Credit Hours  3.0
Prerequisites/ Department consent:  LSC 555 or instructor permission

Classroom:  Loudon County - TBD
Class Meetings:  Thursdays 5:00 – 8:30pm – Blended format
                May 16 – June 25, 2011

Instructor contact information:
Instructor:  Pat Brown, Manager, Library Media Services for DC Public Schools
Phone:  202-330-3514
E-mail:  patriciae.brown@dc.gov
Office Hours:  By appointment only

Course Description

Students will explore the expanding role of non-print and electronic media in libraries and information/media centers. Emphasis will be on evaluation, selection, use, and assessment of non-print, software, equipment, and Internet based tools for media programs in libraries and information/media centers. Class members will explore ways technology can be integrated with content to create an effective learning environment; to support instructional strategies; to support collaborative efforts; and to address instructional differentiation, cultural, and learning diversity.

Course Goals

Teach students about media services in a 21st century environment in library and media centers to facilitate understanding that:

1. There is a difference between media and technology and together they provide full information access in a 21st century environment.

2. Offering media services today require a comprehensive understanding of program administration.

3. Changes in media and technology directly influence information access, instruction, and program management.

4. Effective technology integration is based on content needs and improves learning outcomes.

5. Effective technology implementations offer “relative advantage” over non-technology solutions for teaching and learning.
6. Effective technology integration is supported by a mix of directed and constructivist teaching strategies which build students’ 21st century skills and multiple intelligences.

7. A variety of useful technology materials (software, hardware, online resources) are available for every content area and are constantly improving.

8. Collaboration with the online community using technology is an important element of professional development.

9. Professional development is essential to maintaining relevance and capability to implement media services with continually advancing technologies.

Course Objectives for Student Learning

The student will:

1. Assess the impact of different technology-based tools on information access.

2. Identify technology-based resources which are applicable to teaching and learning for specific audiences.

3. Evaluate methods for teaching the use of technology, including the appropriate environment for learning, and differentiators associated with teaching technology to children, adults, and people with different needs.

4. Demonstrate a variety of appropriate applications of technology-based tools in a teaching and learning environment.

5. Identify solutions for basic common problems associated with the use of technology.

6. Develop a basic understanding of the scope and process for choosing individual technologies for use in learning environments and media centers.

7. Examine historical foundations, learning theories, and current trends in the field of educational technology to assist in developing a broad understanding of the contexts for effective technology integration.

8. Identify current issues that impact the selection and use of technology and integration of technology into libraries and information/media centers.

9. Analyze a media services need and implement a technological approach to effectively meet that need in a library/media services or instructional setting.

Instructional Methods

This course will be delivered in a blended format. We meet from 5:00PM - 8:30PM on Tuesdays and Thursdays from 5/14 – 6/25/2011. Each week there will be a face-to-face meeting and an asynchronous online discussion through Blackboard. We will have one synchronous online meeting (eSLIS). The exact date for each of these sessions is provided in the schedule at the end of this document.
To participate in eSLIS sessions, you will need a broadband internet connection (not dial-up), a recent Windows or Mac computer, and an inexpensive headset with a microphone if it is not built into your computer. If you don’t have access to these from home or work, you can use computers at SLIS. For more information on system requirements, training and support please visit the eSLIS web page at http://slis.cua.edu/eSLIS.

In addition, course materials will be shared through the Blackboard (http://bb8.cau.edu).

**Required Text**


**Additional reading materials**

Readings are specified for each week as part of the assignments posted on Blackboard. Students are required to complete the readings and be ready for class discussion.

**Other materials**

Computer with Internet access for identifying, accessing, evaluating, resources, contributing to class created resources and participating in online class meetings.

**Professional Standards Addressed**

**AASL 21st Century Learner Standards**: Standards for the 21st-Century Learner offer vision for teaching and learning to both guide and beckon our profession as education leaders. They will both shape the library program and serve as a tool for library media specialists to use to shape the learning of students in the school.

**International Society for Technology in Education** The new standards identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society.

**American Library Association**: The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

- Fosters development of library and information professionals who will assume an assertive role in providing services
- Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
- Integrates the theory, application, and use of technology
- Responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups
- Responds to the needs of a rapidly changing technological and global society
- Provides direction for future development of the field
Course Requirements

Class participation in person and online: (20%)

Students are expected to:

- Attend all classes.
- Complete all readings.
- Contribute to all discussions.
- Contribute to all class related learning tools.

