



Master of Library and Information Science Program, Valdosta State University

7500 COMPUTER APPLICATIONS FOR INFORMATION PROFESSIONALS

COURSE SYLLABUS

Spring 2013

Instructor: Dr. Debra Slone
Phone: 229-333-5966
E-mail: djslone@valdosta.edu
Fax: 229-259-5055

Office: Room 4210
Odum Library
1500 North Patterson St.
Valdosta, GA 31698

3 credit hours

Catalog Description: A study of concepts, applications, issues, and trends for information professionals. Topics include hardware and software, networks and the Internet, data security, digital media, database basics, and programming basics. The impact of information technologies on libraries and information centers is emphasized.

Course Dates & Delivery: January 7, 2013 through April 26, 2013. This class will be conducted on the Web via BlazeView, Valdosta State University's electronic course management system. All discussion posts and assignment submissions must be sent via BlazeView. Your VSU email username serves as your BlazeVIEW login. For information and assistance with Blazeview, call the IT Help desk at 229-245-4357 or submit a help request at: <http://www.valdosta.edu/vista/forms/help.php>

Draft MLIS Program Objectives (PO)
(submitted to the Graduate Executive Committee Fall 2011)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.
- PO 3. Integrate relevant research to enhance their work in libraries and information centers.
- PO 4. Demonstrate professionalism as librarians or information specialists.

Student Learning Outcomes

- Explain basic computer concepts (hardware and software) and applications
- Evaluate trends in computer technologies and their effect on the LIS field
- Describe basic Internet and digital media technologies
- Explain database technology and networking
- Describe the basics of computer programming
- Identify issues in and approaches to data security
- Make informed computer system purchasing decisions

Instructor Availability & Support

By institutional policy, instructors are asked to communicate with students online through BlazeView and VSU e-mail. E-mail messages will be answered in forty-eight hours. If the questions you ask can be answered using the syllabus or other course document, you will be referred to the pertinent document. The best place to ask questions is in a discussion forum unless the question pertains to your specific work.

Required Text

Burke, J. (2009) Neal-Schuman Library Technology Companion (3rd edition). Chicago: Neal-Schuman. ISBN-9781555706760

Recommended Text

All written assignments must adhere to the following style manual: American Psychological Association (APA). (2009). *Publication Manual of the American Psychological Association*. (6th ed. 2nd printing). Washington, DC: Author.

GRADING

ALA and Departmental Requirements: NO grade below a “C” will be credited toward a VSU graduate degree. To receive an A in the course a student must complete every assignment.

Reminder: This is a core course, and those of you admitted fall 2012 or thereafter must earn a grade of “B” or better in this course in order to receive credit for it. Those same students must successfully complete each assignment marked as “necessary to fulfill requirements for this course.”

Grading Scale: In determining the quality of completed work, the level of your submission in comparison to other students on the same assignment is a consideration. If the best works receive high marks, lower quality papers are graded commensurately. In short, simply completing an assignment within the guidelines is most often not enough to garner an “A”.

Final grades will be based on the following grading scale:

Letter Grade	Number Grade	Criteria for Assignment of Grades
A	92-100	Superior. Work is creative, thorough, well-reasoned, insightful and well-written; it shows a strong grasp of course topics and demonstrates a superior ability to organize, analyze, and integrate course concepts into a cohesive whole
B	80-91	Good. Work is, to some degree, thorough, well-reasoned and well-written; it demonstrates a good grasp of course topics and an ability to organize, analyze, and integrate course concepts into a cohesive whole
C	70-79	Below Standards. Work falls short of meeting expectations for graduate level students in one or more areas; understanding of course topics is less than complete; writing needs improvement
D	60-69	Poor. Work falls far short of meeting expectations for graduate level students in one or more areas; understanding of course topics is less than complete; writing needs improvement; work shows little progress from the beginning to the end of the semester
F	Below 60	Failing

Graded Assignments & Due Dates (There is a 24-hour grace period for submission of assignments. Assignments will not be accepted after the grace period.)

Assignment	Due	Value
Blog Link	February 4 th	Not Graded
Technology Chronology	March 18 th	20%
Powerpoint / Youtube	April 8 th	20%
Discussions (1 and 2)	Last day of record April 8 th	20% averaged
*Blog	April 29 th	40%

* Begin this assignment early. Other assignments are affected by it.

Evaluation of Performance: Unless otherwise described, grades for written assignments will be based on the average of three criteria, content, quality of writing, and scholarship.

