

## Welcome to the Course!

### LIS 7807 Information Literacy Instruction

Theories, techniques, strategies, and current practice for teaching the effective and efficient use of academic, school, public, and special library resources.

### About Your Instructor

Instructor: **SL Ziegler**

[sziegler1@lsu.edu](mailto:sziegler1@lsu.edu)

Office hours: By appointment via Zoom

### Instructor Bio:

SL Ziegler is the Head of Digital Programs and Services at LSU Libraries, where they manage the digitization of special collections material, digital library infrastructure (<https://louisianadigitallibrary.org/>), digital outreach, and grant administration. SL has a BA (2006) and MA (2008) in philosophy from LSU and an MSLIS (2009) from Drexel University. Before returning to Louisiana, SL was the founding head of the Center for Digital Scholarship at the American Philosophical Society Library in Philadelphia.

## Assistance and Communication

Requests for support should be directed to the appropriate resources depending on the nature of the support requested. Please review the options below when requesting support while taking your course.

1. *Content or general course questions.* If you have questions about course content or about the course in general, use the following resources in the top section of the course:

- the office hours listed under "Ask Your Instructor"
- the Q & A Forum at the bottom of the section

Read the instructions in each activity before contributing.

2. *Personal progress questions.* If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send an email to your course instructor.

3. *Technical questions or issues.* If you have any technical problems or questions, email the ITS Help Desk at [servicedesk@lsu.edu](mailto:servicedesk@lsu.edu) or call them at (225) 578-3375. Be sure to include your name, course number, and section in your contact.

4. *Email responses.* Any course-related emails to the instructor will receive a response within 48 hours. Please use the instructor's LSU email address as the preferred contact method.

## Course Schedule

| Date  | Week | Agenda/Topic                             | Due on this Date  |
|-------|------|--|---|
| 01/11 | 1    | Introductions/Syllabus review            | <ul style="list-style-type: none"> <li>• Self-introduction post</li> </ul>  |
| 01/19 | 2    | What is Information Literacy?            | <ul style="list-style-type: none"> <li>• Chapters 1 &amp; 2</li> <li>• Discussion</li> </ul>  |
| 01/25 | 3    | IL Frameworks and and Different Settings | <ul style="list-style-type: none"> <li>• ACRL, <i>Information Literacy Framework</i></li> <li>• Kulthau, 2017, <i>Information Search Process</i></li> <li>• (Optional--Recommended for school librarians): AASL, 2018, <i>Standards Framework for Learners</i></li> <li>• (Optional—Recommended for school librarians): <i>ISTE Standards for Students</i>, 2016</li> <li>• (Optional—Recommended for academic librarians): Townsend et al., 2011, "Threshold concepts and information literacy"</li> <li>• Discussion</li> </ul>   |
| 02/01 | 4    | Information Literacy in the Wild         | <ul style="list-style-type: none"> <li>• Project InfoLit (<a href="https://projectinfolit.org">https://projectinfolit.org</a>)</li> <li>• <a href="#">Google's Algorithm: History of Racism Against Black Women</a></li> <li>• <a href="#">CRAAP Test - Website Research - Research Guides at Central Michigan University Libraries</a></li> <li>• <a href="#">Statement from the 'Civil society' track of the 3rd Global Infodemic Management Conference</a></li> <li>• <a href="#">UNESCO and Twitter team up for media and information literacy</a></li> <li>• <a href="#">The 'Weaponization' Of Social Media — And Its Real-World Consequences</a></li> <li>• Discussion</li> <li>• Assignment: Essay #1 (This will be due on Sunday, Feb. 1)</li> </ul> |
| 02/08 | 5    | Learning Theory and Instruction          | <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>• Chapters 3-4</li> </ul> </li> <li>• Discussion</li> </ul>   |
| 02/15 | 6    | Instructional Design                     | <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>• Chapters 7-8</li> <li>• <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1002/piq.21143">https://onlinelibrary.wiley.com/doi/epdf/10.1002/piq.21143</a></li> </ul> </li> <li>• Discussion</li> </ul>  |

