



# LIS 557.01W – Technology Integration throughout the Curriculum

## Course Syllabus: Summer II 2015

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**Office Location:** Online

**Office Hours:** M,W,F 8PM to 10PM and by appointment

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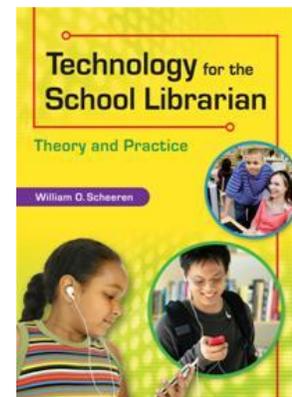
**University Email Address:** [megan.beard@tamuc.edu](mailto:megan.beard@tamuc.edu)

## COURSE INFORMATION

### Materials - Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Scheeren, William O. Technology for the school librarian: Theory and practice. 2010. 978-1-59158-900-6

The textbook is required for this course. It may be ordered from the University Bookstore <http://www.amcbookstore.com/home.aspx> or from an online book retailer. The textbook may also be rented through the University Bookstore.



### Course Description:

This course includes an in-depth study of ways to incorporate technology in the school library that will support the school mission, support teachers, and enhance student learning. There will be a focus on active involvement and leadership in the school through collaborative efforts with administration, teachers, and students. Core competencies from the TExES School Librarian #150 will be incorporated into learning outcomes for the course.

### Student Learning Outcomes:

- Demonstrate a mastery of the basic terms and concepts of current technology as effectively applied to the school library environment [TeXes School Librarian 150, 006:A]
- Demonstrate the successful use of technologies to access, evaluate, and disseminate information for library and instructional programs [TeXes School Librarian 150, 006: C]

- Demonstrate the successful use of productivity tools (newsletters, multimedia presentations, Web applications, teleconferencing and etc.) to access, evaluate, and disseminate information for library and instructional programs [TeXes School Library 150, 006:E]
- Use information problem-solving processes, activities and materials to integrate the TEKS (Texas Knowledge and Skills) for Technology Applications into the library program. [TeXes School Library 150, 006:F]
- Identify ways the school librarian can provide support for curricula on campus by using sound educational practices and collaborative efforts with administrators, teachers, and students. [TeXes School Library 150, 001: A,C]
- Identify ways to participate in district, state, and national technology initiatives by exploring various organizations that support technology in education, learning about their membership requirements, and joining the organization if possible. [TeXes School Library 150, 600: I]

#### Course Support

Questions pertaining to the content of this course (e.g., exams, due dates, etc.) can be answered by your instructor via email or during office hours.

## COURSE REQUIREMENTS

#### General requirements

- Assigned readings & activities should be completed as listed in the description and by the due date.
- Descriptions and due dates are announced in the weekly Assignments section
- You will be expected to keep up with class announcements posted in eCollege
- Detailed Project /Activities descriptions and Grading rubrics will also be accessible at the Doc Sharing link in eCollege

#### Course Activities

Generally, all relevant information will be posted in Doc Sharing by 8:00 AM CST on Monday of each week. Assignments for that week will be due by midnight the following Sunday.

Some activities for the semester:

*Self-introduction*-Let your classmates know who you are and what your vision for a career in school librarianship means to you.

*Technology Self-Assessment*- provided for free by netcorps.org for free use by non-profits and educators. See document in Doc Share folder.

*Pathfinder*—Build a research guide or pathfinder to support a program in your school.

*Library Catalog Comparison*—Gain some experience in evaluating library catalogs for functionality

*Website Assessment Exercise*—go to the AASL Essential Links page at:  
[http://aasl.ala.org/essentiallinks/index.php?title=Information\\_Literacy](http://aasl.ala.org/essentiallinks/index.php?title=Information_Literacy)

### **Final Project**

Construct a proposal for a collaborative project with a teacher or group of teachers from your school in any discipline. The purpose of your project will be to enhance teaching efforts and improve learning by providing library services and resources. It will also demonstrate your leadership and collaboration skills. Please, do not turn in a simple lesson plan and expect to receive high marks. This plan should have a scope beyond lesson planning. It will include lesson planning but, that won't be enough to show me that your proposal addresses a collaborative effort over a period of time beyond one lesson. Note that this will be 65% of your final grade.

### **Alternative final project**

Construct a technology plan for your school library. Identify needs, set goals (mission) for library, software needs, hardware needs, budget, funding sources, staffing, and have a strong justification with thorough documentation. You can use an actual school library as a model or, build a proposal for a new library. See Chapter 4 for the list of essentials for the plan. Note that this will be 65% of your final grade.