NOTE: For the asynchronous discussion, you are expected to upload at least two postings as your answers and at least two replies to others’ postings. This is a minimum requirement for each discussion question. You are encouraged to work on your assigned readings prior to engagement with discussion threads as the expectation is that your will reference the readings in your answers to the discussion questions.

Assignment #1: Technology for the School Librarian (10%)

Choose a technology listed by the professor. Investigate how the technology is used in the school library. Present findings to the class.

Assignment #2: Visit a School Library (20%)

Visit a school library or information center. Explore the media collection and technology integration into the curriculum. Interview the school library staff about their experiences with the media collection and technology integration including successes and challenges. Use materials presented in class, developed during class discussions, from previous classes and discovered through assigned readings to identify the media services offered, the intended audience, and all ancillary elements necessary to provide or impacting the media services. Present findings to the class.

Assignment #3: Strategic Planning for Media Services (25%)

Choose a media service that is directly influenced by technology. Evaluate the impact the media service will have on the library/information center and their users. Write a comprehensive strategic plan that identifies budgetary needs to obtain, educate, implement, and sustain the service over three years; develop the policies that will govern the use of the media service for both the facility and the user; establish the procedures for use of the media service by the user; and create a survey that will facilitate understanding of the benefits the tool offers, the challenges or successes encountered, and provides data by which to assess the tool and its importance to the overall program.
Select one media service that is used in a real world context. Create a 20 minute instructional unit to teach the intended audience about the tool and how best to use the tool with a content focus. Pre-assess audience competence. Lead the class through the unit. Post-assess audience competence. Submit documentation including a complete lesson plan, assessments, a brief paper on the tool including the history behind it; the most appropriate uses of the tool; future possibilities for the tool; and how future developments will impact offering the tool through a school library program [programmatic, budgetary, implementation, management, policies, and procedures].

In keeping with the nature of the topic, there will be no examinations for this course.

**Assessment**

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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Assignment #1</td>
<td>10%</td>
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<tr>
<td>Assignment #2</td>
<td>20%</td>
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<tr>
<td>Assignment #3</td>
<td>25%</td>
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<tr>
<td>Final Project</td>
<td>25%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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**Points:**

- **A** = 94 – 100
- **A-** = 90 – 93.99
- **B+** = 86 – 89.99
- **B** = 82 – 85.99
- **B-** = 78 – 81.99
- **C** = 70 – 77.99
- **F** = Below 70

**Assignment Guidelines**

**Submission:** Assignments must be submitted on time, so that they can be graded consistently and discussed in the class sessions following the due date. All written assignments must be supported by research and industry best practices and should site references to support the thesis. Finally, all items should be submitted electronically to the class drop box by 12 midnight of the due date.

Work that consists of a single file should be named using the following file name structure:
FirstInitialLastName_AssignmentName

Work that consists of multiple files should be named using the following file name structure:
FirstInitialLastName_AssignmentName_1ofTotalNumberOfFiles

**Paper Formats:** Papers must conform to a standardized format such as APA standard format of your preference. Please consult the manuals and guidelines including [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
The following items must be given at the top of your papers:
- Student’s name
- Course number (LSC 731: Media Services)
- Assignment number or name as listed in the schedule
- Date submitted

Please note that for this course, all papers must use the following guidelines:
- Double spaced
- 12 point
- Times New Roman or Arial font
- Pages numbered in the upper right corner of each page

University Grades

The University grading system is available at
http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for undergraduates and
http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Expectations and Policies

Academic honesty: Academic honesty is expected of all CUA students. Faculty are required to initiate
the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper
use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic
sanction for undergraduate students for academic dishonesty will be failure for the course. There may be
circumstances, however, where, perhaps because of an undergraduate student’s past record, a more
serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate
studies, the expectations for academic honesty are greater, and therefore the presumed sanction for
dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating
circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic
Dishonesty, including requirements for appeals, at
http://policies.cua.edu/academicundergrad/integrity.cfm and
http://policies.cua.edu/academicundergrad/integrity.cfm

Additional Expectation and Policies

Inclement Weather/Campus Closure: Follow the university weather policies.

Attendance and punctuality policy: Attendance is mandatory, in keeping with university policy. All
participants are expected to attend all classroom sessions and participate in all online sessions.
Participation expectation: Participation is essential to successful completion of the course. Complete all readings as assigned and be prepared for each class discussion. In the case of an excused absence, students may make the class up by completing an extra assignment. See the instructor for details.

Cell phones: No phone calls during class. Turn off cell phones, silence pagers. Students leaving the room for calls may not return to the class session (unless it is a verifiable emergency). Participation and engagement with classmates is interrupted and diminished if cell phones or pagers are going off.