|       |    |   |   |
|-------|----|---|---|
| 02/22 | 7  | Teaching Perspectives and Diversity               | <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>• Chapters 12 &amp; 13</li> <li>• <a href="#">Pratt, 2002, "Good Teaching: One Size Fits All?"</a></li> <li>• <a href="#">Peterson, 2010, "Problem-Based Learning as a Teaching Strategy"</a></li> </ul> </li> <li>• Discussion</li> </ul>  |
| 03/01 | 8  | Instructional Delivery and Teaching Persona       | <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>• <a href="https://blogs.princeton.edu/librarian/2008/12/the_evolution_of_a_teaching_persona/">https://blogs.princeton.edu/librarian/2008/12/the_evolution_of_a_teaching_persona/</a></li> <li>• Chapter 9-10</li> </ul> </li> <li>• Discussion</li> </ul>  |
| 03/08 | 9  | Assessment  | <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• <a href="https://doi.org/10.1177/0961000608099896">https://doi.org/10.1177/0961000608099896</a></li> <li>• <a href="#">Oakleaf, 2008, "Dangers and Opportunities"</a></li> </ul> </li> <li>• Discussion</li> </ul>  |
| 03/15 | 10 | Guest Speaker                                     | <ul style="list-style-type: none"> <li>• Topic online tutorials</li> </ul>  |
| 03/22 | 11 | Online Library Tutorials                          | <ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>◦ "Are online tutorials effective? A comparison of online and classroom library instruction methods"</li> <li>◦ "The MAGIC of Web Tutorials: How One Library (Re)Focused its Delivery of Online Learning Objects on Users"</li> <li>◦ "Using an Interactive Online Tutorial to Expand Library Instruction"</li> <li>◦ "Design and Development of Web-based Information Literacy Tutorials"</li> <li>◦ "Best Practices for Online Video Tutorials in Academic Libraries: A Study of Student Preferences and Understanding"</li> </ul> </li> <li>• Discussion</li> </ul> |
| 03/29 | 12 | Exploring online instruction examples             | <ul style="list-style-type: none"> <li>• View: <ul style="list-style-type: none"> <li>◦ Online library tutorials - Examples to be provided, or find your own</li> </ul> </li> <li>• Tutorial assessment #1, #2 (due Sunday of this week)</li> </ul>   |
| 04/05 | 13 | Exploring online instruction examples (Continued) | <ul style="list-style-type: none"> <li>• View: <ul style="list-style-type: none"> <li>◦ Online library tutorials - Examples to be provided, or find your own</li> </ul> </li> <li>• Tutorial assessment #3, #4 (due Sunday of this week)</li> </ul>   |

|       |    |  |  |
|-------|----|--|--|
| 04/12 | 14 | Critical approaches<br>(Wait, so what the heck is IL?) | <ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>• <a href="#">"Information Has Value": The Political Economy of Information Capitalism</a></li> <li>• <a href="#">Posing the Wikipedia 'Problem': Information Literacy and the Praxis of Problem-Posing in Library Instruction</a></li> <li>• <a href="#">(PDF) Information Literacy Standards and the Politics of Knowledge Production: Using User-Generated Content to Incorporate Critical Pedagogy</a></li> <li>• <a href="#">"Information Literacy and Social Power" by Jonathan Cope</a></li> <li>• <a href="https://www.sciencedirect.com/science/article/abs/pii/S0099133305001898?via%3Dihub">https://www.sciencedirect.com/science/article/abs/pii/S0099133305001898?via%3Dihub</a></li> </ul> </li> <li>• Discussion <ul style="list-style-type: none"> <li>• Paper #2 (due Sunday of this week)</li> </ul> </li> </ul> |
| 04/19 | 15 | Final Project Due April 24 at 11:55pm CST              | <ul style="list-style-type: none"> <li>• <b>Final Tutorial and Paper</b></li> </ul>  |

## Course Outcomes

**OBJECTIVES:** As a result of this course, students will be able to:

- Discuss and compare major theories, standards, and current trends in information literacy (Discussions, Paper).
- Apply various learning theories to instructional design and evaluation (Discussions, Tutorial assessments, Tutorial design and production project).
- Examine pedagogical approaches in relation to learning theories and teaching perspectives, including teaching to diverse populations (Discussions).

## Materials and Resources

### **REQUIRED TEXTS AND RESOURCES:**

- Grassian, E. S., & Kaplowitz, J. R. (2009). *Information literacy instruction: theory and practice* (2nd ed.). New York: Neal-Schuman Publishers.
- Other course readings and resources will be provided in Moodle.

## Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

### Hardware Recommendations

The following are helpful for completing your coursework and remote testing:

- A headset with microphone
- A webcam

### Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.



## Grading Scale and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! Please note that all due dates and times are in Central Standard Time (CST).

## Grade Breakdown and Grading Scale

### GRADING POLICIES

There are 5 components to your course grade:

#### **Discussion Forums & Class Participation - 15%**

Participation in class discussion is expected of all students. Such discussions will analyze, criticize and synthesize the readings, lectures and relevant experiences. Participation is an important part of the learning experience. You must view the weekly lecture and read the assigned readings prior to participating in the online discussion. You are also required to read/view all discussion postings on Moodle. More specific details will be provided on Moodle.