### **ETEC ePortfolio for MS/MED in Educational Technology**

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program are required to submit an electronic portfolio prior to graduation. Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) and will graduate in the 2013-14 academic year are strongly encouraged to develop an ePortfolio of their work throughout the program as it will benefit the student in obtaining a position in Library Services or Media Services. *Beginning in the 2014-15 academic year it is a program requirement to graduate with the MS/MED in ETLS. However, this does not apply to students taking ETEC courses as an elective for other programs, including those pursuing **only** the School Library Certification who have already earned a master's degree.*

Many courses in the ETEC program have identified artifacts that should be included in the ePortfolio to provide evidence of acquired and developing knowledge, skills and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to collect appropriate artifacts throughout the course to include in the ePortfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC Master's degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC Master's degree, the student should include artifacts from those courses in their ETEC ePortfolio.

For LIS 557, the required artifacts are:

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program but, have not yet applied you are strongly encouraged to do so as soon as possible. Please, contact [MaryJo.Dondlinger@tamuc.edu](mailto:MaryJo.Dondlinger@tamuc.edu) for more information about the ePortfolio requirements.

## **Educational Technology ePortfolio: Guidelines and Expectations**

Welcome to the master's program in Educational Technology at Texas A&M University Commerce. Throughout your coursework in the program, you'll produce a variety of artifacts that provide evidence of your learning (projects, products, papers, proposals, etc). You will use these artifacts to build an electronic portfolio that showcases your knowledge and skills: what you know, what you are able to do, and what you think or believe about educational technology. This ePortfolio is the "comprehensive exam" for all ETEC majors, both Ed Tech Leadership and Ed Tech Library Science. Thus, you should demonstrate your proficiency in the program learning outcomes.

### **ETEC Program Learning Outcomes**

Although each course in the program has student learning outcomes specific to the course, those outcomes align with the broader, overarching learning outcomes for the program. The program student learning outcomes describe our expectations of what program graduates will be able to think, know, and do when they complete the program. These expectations are listed below.

Learners will be able to:

- Develop a philosophy of educational technology that shapes their vision reflected in a variety of areas from the role of technology in current and future personal and professional settings.
- Utilize best research practices in order to make informed decisions regarding the effectiveness/impact of technology integration.
- Demonstrate effective communication, media, information, and technological literacy skills applicable within current and future personal and professional settings.
- Effectively design, develop and integrate a variety of technological applications that are appropriate within current and future personal and professional settings
- (for ETEC Library Science majors only) Evaluate school library programs using the Texas guidelines, goals, and principles for Learner-Centered Standards
- As you complete a course in the program, whether it is an ETEC course or an elective in another area that you are taking for credit toward the ETEC masters, you should select artifacts that you created in the course and reflect on which of the outcomes those artifacts demonstrate.

## **PROFESSIONAL BEHAVIORS**

### **Attendance**

Full attendance for this class is defined as regular and consistent participation in all required activities. Keep up with weekly assignments, readings, discussions, and the final project/presentation. Stay engaged by checking MyLeo email, the class calendar, and the course syllabus.

### **Communication**

#### *Email*

These guidelines are to support clear and timely communication between us.

- Send from your university email account or from the eCollege email platform.
- Be specific about the assignment for which you have a question

- In the subject field, give me a little detail so I know it isn't spam. A subject line like "question" doesn't help. A subject line like "Question about writing assignment week 2" is much better
- Include an appropriate greeting: Hi/Hello Professor Wheeler is fine
- Be professional, polite and to-the-point
- Proofread what you have written before you send it
- Sign your message with your full name, CWID, Course number and section. Please, don't make me guess who you are. I will, over time, learn who you are. Example:

Hermione Weasley  
111222345  
LIS577-014E

- Don't send unexpected attachments. For example, do not submit assignments to me directly unless instructed to do so.
- A simple reply saying "Thanks" lets me know you received what I sent you.
- I will do my best to respond to you in a swift and timely manner.

#### *Forums*

Discussion Forums are constructed so that we can have informed, engaged discussions. Each week there will be a discussion question posted in that week's discussion forum. You are expected to post your response to that week's question and address at least two other responses each week within the time allotted.

- Be professional, polite and to-the-point
- Proofread what you have written before you send it
- You may disagree but, do so in a professional and constructive way
- The tone of discussions should be one of learning, sharing, and mutual support
- Avoid the "Me, too, I agree!" response. It adds nothing to the substance of the discussion
- Keep discussion in the forum on topic. Discuss anything off-topic outside the forum
- Make sure you are in the correct forum under the appropriate thread

See the discussion forum rubric.

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Code of Student Conduct from the current Student Guidebook at: <http://tamuc.edu/studentLife/coduments/studentGuidebook.pdf>

## **GRADING**

Individual assignments are evaluated on the following factors:

- Depth of thought behind the writing
- Language structure, grammar
- Creativity

- Engaging writing
- Organization
- Thoroughness in the understanding and assimilation of concepts
- Appropriateness of the content presented
- Sense of unity in the product, i.e., polished
- Transitions between concepts or thoughts
- Number of errors

See various rubrics for specific assignments and activities.

