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

Classroom:

Marist Hall, Room 131

http://bb8.cua.edu

Days and hours of class meetings and labs or discussion sections:

Wednesdays, 5:10-8:30pm; in-person meetings and online class meetings as per the syllabus.

Instructor contact information:

Timothy C. Steelman, Assistant Dean
Marist Hall, Room 229
Office Phone: (202) 319-5085
Cell Phone: Please see class version of the syllabus
Email: Please see class version of the syllabus
Office Hours: By appointment

Course Description:

Exploration of the expanding role of non-print and electronic media in libraries and information/media centers. Emphasis on evaluation, selection, use and assessment of software and equipment for media programs in libraries and information/media centers.

Instructional Methods

In-person & Online: Lecture, Laboratory Work, Asynchronous online, Synchronous online

Required Text


Recommended Text

Other materials:

LiveText Account: [http://www.livetext.com](http://www.livetext.com)
Note: The Journal and the Final Project must be submitted via LiveText to earn credit.

Recommended materials for synchronous online sessions
- Quality webcam, speakers and microphone.
- High-speed Internet Access.
- Computer running Windows XP or earlier, or Macintosh OSX Tiger to run the MIV software by Marratech.

Course Goals

- Prepare students to manage media services as part of a wider library; manage a media services library.
- Introduce concepts of design and multimedia production.
- Prepare students to use, evaluate, and support software, hardware and other technology for computer-based multimedia.

Goals for Student Learning

At the end of the course students should be able to evaluate and apply understanding of:
- Planning associated with media services in the library environment.
- Create and update policies and procedures associated with media services in the library environment.
- Manage media services with the library environment.
- Evaluate the success of media services library environment.

Professional Standards Addressed

American Library Association
- The techniques used to analyze complex problems and create appropriate solutions.
- Effective communication techniques (verbal and written).
- Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
- Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
- The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
- The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
- The principles and methods used to assess the actual and potential value of new research.
- The necessity of continuing professional development of practitioners in libraries and other information agencies.
- The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
- The principles of planning and budgeting in libraries and other information agencies.
- The principles of effective personnel practices and human resource development.
- The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
- The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
- The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Course Requirements

Exercise 1: Uses materials presented in class, developed during the class discussion and additional resources, to define a media service library program of your choice.

Exercise 2: Using the material developed in Exercise 1, present the policies and procedures of a media center in an online-ready format.

Final Project:
The final project will be to create an instructional, administrative or implementation module that meets specific objectives. Students are encouraged to select a project that will be used in the “real world” but as such may select either a professional or non-professional (i.e. hobby-related) topics that could relate to the media services environment they create as a model. Additionally, students are encouraged to select a topic early in the course so they may work on the project throughout the semester. Time designated to work on a new skill may be used to focus on using the new skill within the selected topic. Your project should include a separate summary document that provides answers to the following:

1. Who the intended audience is for the outcome of the project?
2. Why a multimedia approach is important for the topic?
3. Why the selected multimedia format(s) was the most appropriate and effective for the topic?

Journal

The exercises and assignments in this course are intended to provide you with “real-world” examples of multimedia file formats, applications and the means by which they are combined into something meaningful so that you may better manage media services within the library. More precisely, this course will help you determine how you might best use, apply and manage media in your own current/future workplaces. To this end, you will be creating a portfolio containing the notes and thoughts you had as you progressed through the course, completed assignments, and interacted with your peers in the course.

As part of your work you will be encouraged to consider how the course material applies to your own area of library and information science and how this does/might/will affect your professional aspirations. This portion will be evaluated as part of your Participation and Journal grade (50% of overall portion).

