting	Did not complete the discussion posting assignment  (0 point)	Minimal discussion of the questions. Post is mostly "on the surface;" or significantly less than 50-100 words per question.  (3 points)	Fair discussion of discussion questions in the student's own words.  (4 points)	Thorough discussion of topic demonstrating excellent qualities of analysis and relevancy  (5 points)
Response Content	No responses to other student postings  (0 point)	Minimal response that adds little to the discussion.  (3 points)	Average feedback that adds somewhat to other students' discussion.  (4 points)	Meaningful and in- depth response/feedback to other student(s) that adds significantly to the value of discussion on the topic. (5 points)
Grammar/Typo Correctness	Did not complete the discussion posting assignment  (0 point)	Errors in grammar or typing that significantly detracts from readability and professional	Only minor errors in grammar or typing that do not detract significantly from readability or	No errors in grammar or typing.  (2 points)

		presentation of students' postings  (0 point)	professional presentation of the students' postings.  (1 point)	
Timeliness	Did not complete the discussion posting assignment or response post on time (0 point)	All posts were late  (1 point)	Responded to one student's post on time  (2 points)	Responded to all (2) student posts on time  (3 points)

### Graded Post on the Online Privacy (15 points)

Find a recent article (published/posted within the last 3 years) discusses privacy issues in the digital age. Your annotation and commentary should each be a minimum of 75-100 words.

- Post a brief **annotation** (summary of the article in your own words).
- Provide a **commentary** on the article. What is your opinion about the issues raised in the article? Do you agree or disagree with the statements made?
- Read your classmates posts and briefly **respond** to at least two other postings.

### GRADING FORM: Privacy in the Digital Age

Objective/Criteria	Incomplete	Does not meet expectations	Meets Expectations	Exceeds Expectations
Article Summary	Did not complete the assignment  (0 point)	Post did not contain a summary of the article; or post is well short of 75-100 word minimum.  (1 points)	Summary of the article included some or most of the article's main points.  (2 points)	Summary of the article included all of the article's main points.  (3 points)
Depth of Commentary	Did not complete the assignment  (0 point)	Minimal observations related to article included; on the surface comments; or post is well short of 75-100 word minimum  (3 points)	Adequate job including observations and opinions/reactions about the article.  (4 points)	Commentary is thorough including ample observations and opinions about the issues raised in the article.  (5 points)
Grammar/Typo Correctness	Did not complete the discussion posting assignment  (0 point)	Errors in grammar or typing that significantly detracts from readability and professional presentation of	Only minor errors in grammar or typing that do not detract significantly from readability or professional	No errors in grammar or typing.  (2 points)



		students' postings (0 point)	presentation of the students' postings. (1 point)	
Response Content	No responses to other student postings  (0 point)	Minimal response that adds little to the discussion.  (1 points)	Feedback adds somewhat to other students' discussion.  (2 points)	Meaningful and in-depth response/feedback to other student(s) that adds significantly to the value of discussion on the topic.  (3 points)
Timeliness	Did not complete the discussion posting assignment or response post on time  (0 point)	All posts were late  (0 point)	Responded to one student's post on time  (1 points)	Responded to all (2) student posts on time  (2 points)

**Final Project: Annotated Bibliography (25 points)**

**Requirements**

Your sources should be in APA format, listed in alphabetical order, and must include: ebrary book or Google book, one scholarly journal article, Flickr Creative Commons licensed image, YouTube EDU video, Web site.

**For each of the five sources you should provide the following:**

- An APA format citation for the work
- A brief description and summary of the work
- Several sentences addressing the following questions:
  - What is the purpose of the source? Does it express a particular perspective or point of view? Does it appear to provide objective information? How do you know?
  - Does the information appear to be current? Is this important? Why or why not?
  - Does the information appear to be accurate? Is there information included to support statements (data, charts, graphs, reference lists)?
  - Who is the author? Is the author qualified to write on this topic? Why or why not?
  - Is the source reliable? For what purpose might you use the information provided or how would this information be useful?

GRADING FORM: Final Project

Objective/Criteria	Incomplete	Does not meet expectations	Meets Expectations	Exceeds Expectations
Introduction	No introduction included.  (0 point)	Introduction included but does not clearly state the topic or explain how the topic was refined.  (1 points)	Introduction includes a clearly stated topic.  (2 points)	Introduction includes a clearly stated topic with a brief explanation of how the topic was refined.  (3 points)
Alphabetical order	N/A  (0 point)	None of the sources are listed in alphabetical order.  (0 points)	Some of the sources were listed in alphabetical order.  (1 point)	All sources were listed in alphabetical order.  (2 points)
APA citation format	N/A  (0 point)	None of the sources are listed in APA citation format  (0 points)	There are some errors in the APA citation format  (1 point)	All of the sources are listed in APA format with no errors.  (3 points)
Required Sources	N/A  (0 point)	None of the required sources are included.  (0 points)	Some or most of the required sources are included.  (1 point)	All of the required sources are included.  (3 points)
Thoroughness of Annotations	Does not include annotations for sources.  (0 point)	Annotations do not address the assigned elements; and/or evaluative statements are on the surface; no examples from the sources included to support statements.  (6 point)	Annotations address most of the elements assigned; includes some examples from the sources to support evaluative statements.  (8 point)	Annotations thoroughly address all elements assigned and include examples from the sources to support all evaluative statements.  (10 points)
Grammar/Typo Correctness	N/A  (0 point)	Errors in grammar or typing that significantly detracts from readability and professional presentation of students' postings  (0 point)	Only minor errors in grammar or typing that do not detract significantly from readability or professional presentation of the students' postings.  (1 point)	No errors in grammar or typing.  (2 points)

Timeliness	N/A  (0 point)	The established deadline was not met.  (0 point)	N/A  (0 points)	The established deadline was met.  (2 points)
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**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

**University Policies**

**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/>.