### *Grading Scale*

(A) = Exceptional – (1000 to 900 pts.) Exceeds expectations in all areas addressed with exceptional quality. Typically only a few students will earn an “A” on any one assignment.

(B) = Above Average –(899 to 800 pts.) Exceeds minimum expectations in the majority of areas addressed.

(C) =Average – (799 to 700 pts.) The product is adequate in most areas and the minimum expectations are addressed. The majority of students tend to earn a “B” or “C” on most assignments.

(D) =Inadequate – (699 pts. and lower) A poorly done product demonstrated by below average performance.

(F) = Not Turned In or Unacceptable Work – The grade of “0” is generally associated with the letter grade of F.

### *Late Work*

Please, do your best to turn in assignments by the deadlines. This will allow me plenty of time to grade and return to you in a timely manner. Assignments will have a due date posted in the weekly assignment pages.

In order to avoid lost work during the submission process, I strongly suggest that you prepare assignments outside eCollege, save your work, and then submit them to the appropriate place by the deadline.

### *Final Grade*

<b>Activity</b>	<b>Each</b>	<b>Points Each</b>	<b>Total Points</b>
Discussions	7	20	140
Assignments	7	30	210

Final Project	1	650	650
		Total Points	1000

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
  
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
  
- You must have a:
  - sound card, which is usually integrated into your desktop or laptop computer
  - speakers or headphones.
  
- Depending on your course, you might also need a:
  - webcam
  - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see:  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>.

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

## Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number

3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement:**

The following is the contact information for your instructor:

**Office Location:** Online

**Office Hours:** M,W,F 8PM to 10PM and by appointment

**Office Phone:** 972.882.7537

**Office Fax:** 972.613.7566

**University Email Address:** [megan.beard@tamuc.edu](mailto:megan.beard@tamuc.edu)

Every effort will be made to answer emails within 1 business day.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course expectations

At the graduate level you are expected to use high-order, critical thinking skills and your work should reflect this. All work submitted for credit in this class must be created uniquely for this class. It is unethical to submit works you created for another class, essentially making duplicate submissions of the same work.

## University expectations

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."

These policies are stated in detail in the Student Guidebook at <http://www.tamuc.edu/studentLife/documents/studentGuidebook.pdf>. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

What is Plagiarism? See: <http://owl.english.purdue.edu/owl/resource/589/01/> This is a very helpful resource by Purdue University's Online Writing Lab

## WRITING AND RESEARCH SUPPORT

- TAMU-Commerce Writing Center:
- <http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>
- Online APA Citation Styleguide from Purdue University's Online Writing Lab: <http://owl.english.purdue.edu/owl/section/2/10/>
- Contact a friendly and helpful librarian at: <http://www.tamuc.edu/library/services/research/contact/>

### **ADA STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Individual instructors cannot make accommodations without prior arrangements with the Office of Student Disability Resources and Services. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **WITHDRAWAL POLICY**

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a Q. See details and a link to the online form:

<http://web.tamuc.edu/admissions/registrar/generalInformation/withdrawal.aspx>

See the current academic calendar for dates:

<http://www.tamuc.edu/admissions/oneStopShop/registrar/academicCalendars/default.aspx>

#### *Administrative Withdrawal*

If a student stops actively participating in the class, a student may be dropped from the course by the instructor.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

# COURSE OUTLINE / CALENDAR

## Week 1 – July 13 to July 19

- Introduction (Discussion #1) – due July 14<sup>th</sup> by midnight
- Technology Self-Assessment (Assignment #1) – due July 15<sup>th</sup> by midnight
- Digital Natives (Discussion #2) – due July 16<sup>th</sup> by midnight
- Final Project Proposal (Discussion #3) – due by July 19<sup>th</sup> by midnight

## Week 2 – July 20 to July 26

- Grants Discussion (Discussion #4) – due by July 20<sup>th</sup> by midnight
- Grants Assignment (Assignment #2) – due by July 21<sup>st</sup> by midnight
- Adopting New Technologies Discussion (Discussion #5) – due by July 22<sup>nd</sup> by midnight
- Mini-Project: Pathfinder (Assignment #3) – due by July 26<sup>th</sup> by midnight

## Week 3 – July 27 to August 2

- Technology for Libraries Discussion (Discussion #6) – due July 27<sup>th</sup> by midnight
- Plagiarism Plan (Assignment #4) – due July 30<sup>th</sup> by midnight
- Catalog Comparison (Assignment #5) – due August 2<sup>nd</sup> by midnight

## Week 4 – August 3 to August 9

- Website Assessment Exercise (Assignment #6) – due by August 4<sup>th</sup> by midnight
- Useful Resources Discussion (Discussion #7) – due by August 5<sup>th</sup> by midnight
- Database Evaluation (Assignment #7) – due by August 9<sup>th</sup> by midnight

## Week 5 – August 10 to August 13

- Finals Week – Final Project due by August 13<sup>th</sup> by midnight