Rubric:

- Included activities related to each assignment
  - Included less than 79% of the required activities (1 point)
  - Included between 80%-89 of the required activities (2 points)
  - Included 90%+ of the required activities (3 points)
- Analysis and reflection upon assignments and activities.
  - The majority of entries are not long enough to provide good detail and understanding of the experiences of the student. (1 point)
Entries are long enough to provide good detail, understanding for the reader and are complete. (2 points)
Entries consistently relate back to topics covered and/or knowledge gained from coursework and/or entries reflect an understanding that more coursework is needed to gain skill in a particular area. Entries demonstrate an understanding of and suggest an idea/mechanism for acquiring skill in the particular area where further skill development is needed. (3 points)

- Shows awareness of developing personal leadership style
  o Entries do not reflect a basic understanding of what a personal leadership style is. (1 point)
  o Entries show understanding of what leadership style is and include student provides information on how s/he applies this information to the setting. (2 points)
  o Entry provides evidence that the student recognizes and shows knowledge of his/her personal leadership style. (3 points)

Participation

Score is determined based upon activities in the classroom and associated communications. Excused absences will result in a null credit while unexcused absences will result in 0 points (or no credit). The total will represent 50% of your Participation and Journal grade.

Rubric

2 Points = Superior
- Responsive to the requirements of the discussion and the academically positive flow of the discussion.
- Significantly enhances the quality of interaction
  - illustrating a point with examples, suggests new perspectives on an issue, asks thought-provoking questions, etc.
  - providing constructive feedback to classmates and raises opposing viewpoints in a polite and supportive manner.
- Demonstrates an in-depth understanding of concepts and issues presented in the course
  - citing experts and/or the readings, drawing parallels, etc.
  - containing insightful interpretations of the content, as applicable.

1 Points = Sufficient (if some or all of the following conditions apply)
- Not fully responsive to the requirements of the discussion and/or the academically positive flow of the discussion.
- Does little to enhance the quality of interaction and rarely includes questions or comments that stimulate thinking and learning.
- Demonstrates a minimal understanding of concepts presented and tends to address peripheral issues.
- Generally accurate, but with some omissions and/or errors.

0 Points = No Credit Awarded (if some or all of the following conditions apply)
- Does not contribute to the quality of interaction and does not include questions or comments that stimulate thinking and learning.
- Does not demonstrate an understanding of the concepts presented in the course and/or does not address relevant issues, and/or is inaccurate and contains many omissions and/or errors.
- Unexcused absence.
Examinations:

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

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 Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm)):

“The presumed 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](http://policies.cua.edu/academicundergrad/integrity.cfm).

**Inclement Weather/Campus Closure:** Conventional class meetings will be held online in the event of physical classroom closure during the time class would normally be in session.

**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.

**Cell phones:** No phone calls during class. Turn of 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 class mates 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.
Form of submission of work: All completed, assigned work will be submitted in an electronic format into the class electronic drop-box. 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_Assignm entName_1ofTotalNumberOfFiles

Email: Begin each subject line with lsc776 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.

Campus Resource: 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):

CUA University Libraries: http://libraries.cua.edu/welcome.html

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 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: http://disabilitysupport.cua.edu.

Assessment

Evaluation rubrics will be provided with each assignment.

Grade Determination
Exercises (2 Exercises of Equal Value/Weight) 40%
Final Project 50%
Participation & Journal 10%
TOTAL 100%

Point totals converted to letter grades:
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

University grades:

The University grading system is available at 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.

Course Schedule
Dates and schedule reflect the time associated with a condensed, summer semester course consistent with 40 hours that are required for a three-credit course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Location / Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/20: Marist 131</td>
<td>Define the media services library.</td>
<td>Provided in Blackboard and in class as appropriate.</td>
<td>Exercise 1: Define a media service library program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning Media Services Programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5/27: Online</td>
<td>Policies and procedures of the media center.</td>
<td>Provided in Blackboard and in class as appropriate.</td>
<td>Exercise 1 due. Exercise 2: Present policies and procedures of a media center.</td>
</tr>
<tr>
<td>3</td>
<td>6/3: Marist 131</td>
<td>Evaluating the media center.</td>
<td>Provided in Blackboard and in class as appropriate.</td>
<td>Exercise 2 due.</td>
</tr>
<tr>
<td>4</td>
<td>6/10: Online</td>
<td>Managing media services.</td>
<td>Provided in Blackboard and in class as appropriate.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6/17: Marist 131</td>
<td>Technological change in the media center.</td>
<td>Provided in Blackboard and in class as appropriate.</td>
<td>Final project</td>
</tr>
</tbody>
</table>

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.