Content

Creativity– the degree to which work is creative within the context of the assignment

Efficiency – the lack of bulk (i.e. superfluous text, unnecessary pictures, junk)

Appropriateness – the degree to which the paper addresses the assignment given

Quality of writing

Grammar – the degree to which grammar, sentence structure, punctuation, etc. meet graduate level standards

Writing – the lack of typos and misspellings

Scholarship

Structure – the degree to which you adhere to *APA* style 6th edition guidelines (1/3 of the grade for any assignment will be deducted for non-adherence to *APA* style guidelines)

Support – your ability to weave in supporting works without over-paraphrasing or plagiarizing

Sophistication – the degree to which work integrates course concepts into a cohesive whole

EXPECTATIONS & REQUIREMENTS

Basic Tenet: As graduate students, you are expected to do graduate-level work and to conduct research beyond the textbook.

Written Format: Unless otherwise instructed, all written assignments must be submitted electronically using MS Word. Please use one-inch margins, an 11- or 12-point font, and double spacing. Number each page, and include your last name in the header or footer of the document. Do not include an abstract. The list of references should start on a new page. Italics, rather than underlining, should be used for publication titles.

There is a 24-hour grace period for submission of assignments. Assignments will not be accepted after the grace period.

Submission Requirements: All students must

- Use the following scheme to name your files: Last Name, Assignment
- Submit assignments by 11:59 p.m. of the due date
- Submit assignments via the BlazeVIEW Assignment Tool

- Submit no more than one document for each assignment. If you send an assignment in two or more parts, only one document will be reviewed and graded.

Research & Writing: You are to assume that readers of your written work are of average or above-average intelligence and do not know the assignment you've been given. You should also assume that all assignments require research. In addition, you are expected to weave in supporting work from professional and scholarly literature wherever possible. Though research should extend beyond course readings, the bulk of written work must be your own. As graduate students, it is your responsibility to know or learn the difference between plagiarism and over-paraphrasing. When in doubt, please review the section "University Policies".

SCHEDULE & READINGS

	Topics	Readings (See the list at the end of the syllabus)
Week of January 7 th	Introduction to Technology	Bush; Eames & Eames
Week of January 14 th	Information in Transition	Cohen; Springfield; Wright; Mischo
Week of January 21 st	Computers in Libraries: Desktops, Laptops, Tablets, Handheld Devices, and Office Applications	Burke, Chapter 4
Week of January 28 th	Computer Networks in Libraries: The Internet, Modems, WiFi, and E-mail	Burke, Chapter 5
Week of February 4 th	Whither the Library Catalog? Library Systems, Discovery Layers, and Open Source Options	Burke, Chapter 6
Week of February 11 th	Storage Devices in Libraries: Paper, Microfilm, DVDs, MP3s, and Flash Drives	Burke, Chapter 7
Week of February 18 th	Library Databases and Electronic Resources: Full-text Periodicals, E-books, and E-reference Collections	Burke, Chapter 8
Week of February 25 th	The Internet's Impact on Finding Information: A Is for Amazon, G Is for Google	Burke, Chapter 9
Week of March 4 th	Web 2.0: Social Networking, Second Life, and Skype	Burke, Chapter 10; Musser
Week of March 11 th	SPRING BREAK	
Week of March 18 th	Meeting and Supporting Patron Technology Needs: Universal Design and Adaptive/Assistive Technology	Burke, Chapter 11
Week of March 25 th	Library 2.0 and the Library: Virtual Reference, Blogs, and Usability	Burke, Chapter 12
Week of April 1 st	Writing a Technology Plan	Read: Burke, Chapter 17 Peruse: Alachua, Avon, Lee, Smithsonian
Week of April 8 th	Protecting Technology and Technology Users: Spam, Spyware, and Security Strips	Burke, Chapter 14; Rathinasabapathy, G. and Rajendran
Week of April 15 th	Our Technological Future: Ranganathan Meets Googlezon	Burke, Chapter 18; Rothman
Week of April 22 nd	Due: Pathfinder (APRIL 26th)	

ASSIGNMENT DESCRIPTIONS

Discussions: Grades for discussions will be based on your contributions in two areas

- **Blogs:** You will be graded on the degree to which you contribute to the intellectual content of your classmate's blogs.
- **Topical Discussions:** This forum on BlazeView is a catch-all. Any course-related topic should be brought to the Topical forum. There may be a question or challenge from the instructor in this forum.