#### **Paper: What is Information Literacy? (Part 1) -10%**

You will write a short (1000-1500 words) paper on the topic "What is Information Literacy," to evaluate your understanding of the term and to serve as a foundation for the following tutorial assessments and your own tutorial.

#### **Online Tutorial Assessments - 20%**

You will be assessing online tutorials and the role they can play in information literacy instruction. You will be evaluating four tutorials, from a variety of libraries, aimed at a variety of audiences. The assessments will play an important role in the tutorial creation assignment. More specific details and examples will be provided on Moodle.

- Tutorial Assessment #1 ..... 5%
- Tutorial Assessment #2 ..... 5%
- Tutorial Assessment #3 ..... 5%
- Tutorial Assessment #4 ..... 5%

#### **Paper: What is Information Literacy (Part 2) -15%**

You will write a short (1,500-2,000 word) paper revisiting the topic, "What is Information Literacy," evaluating how your understanding of the term has changed after completing the tutorial assessments and reading the critical IL literature.

#### **Tutorial Design and Production - 40%**

Based on the course discussions, readings and your prior tutorial assessment, you will create a tutorial of your own. You will script, record (using Zoom), and share a tutorial on either (1) a service or tool, implementing IL as appropriate, or (2) a one-shot IL Instruction session. Additionally you will turn in a one-page information sheet listing your audience, learning objectives, and assessment plans.

#### GRADING SCALE

The following grading scale applies:

99%-100% = A+

- 94%-98% = A
- 90%-93% = A-
- 87%-89% = B+
- 84%-86% = B
- 80%-83% = B-
- 77%-79% = C+
- 74%-76% = C
- 70%-73% = C-
- 67%-69% = D+
- 64%-66% = D
- 60%-63% = D-
- 0%-59% = F

## Discussion Forums

### Description

Most weeks you will participate in a discussion forum where you will be required to start a discussion and then respond to at least **2** of your classmates. Click on the forum title in each module, where you will find a prompt asking you to demonstrate critical thinking about the concepts presented in the module. Each discussion forum activity (original post plus responses) is worth **a maximum of 10** points. In order to make your discussion experience more manageable, you are enrolled in a smaller discussion group. You are only required to view and post to your group (and will not have access to other group's discussions).

#### Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully. Your original post should be at 300-750 words long and is worth 3-5 points. Responses to other student's posts are worth 1-3 points. The maximum for the forum is 10 points.

A simple "I agree" or "Yes" or "LOL" will not count. Please think about the questions and your peers' responses and reply thoughtfully and courteously, according to the etiquette guidelines supplied in this syllabus. Use good English grammar, correct punctuation, and complete sentences. While the posts will mostly be judged by their thoughtfulness and completeness, I reserve the right to take off points for grammatical errors, especially if they interfere with the clarity of the post.

#### Due Dates

Your original post is due on the Thursday of each week by 11:55 pm CST. Your responses to other students are due on the Sunday of the week by 11:55 pm CST.

#### Grading Rubric

The following rubric is a sample of what is expected in both original and response posts.

| <b>Discussion Forum Rubric</b> |  |  |  |
|--------------------------------|--|--|--|
| <b>Criteria</b>                | <b>Exceeds Expectations(5/3 pts)</b>   | <b>Meets Expectations (4/2 pts)</b>  | <b>Below Expectations (3/1 pts)</b>  |
| Critical Thinking              | Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.   | Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new line of thinking.   | Posts lack insight and analysis. Simply rehashes or summarizes others' posts. It does not express opinion clearly. Posts do not inspire further thinking.  |
| Connections                    | Clear connections are made through specific reference to course materials (websites, articles, texts). Specific examples are used to connect concepts to personal experiences.   | Connections to course materials and/or personal experiences are not specific or lack elaboration and detail.   | Connections are vague and do not address both course materials and personal experiences.   |
| Replies                        | Replies show insight, depth, and understanding. They connect with the original post and add to that post by including references to supporting material. Personal opinion is appropriately expressed and clearly related to the original post. Thoughtful questions were posed to further discussion of the topic. | Replies are rather simple but show some insight, depth, or connection to the original post. Some material may be irrelevant, but personal opinion is appropriately expressed and posts as a whole show understanding. Questions were posed to further discussion of the topic. | Simple replies that lack insight, depth, or are superficial. Entries tend to be short and frequently irrelevant to the original post. It does not express opinion clearly. Shows little understanding. No questions were posed to further discussion of the topic. |