Timeliness on submitting work: Late work will not be accepted unless it is made by prior arrangement.

No grade discussion in class: The instructor will not discuss grades in class, including during travel times. This is for your benefit to insure your privacy and accuracy of information. Questions regarding assignments can be discussed outside regular class hours at a mutually convenient time. Please be sure to consult the syllabus before asking questions about course requirements.

Appropriate Dress: Dress for a professional environment to demonstrate your appreciation and respect for the classroom and for your peers.

Email:

For communication: Begin each subject line with LSC 731 or risk a delayed response or potentially no response. Provide a meaningful and accurate subject in all your emails related to this course. I will make every reasonable effort to get back to you within 48 hours of receiving your email. Please know that I typically check course-related emails in the evening.

In class: Class time is not the appropriate time to check email. Checking email will distract your focus from the content of the course and could have a negative impact on your performance.

Campus Resources for Student Support

Even though this course occurs off the CUA campus, you are welcome and encouraged to make use of the campus resources, some important resources include (this is not an exhaustive list):

CPIT Help Desk
The Center for Planning and Information Technology (CPIT) staffs a help desk from 8 a.m. to 9 p.m., Monday through Friday. They are available to assist you with problems regarding your CUA computer account or e-mail address, difficulty logging into or using CUA computers or software, and other general computing questions. Contact them at 202-319-4357 or infocenter@cua.edu for assistance.

CUA Libraries
You can use the CUA library resources. For more information, visit the CUA libraries homepage at http://libraries.cua.edu, or call at 202-319-5070.

SLIS Technology resources: http://slis.cua.edu/tech/

Academic Tutoring and Learning Assistance Service (ATLAS) http://counseling.cua.edu/atlas/
101 O'Boyle Hall
Phone: (202) 319-5018
CUA Counseling Center  
http://counseling.cua.edu/services/  
127 O'Boyle Hall  
Phone: (202) 319-5765  

Office of Career Services  
http://careers.cua.edu/

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately in the first week of class to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website:  

Course Schedule

The schedule is subject to change depending on the class needs. When supplementary readings are added, it will be announced in class or through Blackboard (http://bb8.cua.edu).

<table>
<thead>
<tr>
<th>Date</th>
<th>Venue</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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| May 17    | Face-to-face | ▪ Course Overview  
▪ What is technology integration?  
▪ Investigating with Technology  
▪ Meaningful Learning          | Chapters 1 & 2                |                                    |
| May 19    | Blackboard   | ▪ Experimenting with Technology  
▪ Designing with Technology  
▪ Video Tools                      | Chapters 3 & 4                | Discussion Questions          |
| May 24    | Blackboard   | ▪ Community Building with Technology  
▪ Collaboration Tools  
▪ Instructional Technology       | Chapters 5 & 6                | Discussion Questions          |
| May 26    | Face to Face | ▪ Supporting content with technology  
▪ Modeling with technologies         | Chapters 7 & 8                | Assignment 1               |
| May 31    | Face-to-face | ▪ Assessment  
▪ Pre & post  
▪ Formative & Summative  
▪ Visualizing with technology  
▪ Image Tools  
▪ Facility design to support media services | Chapters 9 & 10                |                                    |
| June 2    | Blackboard   | ▪ Planning, managing, implementing, budgeting, and sustaining services | Articles on Blackboard             | Discussion Questions |
### June 7

**Face-to-face**
- Non-print and electronic media in school libraries
- Database and electronic reference – subscription and licensing
- Managing media services

**Articles on Blackboard**

**Assignment 2**

### June 9

**Blackboard**
- Evaluating the collection
- Reviewing tools
- Selection policies, procedures, and programming

**Articles on Blackboard**

**Discussion Questions**

### June 14

**Face-to-face**
- Evaluating websites
- Authority, credibility
- Responsibilities, ethics, and standards

**Articles on Blackboard**

**Assignment 3**

### June 16

**Blackboard**
- Learning Management Systems
- Adaptive services

**Articles on Blackboard**

**Discussion Questions**

### June 21

**eSlis**
- Emerging trends, professional development
- Experience the technology by giving presentations using online meeting tools

**Articles on Blackboard**

### June 23

**Face-to-face**
- Final presentation
- Wrap-up
- Evaluations

**Final Project**

### Bibliography

*References, supplementary readings, websites of interest will be provided in the class version of the syllabus.*

### Disclaimer

This syllabus should not be construed as a contract between the student and the instructor. The syllabus may be changed at any time by the instructor as needed in order to meet the instructional goals and needs of the class, including changes in the grading policy that is described above.