Chronology (8 to 10 pages, not including references). Content scores above 90 will not be given for papers that lack an appropriate graphical component (This does not mean simply dumping pictures in from the Web willy nilly. Be creative). The purpose of this assignment is to highlight major technological events in LIS. The result should look like a timeline that is easy to read from one event or area to the next. To successfully complete this assignment you should:

- Select the most important events in the development of today's LIS computers.
- Develop a chronological listing of the events from earliest to most recent (entries should be 10 to 50 words long);
- If a graphical timeline is not used, then present a paragraph of ½ page or less about each event;
- As in all graduate level papers for this course, you need an introduction, body and conclusion;
- Include at least two citations for each event (Which means you will need a list of references at the end). You may use the same source for different events, but you should consult a number of sources rather than a few (do not ask how many);
- Submit the paper in BlazeView Assignment Tool;
- Share the Chronology on your Blog before the end of the semester.

Powerpoint or YouTube. The purpose of this assignment is to show you understand course topics or concepts. To successfully complete this assignment, you should:

- Select a broad or narrow topic or concept covered in class. The chart below suggests some topics, but you are not limited to these. There are others discussed in class that aren't on this list

DVDs	Microfilm
E-books	Modems
E-mail	MP3s
Flash Drives	Open Source
Handheld Devices	Security Strips
Information in Transition	Spam
Internet	Spyware
Laptops	Storage Devices in Libraries
Library Catalog	Tablets
Memory Sticks	WiFi

- Using technology like Powerpoint, YouTube or another online tool, explain the concept or topic in a way that is entertaining and or very understandable. If you have a 90 year old great grandmother who does not understand the concept of security strips, for instance, explain it to her in audio, video graphics and any other way that's easy for you.
- Limit Powerpoints to fifteen slides or fifteen minutes and YouTube videos to fifteen minutes. Govern yourselves similarly with other technologies.
- Submit the work or URL in BlazeView;
- Share the Result on your Blog before the end of the semester.

Blogs: The purpose of this assignment is to help you explore course topics and communicate ideas online. Your “content” score will consider creativity, insightfulness, depth, attractiveness of site, and site usability. You should begin your blog early and develop it throughout the semester. It substitutes for a research paper. Thus, high quality writing, attention to details, credit to information sources, and other qualities present in a graduate level project are expected. To successfully complete this assignment you should:

- Select one of the broad areas of focus for the course;
- Once the topic is selected, go to <http://www.blogger.com/start>
- Create a free blog (You can also use another blog format you are more familiar with). As you progress through the semester, you will learn how to add content, pictures, etc. Eventually, the blog will focus on your broad topic area;
- Send a link to your blog to the instructor via e-mail;
- Send a link to your blog to the “Topical Discussions” forum on BlazeView;
- Create a blog that will interest people in the topic area. Though some depth in your discussion is expected, humor is also encouraged;
- If you get information from elsewhere, be sure it is of high quality and the source of the information is known. If it is not, you may not use it;
- When you are ready, send a link to “Topical Discussions” forum on BlazeView.
- Contribute comments to all other student blogs at some point in the semester;
- Each blog must include the following elements:
 - Your profile (It does not have to be overly long or detailed)
 - An introduction to your topic or issue
 - A statement of purpose that is present on all pages of your blog
 - An archive (this should happen automatically if you contribute regularly)
 - Links to blogs of other class members
 - Other content areas besides the chronology and Powerpoint/youtube. Please be creative.

A sample blog by a previous student is at <http://infoprosretrieval.blogspot.com/>

Keep in mind though that your topics are different

UNIVERSITY POLICIES

Academic Honesty: Academic honesty requires that you submit only your own work, cite sources properly, give credit to the authors of original ideas, and complete assignments with honesty, respect and fairness. If you are caught plagiarizing, cheating, fabricating or otherwise representing an assignment untruthfully, you will be given a grade of “0” for the assignment. Additional actions may also be taken, up to and including academic dismissal. Specific regulations related to student conduct and behaviors are contained in the Student Handbook http://www.valdosta.edu/studentaffairs/documents/Student_Handbook_2009-10v1.pdf
See also: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

If you need help with citations and research resources and techniques, the university provides extensive resources for students. For help please start at the Odum Library’s “how to” page:

<http://www.valdosta.edu/library/learn/howto.shtml>

SafeAssign: By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of

SafeAssign at VSU see [SafeAssign for Students](#)

(<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

Accommodations: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access/> or email: access@valdosta.edu.

Student Success Center: <http://www.valdosta.edu/ssc/> provides free tutoring and support for distance learning students at <http://valdosta.askonline.net/>

Student Agreement: Enrollment in this class signifies that you have agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.

READINGS

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