| Criteria          | Exceeds Expectations(5/3 pts)   | Meets Expectations (4/2 pts)   | Below Expectations (3/1 pts)   |
|-------------------|---|--|--|
| Technical Details | Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise. Words are carefully chosen and used correctly, according to both their denotation and connotations. Few, if any, spelling or typographical errors. | Posts include a few grammatical, syntactical, spelling or typographical errors. The language lacks clarity or includes the use of some jargon or conversational tone. Words are used correctly, according to denotation, but not necessarily their connotations. | Posts include numerous grammatical, syntactical, spelling or typographical errors. Language consistently lacks clarity, sentence structure may be wordy, unfocused, repetitive, or confusing. Words are misused according to both their denotation and connotations. |
|                   |   |  |  |

## Assignments

### Essays

#### Purpose of the Essays:

To evaluate your understanding of the term "What is Information Literacy."

#### Directions:

You will write 2 essays during the courses of the semester. For each essay, you will utilize the readings for the course, and demonstrate an understanding of the material. Additionally, you will include a bibliography of works cited. The essays should include a brief introduction, a summary of the research on the topic, and a conclusion.

#### Submission Guidelines

File names should be **YourLastName\_Essay1** and **YourLastName\_Essay2** and may be submitted in .doc, .docx, .rtf, or .pdf formats. Follow either Chicago (Note-Bibliography style) or APA citation style for formatting of citations and the bibliography. Remember that you must cite the source of your information, regardless of whether you quote, paraphrase, or summarize. Essays must be 1.5 spaced, in 12-point font, with 1-inch margins.

#### Essay 1

1,000-1,500 words on the topic "What is Information Literacy," engaging with the reading, videos, and class discussions to explain the concept of IL. Essay #1 is worth 10% of your grade.

#### Essay 2

1,500-2,000 words on the topic "Oh Wait ... What is Information Literacy," examining how your understanding of information literacy has changed, if at all, since the completion of essay 1. Essay #2 is worth 15 percent of your grade

Essays will be graded based on the following rubric.

|                            |  | Exceptional | Very Good | Acceptable | Poor | Unacceptable |
|----------------------------|--|-------------|-----------|------------|------|--------------|
| Format and Structure (30%) | <i>The essay met the length, format, and source requirements</i>                 |             |           |            |      |              |
|                            | <i>The essay included an introduction, analysis, and conclusion</i>              |             |           |            |      |              |
|                            | <i>The essay was free of errors (e.g., grammar, spelling, punctuation, etc.)</i> |             |           |            |      |              |
| Content (70%)              | <i>Essay summarized/surveyed class readings on the subject</i>                   |             |           |            |      |              |
|                            | <i>Essay summarized/surveyed class discussions as evidence of IL definition</i>  |             |           |            |      |              |
|                            |  |             |           |            |      |              |

## Tutorial Assessments

### Purpose of the Assignment

This assignment will allow you to demonstrate your ability to apply the principles and concepts learned in this class to online tutorials created by fellow librarians.

### Directions

View four online tutorials created by librarians for the any audience. Assess these tutorials from the perspective of information literacy. For example, do these tutorials:

- Emphasis the role of IL into the topic?
- Is the audience better positioned to evaluate the quality of information our output from the tools or services featured in the tutorial?
- To what extent, if at all, is the audience encouraged to critically evaluate the service or tool in the tutorial?
- What specific insights, warnings, etc., could have been added to the tutorial to enhance the IL content?

|  | <b>Exceeding Expectations</b>   | <b>Meeting Expectations</b>  | <b>Approaching Expectations</b>   | <b>Not Meeting Expectations</b>   |
|--|---|--|---|---|
| <b>Completeness (15%)</b>                  | All of the required prompts are fully and accurately addressed in a balanced manner.  | All of the required prompts are addressed.   | Not all of the required prompts are addressed.  | None of the required prompts are addressed.   |
| <b>Organization and Presentation (15%)</b> | Sentence structure is concise and succinct; vocabulary is precise; the thesis is clear and strong; the train of thought is intriguing; grammar and conventions are appropriately used for interesting effects; punctuation is clear and effective; no spelling and typographical errors throughout the text. All citations and references are complete and accurate when necessary. | Sentence structure is clear; vocabulary is appropriately chosen; the thesis is clear; the train of thought is easy to follow; few errors in grammar, spelling, and punctuation. Citations and references are almost complete and mostly accurate when necessary. | Sentence structure is awkward and wordy; vocabulary is poorly chosen; the thesis is hard to find; the train of thought is difficult to follow; numerous errors in grammar, spelling, and punctuation. Citations and references are often missing and inaccurate when necessary. | Organization and presentation make no sense. No citations and references are used when necessary. |
| <b>IL Evaluation (70%)</b>                 | Identifies and describes the IL elements or lack of elements of the tutorial. Demonstrates a superior understanding of how IL instruction could be implemented or strengthened in the tutorial  | Identifies and describes the IL elements or lack of elements of the tutorial. Demonstrates a basic understanding of how IL instruction could be implemented or strengthened in the tutorial  | May identify or describe the IL elements or lack of elements of the tutorial, but fails to understand how IL instruction could be implemented or strengthened in the tutorial   | Fails to identify and describe the the IL elements or lack of elements of the tutorial.           |

