lsci 101: library example

Montana State University, Online, Fall/Spring 20xx

Instructor: Prof. June Bug, she/her

# How to get in touch with your instructor

I enjoy talking with my students. If you have questions or even just an idea you want to explore, come by my office hours. If none of these times work for you, please email me and we can set up a time that does. If you email me with questions, it’s important that I get back to you in a timely manner. Adding the course number (LSCI101) to the subject of your email will help me respond to you quickly.

Office Hours:

Mondays 10-11, Library Room 224

 Tuesdays 1-2, Zoom link

# Course Description

The main goals of this course are to:

* Help you develop a research topic, identify keywords, and complete a search using library and non-library sources,
* Evaluate sources for authority and bias to help you decide which ones work best for your research needs,
* Understand the ethical and legal issues surrounding privacy and security of information in a digital world, and
* Organize and communicate information in appropriate ways based on the situation and media being used.

# Learning Objectives

Upon completing this course, students will to able to

* Define a research topic with an appropriate scope of inquiry.
* Design and refine a search using keywords within multiple library resources.
* Use research tools and indicators of authority to critically evaluate information, assessing the reliability, validity, accuracy, timeliness, impact, and bias of information sources.
* Demonstrate knowledge of ethical, legal, privacy and security issues related to the use of digitally mediated information.
* Organize, synthesize, and communicate information in meaningful ways, appropriate to context and platform.

# Required Texts

In an effort to minimize costs for students, there is no required text for this course. All content (readings, videos, discussions, and exercises) will be available in Brightspace/D2L.  Some content will like to Library resources. You will need your NetID and password to access those items.

# Course Expectations

**Attendance Policies**: You are not graded on your attendance. However, it’s really important to your success in the class. If you are going to miss two or more class times in a row, please let me know so that we can work together to ensure you do not fall behind.

**Engagement**: In this class, we learn from each other as much or more than the course materials. Each week, there will be discussion times where you can share your experiences and ask questions. There is also a discussion space in Brightspace. If you are uncomfortable sharing in class, please share your feedback and experiences in this space. My expectation is that each member of this class participates and engages mindfully and supportively on a weekly basis. If there is a situation that makes participation in class a challenge for you, please contact me and we can determine a solution together.

**Course Values and Norms:** In this course, we will be discussing research and scenarios on various topics. We will not all agree on these topics or the best approach to addressing them. This classroom is a learning space where we will explore these topics and ideas without judgment. It is expected that each one of us, including myself, speak and act towards each other with kindness, empathy, and a willingness to listen and learn from points of view outside of our own.

**Point of View**: The required materials in the class have been collected to represent various points of view. They are not inclusive, nor do they represent every side of an issue. I have put these together to stimulate your thinking and not to present any position or advocate for any particular mindset. Throughout the course, you are encouraged to find additional resources and points of view that you may wish to share with your classmates.

# Structure and Unit Themes

In general, it’s a good idea to have a visual representation of the semester structure as well as a text description…here is an example from an LS 391. This works well for some courses, but, obviously, may not work for yours.

Each week of the course is numbered. In addition, this course is divided into 4 larger units; the assignment pattern in each unit is the same.

# Schedule

(weeks/modules begin on Mondays. Spring Break week is not numbered)

|  |  |
| --- | --- |
| Week Number and Dates | Assignment |
| Week 1: Jan 13 – 19  |  |
| Week 2: Jan 20 – 26 |  |
| Week 3: Jan 27 – Feb 2 |  |
| Week 4: Feb 3 – Feb 9 |  |
| Week 5: Feb 10 – Feb 16 |  |
| Week 6: Feb 17 – Feb 23 |  |
| Week 7: Feb 24 – Mar 1 |  |
| Week 8: Mar 2 – Mar 8 |  |
| Week 9: Mar 9 – Mar 15 |  |
| March 16 – 22: SPRING BREAK |  |
| Week 10: March 23 – 29 |  |
| Week 11: March 30 – April 5 |  |
| Week 12: April 6 – April 12 |  |
| Week 13: April 13 – April 19 |  |
| Week 14: April 20 – April 26 |  |
| Week 15: April 27 – May 3; Last day  |  |
| Week 16: Final Exams: May 4 – May 8  |  |

# Assignments and Point Distribution

General guidelines for a class is presented here, if only for ease of filling things in. The pie chart has proved to be handy for the students and is pretty easy to edit. Put your cursor to the center of the pie, and Right click. Choose Edit Data/Edit Data in Excel. Change the point values as needed.

## **Quizzes: 4 quizzes, 10 points each**

Total points: 40

Due Dates: Quizzes are due on Sunday evenings at 11:30 pm. Quizzes will be accessible for the entire week.

## **Discussion Posts: 8 original posts or replies, 20 points each**

Total points: 160

## **Paper/Project/Presentation: 4, 50 points each**

Total points: 200

Due Dates: Sunday evenings at 11:30 pm

## **Final Essay: End of the Semester**

Total points: 100

Due: December 15, 11:30 pm

### Total Points for Semester: 500

# Policies, Procedures, and General Information

**File Types**

D2L does not work with all file types. You must submit your file as a .docx. There are suggestions for file types on individual assignment descriptions.

If you do not submit your paper in a supported file type, your instructor cannot grade your assignment.

**Due Dates and Late Assignments**

**Students with Disabilities**If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

**Plagiarism**

Don’t do it!!!!!!

MSU partners with Turnitin, a software program that checks for plagiarism. Be aware that plagiarism on any paper will result in receiving an ‘F’ in the course, and a report to the Dean of Students.

Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification from your instructor or the Writing Center.

### **MSU Inclusion and Diversity Statements…**

…Are posted on D2L.

**Behavioral Expectations**Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities.

**Collaboration**University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

**Academic Misconduct***Section 420* of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

*Section 430* of the Student Code allows the instructor to impose the following sanctions for academic misconduct: oral reprimand; written reprimand; an assignment to repeat the work or an alternate assignment; a lower or failing grade on the particular assignment or test; or a lower grade or failing grade in the course. More serious sanctions require a Conduct Board hearing. You may wish to make explicit the minimum sanction you will impose for willful acts of academic misconduct.

**Academic Expectations**Section 310.00 in the MSU Conduct Guidelines states that students must:

1. Be prompt and regular in attending classes
2. Be well prepared for classes
3. Submit required assignments in a timely manner
4. Take exams when scheduled
5. Act in a respectful manner toward other students and the instructor, and in a way that does not detract from the learning experience
6. Make and keep appointments when necessary to meet with the instructor

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

# Discussion Post Guidelines

Be as specific as possible! And as simple as possible!

# Discussion Post Rubric

| Criteria | A | B | C | D | 0 |
| --- | --- | --- | --- | --- | --- |
| Timely Contributions | three or more posts per discussion; well distributed throughout the discussion window | three discussion posts; not well distributed throughout the window | two discussion posts; well distributed | two discussion posts; not well distributed | One post |
| Critical Analysis of Prompts and Comments | Post fully engages with prompt or other discussion post; provides a counter-argument or elaborates an argument or makes a meaningful connection to other course ideas  | Post responds to prompt of comment, but makes superficial arguments and connections. Evidence of text comprehension, but lacking in insight. | Post responds to prompt or comment, but shows lack of knowledge of course materials. | Post responds to prompt or comment, but shows lack of knowledge of course materials. | Post does not address prompt or comments |
| Language, Mechanics, Style, and Netiquette | Well-written, clear, appropriate citations, no errors. | Well-written, clear, appropriate citations, a few errors. | Lack of clarity, or errors that detract from meaning, or lack of citations | Lack of clarity, or errors that detract from meaning, or lack of citations, or doesn't follow one basic netiquette guideline | Lack of clarity, or errors that detract from meaning, or lack of citations, or doesn't follow two or more basic netiquette guidelines |
| Organization, Development, and Support | Clear structure, ideas build upon each other, solid logical reasoning | Clear structure, ideas build upon each other, some gaps in logic | Ideas skip from one to the next without clear transitions, some gaps in logic | Ideas unrelated to each other, or a logical fallacy | Scattered ideas, no coherent structure or transitions, major faults in logic |

# Paper Rubric

| Criteria | A | B | C | D | 0 |
| --- | --- | --- | --- | --- | --- |
| Ideas and Analysis | Original ideas and analysis that synthesize multiple perspectives, and present new and insightful connections to the reader. | Ideas or analysis are somewhat predictable, or are not fully developed. | Ideas or analysis are generally superficial, or lack any connections between texts. | Ideas and analysis are limited. | Text summaries without analysis. |
| Responds to course texts | Responds fully to course texts, elegantly incorporating themes and quotes.Full comprehension of course texts is evident. | Responds to course texts but does not include citations that add to meaning. | Responds to course texts but does not demonstrate comprehension. | Provides a cursory engagement with course texts | Does not respond to course texts |
| Language, Mechanics, and Style | Language is clear, enhances meaning, and has few or no errors. | Language is clear, has 2 or 3 errors. | Language is unclear, has 4 errors. | Language is unclear, has 5 or more errors. | Language does not have meaning. |
| Organization, Development, and Support | Develops logically, with intent. Ideas are original and interesting, and are supported with evidence. | Ideas supported by evidence, but may include too many generalities. Missing one or more clear transitions.   | Transitions unclear, lack of support. | Scanty support for ideas and arguments, lacks cogent structure. | Lacks any organization, and is confusing to read. Assertions not supported by evidence. |