The Catholic University of America
School of Library and Information Science

LSC 731 Media Services
Spring 2011

Last update: Jan 13th, 2011

Note: This syllabus is subject to change.

<table>
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<tr>
<th>Credit Hours: 3</th>
<th>Instructor: Sung Un Kim, Ph.D.</th>
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<tbody>
<tr>
<td>Prerequisites: None</td>
<td>Office: 244 Marist Hall</td>
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<tr>
<td>Classroom: Shahan 201</td>
<td>Phone: 202-319-6040</td>
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<tr>
<td>Class Meeting: Thursdays 4:10 – 6:40 p.m.</td>
<td>Email: <a href="mailto:kimi@cua.edu">kimi@cua.edu</a></td>
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<td>Office Hours: Wednesday 2:00 – 4:00 p.m. and by appointment.</td>
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**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. Collaborating 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.

Objectives

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.

Professional Standards

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
- Promotes commitment to continuous professional growth.

Instructional Methods

This course will be delivered in a blended format. We will have a classroom meeting from 4:10PM - 6:40PM on 1/27, 2/24, 3/31, 4/28, 5/5 and have a synchronous online meeting (eSLIS) from 4:10PM - 6:40PM on 2/10, 3/17, 4/14. 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. 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. The rest of the sessions will be run through asynchronous online discussion through Blackboard. 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 and students are required to complete the readings and be ready for class discussion. Several articles are posted on the Blackboard and URLs of Web documents are provided in the Course Schedule below.

Course Requirements

Class participation:
Students are expected to:

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

Technology for the School Librarian:

Choose one among the technology listed by the professor. Investigate how technology is used in the school library and present the examples in class.

Presentation:

Visit a library or information center. Interview the staff and observe media collection and technology integration into the curriculum. Use materials presented in class, developed during class discussion, 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.

Paper:

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 clients. 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 tool 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.

Final Project:

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 media services program [programmatic, budgetary, implementation, management, policies, and procedures].
Assessment

Participation: 20%
Assignment 1: Technology examples 10%
Assignment 2: Presentation 20%
Assignment 3: Paper 25%
Assignment 4: Final Project 25%

TOTAL 100%

Points

A = 94-100
A- = 90-93
B+ = 86-89
B = 82-85
B- = 78-81
C = 70-77
F = Below 70

University Grades

The University grading system is available at http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students. Students will accumulate total points by completing all the requirements. Course total points will be converted to University grades at the end of the semester. Reports of grades are available at the end of each term on http://cardinalstation.cua.edu.

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.

Paper Formats: Papers must conform to a standardized format such as APA standard format that you prefer. Please consult the manuals and guidelines including 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 as listed in the schedule
Please note that for this course, all papers must use the following style guidelines: double spaced;
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):

“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.

Additional Expectations and Policies

Attend and participate in all class sessions. Absences will have a negative impact on your grade.

In the case of an excused absence, students may make it up by completing an extra assignment. See the instructor for details.

Complete readings as assigned and be prepared for each class discussion. Class participation is an important component of your final grade.

Students are expected to arrive for class on time.

Cell phone calls, texting, and email are not allowed during class.

Submit written assignments on time. No late assignments are accepted.
Campus Resources for Student Support

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.

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: http://disabilitysupport.cua.edu.

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

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>• Course overview</td>
<td>None</td>
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<td></td>
<td>• Self-introduction</td>
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<tr>
<td>Online</td>
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<tr>
<td>Session 2</td>
<td>• What is technology integration?</td>
<td>Chapter 1</td>
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<td></td>
<td>• Meaningful learning</td>
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<tr>
<td>Online</td>
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<td>1/18 – 1/23</td>
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<td>1/17 - Martin Luther King, Jr., Day (Holiday)</td>
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<td>Week 3</td>
<td>• Investigating with technology</td>
<td>Chapter 2 &amp; 3</td>
<td>Technology for the school librarian</td>
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<td>(1/27)</td>
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<tr>
<td>Classroom</td>
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<td>Week 4</td>
<td>• Community building with technology</td>
<td>Chapter 6 &amp; 7</td>
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<tr>
<td>Online</td>
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<tr>
<td>Date(s)</td>
<td>Class/Online</td>
<td>Topic/Module</td>
<td>Chapter(s)</td>
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<tr>
<td>(1/31-2/6)</td>
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<td>Week 5 (2/10)</td>
<td>eSLIS</td>
<td>• Collaboration tools</td>
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<td>Week 6 (2/14 – 2/20)</td>
<td>Online</td>
<td>• Instructional technology</td>
<td>Chapter 4 &amp; 5</td>
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<td>Week 7 (2/24)</td>
<td>Classroom</td>
<td>• Designing with technology</td>
<td>Chapter 8</td>
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<td>Week 8 (2/28 – 3/6)</td>
<td>Online</td>
<td>• Visualizing with technology</td>
<td>Chapter 9</td>
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<td>Spring Recess</td>
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<td>Presentation</td>
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<td>(3/7 – 3/13)</td>
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<td>Week 9 3/17</td>
<td>eSLIS</td>
<td>• Non-print and electronic media in school libraries</td>
<td>Articles (see Blackboard)</td>
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<td>Week 10 (3/21 – 3/27)</td>
<td>Online</td>
<td>• Selection policies, procedures and programming</td>
<td>Articles (see Blackboard)</td>
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<td>Week 11 (3/31)</td>
<td>Classroom</td>
<td>• Evaluating the collection</td>
<td>Articles (see Blackboard)</td>
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<td>Week 12 (4/2 – 4/8)</td>
<td>Online</td>
<td>• Evaluating Websites</td>
<td>Articles (see Blackboard)</td>
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<tr>
<td>Week 13 (4/14)</td>
<td>eSLIS</td>
<td>• Responsibilities, ethics, standards</td>
<td>Articles (see Blackboard)</td>
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<td>4/21</td>
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<td>Paper</td>
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<td>Holy Thursday.</td>
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<tr>
<td>No Classes;</td>
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<td>Easter recess</td>
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<td>begins.</td>
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<tr>
<td>Week 14 (4/28)</td>
<td>Classroom</td>
<td>• Emerging trends, professional development, and challenges</td>
<td>Articles (see Blackboard)</td>
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<tr>
<td>Week 15 (5/5)</td>
<td>Classroom</td>
<td>• Final presentation</td>
<td>Final Project</td>
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<td></td>
<td>• Wrap-up</td>
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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.