## Tutorial Design and Production

### Purpose of the Assignment

To evaluate your mastery of concepts of the course, you will create an online tutorial of your own.

You have two options:

1. You will identify a learning scenario (library type, audience), and a service or tool to showcase. You will build IL into the tutorial by encouraging the audience to critically evaluate the tool or service, as well as how to use it.
2. You will identify a learning scenario (library type, audience), and create a one-shot Information Literacy tutorial.

Grades will be assigned based on the following rubric:

|                           | <b>Exceeding Expectations</b>  | <b>Meeting Expectations</b>                | <b>Approaching Expectations</b>                | <b>Not Meeting Expectations</b>             |
|---------------------------|--|--|--|---|
| <b>Completeness (15%)</b> | All of the required prompts are fully and accurately addressed in a balanced manner. | All of the required prompts are addressed. | Not all of the required prompts are addressed. | None of the required prompts are addressed. |

|  |  |   |  |  |
|--|--|---|--|--|
| <b>Organization and Presentation (15%)</b> | The tutorial is scripted with sentences that are concise and succinct; vocabulary is precise; the service or tool being taught is clear; the instruction is well organized and clear; clear tutorial outcomes are stated; IL aspects are clearly part of the tutorial. | The tutorial is scripted with sentences that are mostly concise and succinct; vocabulary is generally precise; the service or tool being taught is clear; the instruction is generally well organized and clear; IL aspects are clearly part of the tutorial. | The tutorial is scripted with sentences that are awkward and wordy; vocabulary is poorly chosen; the service or tool being taught is not clear; the instruction is not organized and clear; IL aspects are not clearly part of the tutorial. | Organization and presentation make no sense. IL aspects are not part of the tutorial .   |
| <b>IL Evaluation (70%) (if option #1)</b>  | Identifies and describes the IL outcomes for the audience, and how these organically fit with the topic of the tutorial. Demonstrates a superior understanding of how IL instruction can be implemented or strengthened in any instructional setting,                  | Identifies and describes the IL outcomes for the audience, and how these organically fit with the topic of the tutorial. Demonstrates a basic understanding of how IL instruction can be implemented or strengthened in any instructional setting,            | May identify or describe the IL outcomes for the audience, but not in a clear fashion that encourages the audience to critically engage with the topic of the tutorial.  | Fails to identify or describe the IL outcomes for the audience, fails to encourage the audience to critically engage with the topic of the tutorial. |
| <b>IL Evaluation (70%) (if option #2)</b>  | Identifies and describes the IL outcomes for the audience, paying special attention to the learning setting and time available. Demonstrates a superior understanding of IL instruction and assessment   | Identifies and describes the IL outcomes for the audience, paying special attention to the learning setting and time available. Demonstrates a basic understanding of IL instruction and assessment   | May identify or describe the IL outcomes for the audience, but not in a clear fashion that encourages the audience to critically engage with the topic of the tutorial.  | Fails to identify or describe the IL outcomes for the audience, fails to encourage the audience to critically engage with the topic of the tutorial. |



## Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

## Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

### Late Work/Late Submissions

Unless students gain prior permission from the instructor for late submissions, late assignments will be penalized. Individual assignments turned in after the due date will be penalized 5% for each day turned in late.

## Academic Integrity

### Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

### Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, you must use either APA or Chicago citations. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

### Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

## Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

## Online Etiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

## Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

## Statement of Respect and Appreciation

In this course we'll be viewing and evaluating online tutorials made by fellow librarians. We will approach these freely available resources in the spirit in which they were created: as efforts to help library patrons access and use library resources.

During our evaluations, we'll aim to cultivate appreciation for the work of our colleagues and when we challenge any aspect of the tutorials we'll do so with respect.

We will give ourselves and each other the same courtesy when responding to class discussion posts.