

Library Science Degree Program
College of Education
East Carolina University
Revised: August 20, 2023

LIBS 6019: Research Literacy in Library Science

East Carolina University
College of Education
Department of Interdisciplinary Professions
Master of Library Science program: <https://education.ecu.edu/idp/idp-library-science/>

Fall 2023 – Sections 601 & 602

Instructor: Dr. Kawanna Bright

Office: Ragsdale 104A and online

Office Hours: Tuesdays (11:00 am – 1:00 pm); Wednesdays and Thursdays (5:00 pm – 7:00 pm)¹ via WebEx: <https://ecu.webex.com/meet/brightka19>. To come to office hours, click on the WebEx link and you will enter the Lobby for the meeting room. I will admit you to the room as long as there is not another student already present. Also available via email during reasonable times of the day; Online meetings also available by appointment as needed. You can schedule appointments directly onto my calendar through this link:

<https://outlook.office365.com/owa/calendar/DrBrightsOfficeHours@studentsecuedu66932.onmicrosoft.com/bookings/>

Contact: Phone: 252-737-1150

Email: brightka19@ecu.edu; in the unlikely chance that the ECU email system goes down, I can also be reached at my personal email: drkawannab@gmail.com.

Please note: This syllabus may be subject to change before or during the **CURRENT** semester. Changes to the syllabus will be posted as Course Announcements.

Prerequisites:

- LIBS 6010 - Foundations of Library and Information Studies
- LIBS 6014 - Introduction to Reference

Course Description:

LIBS 6019 - Research Literacy in Library Science (3 semester hours)

Designing, planning and conducting research for the library practitioner. Includes analysis and synthesis of professional library literature.

Course Objectives:

¹ Office hours may shift on some days due to my involvement in professional obligations. These changes will be announced on the Canvas course site as they arise.

Upon completion of this course, students will be able to:

- Recognize and apply the fundamentals of social research methods in library science
- Retrieve, interpret, evaluate and analyze research literature of the field
- Apply the principles and methods used to assess the actual and potential value of new research
- Analyze and apply research to investigate professional problems and design a research project
- Recognize and apply ethical principles in research involving human subjects
- Employ the mechanics of APA Style

MLS Program Objective Met by LIBS 6019:

2. Analyze, evaluate and synthesize research literature in library and information science and design basic practitioner research.

ALA Core Competencies Addressed by LIBS 6019:

1. Gateway Knowledge

1E. Identify current types of libraries (school, public, academic, special, etc.) and closely related information agencies, such as museums, archives, and galleries.

1F. Identify social, public, information, economic, and cultural policies and trends of significance to the library and information profession on the local, regional, national, and international levels.

1I. Use techniques to identify, codify, and analyze complex problems and create appropriate and collaborative solutions within library environments.

1J. Demonstrate effective verbal and written communication techniques, including electronically via video, live chat, and email.

2. Information Resources

2A. Consider the issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use, in relationship to material format and genre.

5. Organization of Recorded Knowledge and Information

5A. Understand the principles, systems, trends, and goals involved in the organization and representation of recorded knowledge and information.

6. Reference and User Services

6A. Employ techniques used to discover, retrieve, evaluate, and synthesize information

from diverse sources for use by varying user populations and information environments.

7. Research and Evidence-Based Practice

7A. Discover, engage with, and synthesize existing research from the field using multidisciplinary approaches to various information issues to align relevant findings to one's own professional development and/or institutional needs.

7B. Recognize the ethical and appropriate application of key research methods, techniques, and designs in the field, including the generation, analysis, evaluation, and presentation of data, and the utilization of research tools.

7C. Understand principles and issues evolving with research, including an awareness of how professional and cultural values may influence each stage of the research lifecycle, the barriers related to access to research, and the tension between research and its application to professional practice.

7D. Understand the importance of engaging in the research foundations and scholarly communications that will enable continued professional growth, knowledge, and sharing.

8. Social Justice

8A. Understand one's own cultural identity including positionality related to power, privilege, and oppression and how that influences the ways they interact with the community and among decision makers.

Course Textbook

Connaway, L. S., & Radford, M. L. (2021). *Research methods in library and information science*, 7th ed. Libraries Unlimited.

- Print ISBN: 978-1-4408-7857-2
- E-book ISBN: 978-1-4408-7858-9

Unfortunately, the 7th edition of the course text is not available as an e-book through the ECU Libraries. The 6th edition is available through the ECU Libraries, however, there are differences between the 6th and 7th edition. The 7th edition is the required course text and should be acquired over the 6th edition. However, if you simply cannot get the 7th edition, the 6th will cover most of the course information. I will attempt to include comparable chapters and page numbers for the 6th and 7th editions. The 7th edition can be purchased or rented from the ECU Bookstore (<https://ecu.bncollege.com/>) or a number of online sites that also offer both print and e-book options.

Important Dates in the Semester

Date(s)	Description
Monday, August 21 st	Classes begin
Friday, August 25 th	Last day for self-registration (drop/add)
Monday, September 4 th	Labor Day Holiday
Saturday, October 7 th – Tuesday, October 10 th	Fall Break
Monday, October 30 th	Last day to withdraw, by 5:00pm
Tuesday, November 7 th	Election Day/Civic Engagement Day
Wednesday, November 22 nd – Sunday, November 26 th	Thanksgiving Break
Monday, December 4 th	Classes end
Tuesday, December 5 th	Reading Day
Wednesday, December 6 th – Wednesday, December 13 th	Final Exams
Friday, December 15 th	Grades due

Assignments and Assignment Schedule

There are a total of 15 assignments in this course worth points, 10 major assignments, one group discussion board, and four comprehension quizzes. While extra credit is not standard for this course, extra credit opportunities may arise during the semester. All grades earned will be based on the scores earned for completing the assignments. Below is a table of assignments including due dates. Full information for each major assignment is available on the course Canvas site. Comprehension quizzes will be available at least two weeks before the posted due date. **All assignments are due on the indicated due date by 11: 59pm EST.** Comprehension quizzes will remain open one additional week and can be completed without a late penalty. Once a comprehension quiz closes on Canvas, the quiz will remain closed.

Assignment	Due Date	Points
Assignment #1: Exploring Scholarly Literature	September 3, 2023	50
Assignment #2: Annotated Bibliography	September 17, 2023	50
Comprehension Quiz #1	September 17, 2023	25
Assignment #3: Research Idea Development	October 1, 2023	50
Discussion Board: Operationalizing Variables	October 1, 2023	50
Assignment #4: CITI Training	October 8, 2023	50
Comprehension Quiz #2	October 8, 2023	25
Assignment #5: Literature Review Draft	October 22, 2023	50
Comprehension Quiz #3	October 22, 2023	25
Assignment #6: Hypothetical Research Design – Sampling, Research Approach, and Data Collection	November 5, 2023	50
Comprehension Quiz #4	November 5, 2023	25

Assignment #7: Hypothetical Research Design – Data Analysis, Ethical Considerations, Study Limitations, Reliability, and Validity	November 19, 2023	50
Assignment #8: Research Article Dissection	November 19, 2023	50
Assignment #9: Research Proposal Presentation	December 1, 2023	50
Assignment #10: Final Research Proposal (Course Artifact)	December 4, 2023	100
Submit Final Course Artifact*	December 13, 2023	0*
Total Points		700

***This is your final course artifact that you will submit to TaskStream after you’ve had a chance to make any necessary changes based on grading of your Assignment #10. You will receive Assignment #10 back with time to make adjustments before the final deadline to submit your course artifact.**

Taskstream Note:

Students who are enrolled in the MLS program to receive a degree must upload the course artifact and reflection form for this course to Taskstream. Artifacts should be submitted through Canvas for course grading, and through Taskstream for Program completion. The Canvas artifact assignment includes a link to Taskstream where you can login and submit your artifact.

Course Schedule (Subject to change at any time):

It is inferred that the work (readings) for each module should be completed by the time you complete the assignment related to that topic. You are encouraged to complete the readings and viewing of materials for each module on your own schedule, but the expectation is that you will do all the readings, view all related materials on Canvas, including pre-recorded lectures, and complete all assignments by their listed due date.

MODULE 1: THE BASICS OF RESEARCH (August 21st – September 3rd)		
Topic	Lectures, Readings and Materials	Activities & Assignments
The Basic of Research	<p>Read</p> <ul style="list-style-type: none"> • Connaway Chapter 1: Research and Librarianship • “There’s No “I” in Research” (PDF file) <p>Watch</p> <ul style="list-style-type: none"> • Lecture: <i>Introduction to Research</i> • Lecture: <i>Research Paradigms</i> 	<ul style="list-style-type: none"> • Introductory Discussion Post <i>Due: August 24th</i> • Assignment 1: Exploring Scholarly Literature <i>Due: September 3rd</i>

Peer Review	<p>Read</p> <ul style="list-style-type: none"> Elsevier (n.d.). What is peer review? https://www.elsevier.com/reviewers/what-is-peer-review <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Peer Review & Peer Reviewed Resources</i> Screencast: <i>Searching for Peer Reviewed Resources</i> 	
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MODULE 2: DEVELOPMENT OF A RESEARCH IDEA/RESEARCH EXPLORATION/THEORETICAL APPROACHES (September 5th – September 17th)

Topic	Lectures, Readings and Materials	Activities & Assignments
Developing a Research Idea	<p>Read</p> <ul style="list-style-type: none"> Hernon, P. (2001). Components of the research process: Where do we need to focus attention? <i>Journal of Academic Librarianship</i>, 27(2), 81-89. <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Development of a Research Idea</i> <ul style="list-style-type: none"> Example: Anatomy of a Research Article 	<ul style="list-style-type: none"> Comprehension Quiz #1 Due: September 17th Assignment #2: Annotated Bibliography Due: September 17th
Research Exploration, The Literature Review	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 2 (Review pp. 39-47; 6th ed.: pp. 30-34) <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Research Exploration</i> Lecture: <i>Annotated Bibliographies vs Literature Reviews</i> Video: Scribbr. (2020, March 25). What is a Literature Review? Explained with a real example [Video]. YouTube. https://youtu.be/KkAnKGuX7fs 	

Theoretical Approaches	Read <ul style="list-style-type: none"> • Connaway & Radford, Chapter 2 (pp. 49-55; 6th ed.: pp. 38 – 46) Watch <ul style="list-style-type: none"> • Lecture: <i>Theory in Research</i> 	
MODULE 3: RESEARCH PROBLEM AND PURPOSE STATEMENTS/RESEARCH QUESTIONS AND HYPOTHESES (September 18th – October 1st)		
Topic	Lectures, Readings and Materials	Activities & Assignments
Research Topics, Research Problems, and Research Purpose Statements	Read <ul style="list-style-type: none"> • Connaway & Radford, Chapter 2: Developing the Research Study (pp. 35-49; 6th edition: pp. 29-38) • Hernon, P., & Schwartz, C. (2007). What is a problem statement? <i>Library and Information Science Research</i>, 3(29), 307-309. Watch <ul style="list-style-type: none"> • Lecture: <i>Research Topics, Research Problems, and Research Purpose Statements</i> 	<ul style="list-style-type: none"> • Assignment #3: Research Idea Development Due: October 1st • Group Discussion Board: Operationalizing Variables Due: Initial Post, September 24th; Group Definition, October 1st
Research Questions and Research Hypotheses	Read <ul style="list-style-type: none"> • “How to Write a Research Question” (PDF file) • Hypotheses and Variables (PDF file) • “Operationalization.” (n.d.). <i>Psychology</i>. https://psychology.iresearchnet.com/social-psychology/social-psychology-research-methods/operationalization/ • Badiru, A. B., Rusnock, C. F., & Valencia, V. V. (2018). Research question. In <i>Project management for research: A guide for graduate students</i> (pp. 35-41). CRC Press. https://doi.org/10.1201/9781315370897 READ pp. 37-38 Watch <ul style="list-style-type: none"> • Lecture: <i>Research Questions and Research Hypotheses</i> 	

	<ul style="list-style-type: none"> Lecture: <i>Operationalizing variables</i> 	
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Module 4: RESEARCH ETHICS (October 2nd – October 8th)

Topic	Lectures, Readings and Materials	Activities & Assignments
Research Ethics & the IRB Process	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 4 (pp. 116-124; 6th ed., Chapter 3, pp. 86-93) Asher, A. et al. (2018, October). <i>Ethics in research use of library patron data: Glossary and explainer</i>. