



**The Catholic University of America
School of Library and Information Science**

**LSC 731 Media Services
Spring 2012**

Last update: January 4th, 2012

Note: This syllabus is subject to change.

Credit Hours: 3

Prerequisites: None

Classroom: McCort Ward 209

Class Meeting: Tuesdays 4:10 PM – 6:40 PM

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Office Hours: Tuesdays 2:00 – 4:00 PM and by appointment.

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

We will have a classroom meeting from 4:10PM - 6:40PM on Tuesdays. Three sessions of this course (1/24, 2/14, 4/3) will be delivered using the Adobe Connect Pro (eSLIS) web conferencing system in lieu of face-to-face meetings. To participate, 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. Course materials will be shared through the Edmodo (<http://www.edmodo.com>).

Required Text

Howland, J., Jonassen, D., & Marra, R. (2011). *Meaningful Learning with Technology* (Edition 4). Allyn & Bacon, Inc. ISBN-13: 9780132565585, ISBN: 0132565587

Additional Reading Materials

Readings are specified for each week and students are required to complete the readings and be ready for class discussion.

Required Technologies

The following capabilities are required for course delivery:

- Navigate the web and conduct basic web searches. Save a web page to local computer. Access a web page by entering its URL directly into the web browser.
- Use basic features of Windows XP, such as the Start menu and other program menus, cut-and-paste, moving files between folders and external media like a USB drive.
- Log in to the CUA network (via Windows XP) and the Home@CUA web-based system.
- Send and receive email using the CUA email system.
- Use ALADIN to find books and articles.
- Access this course on Edmodo, view this syllabus and related information available, and post a personal introduction on the discussion forum.
- Participate in class activities through the Adobe Connect Pro (eSLIS).
- Post to a web-based discussion forum.
- Create a Microsoft Word or PowerPoint document and apply basic formatting such as fonts, font sizes and color.
- You also need regular access to the Internet (i.e., at least every other day).

If you do not feel confident of your mastery of these skills, contact the instructor before the course starts. I can help you find resources to fill in any gaps early in the semester.

The following technologies are taught as an essential part of this course:

- Manage various instructional technologies and integrate them into the K-12 curriculum.

Course Requirements & Assessment

Assignment	Percentage (%)
Assignment #1	10
Assignment #2	20
Assignment #3	25
Final project	30
Class participation	15
Total	100

The following grading scale will be used:

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. 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; 12 point, Times New Roman or Arial font; pages numbered in the upper right corner of each page corner.

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 Edmodo (<http://www.edmodo.com>).

Date	Topics	Readings	Due
Session 1 Jan 10 <i>Classroom</i>	Course overview What is technology integration?	* Howland et al. (2011) Ch 1	
Session 2 Jan 17 <i>Classroom</i>	Investigating with technologies	* Howland et al. (2011) Ch 2 * Hanson-Baldauf & Hughes-Hassell (2009)	
Session 3 Jan 24 <i>eSLIS</i>	Exploring with technologies	* Howland et al. (2011) Ch 3 * Smith (2010)	
Session 4 Jan 31 <i>Classroom</i>	Evaluating school library websites	* Jurkowski (2007) * Walbert (n.d.)	Assignmt #1
Session 5 Feb 7 <i>Classroom</i>	Supporting student writing with technology Modeling with technologies	* Howland et al. (2011) Ch 4, 5	
Session 6 Feb 14 <i>eSLIS</i>	Non-print and electronic media in school libraries Utilizing online primary sources	* Bishop (2007) Ch 8 * Lindquist & Long (2011)	

No class (Feb 21) – Administrative Monday: Monday classes meet instead of Tuesday classes this day only.			
Session 7 Feb 28 <i>Classroom</i>	Selection policies and database subscription	* Bishop (2007) Ch 6, 7	Assignmt #2
Spring Recess (3/5-3/9)			
Session 8 Mar 13 <i>Classroom</i>	Community building with technologies	* Howland et al. (2011) Ch 6 * Chew (2011) * Westcott et al. (2009)	
Session 9 <i>Off-campus activity</i>	Emerging technologies in libraries	Visit the Computers in Libraries 2012 conference (Mar 21-23)	
Session 10 Mar 27 <i>Classroom</i>	Communicating with technologies	* Howland et al. (2011) Ch 7 * Kim & Zeiler (2011) * Grimes (2011)	Assignmt #3
Session 11 Apr 3 <i>eSLIS</i>	Designing and constructing with technologies Mobile services	* Howland et al. (2011) Ch 8 * Paterson & Low (2011)	
Easter Holiday (4/5-4/9)			
Session 12 Apr 10 <i>Classroom</i>	Visualizing with technologies E-books	* Howland et al. (2011) Ch 9 * Duncan (2010) * van der Velde & Ernst (2009)	
Session 13 Apr 17 <i>Classroom</i>	Assessing learning with technology	* Howland et al. (2011) Ch 10	
Session 14 Apr 24 <i>Classroom</i>	Wrap-up Course evaluation	Final presentation	Final project

Bibliography

- Bishop, K. (2007). *The collection program in schools*. Libraries Unlimited.
- Chew, I. (2011). Web 2.0 and library services for young adults: An introduction for librarians. *Proceedings of the 5th International Symposium on Library Services for Children and Young Adults*, 349-373. (full-text available in Edmodo)
- Duncan, R. (2010). Ebooks and beyond: The Challenge for public libraries. *Aplis*, 23, 2, 44-55.
- Grimes, S. (2011). Beyond sticky notes: Using digital tools and resources to teach comprehension strategies. *Proceedings of the 5th International Symposium on Library Services for Children and Young Adults*, 299-322. (full-text available in Edmodo)
- Hanson-Baldauf, D., & Hughes-Hassell, S. (2009). The information and communication technology competencies of students enrolled in school library media certification programs. *Library & Information Science Research*, 31, 3-11
- Howland, J., Jonassen, D., & Marra, R. (2011). *Meaningful learning with technology* (Edition 4). Allyn & Bacon, Inc. (textbook)
- Jurkowski, O. L. (2007). School library web site terminology. *Library Hi Tech*, 25, 3, 387-395.
- Kim, S. U., & Zeiler, J. (2011). Social media interactions for reading promotion. *Proceedings of the 5th International Symposium on Library Services for Children and Young Adults*, 159-182. (full-text available in Edmodo)
- Lindquist, T., & Long, H. (2011). How can educational technology facilitate student engagement with online primary sources?: A user needs assessment. *Library Hi Tech*, 29, 2, 224-241.
- Paterson, L., & Low, B. (2011). Student attitudes towards mobile library services for smartphones. *Library Hi Tech*, 29, 3, 412-423.
- Smith, D. (2010). Making the case for the leadership role of school librarians in technology integration. *Library Hi Tech*, 28, 4, 617-631.
- van der Velde, W., & Ernst, O. (2009). The future of eBooks? Will print disappear? An end-user perspective. *Library Hi Tech*, 27, 4, 570-583.
- Walbert, D. (n.d.). Best practices in school library website design. Learn NC. University of North Carolina at Chapel Hill. Available at <http://www.learnnc.org/lp/pages/969>
- Westcott, J., Chappell, A., & Lebel, C. (2009). LibraryThing for libraries at Claremont. *Library Hi Tech*, 27, 1, 78-81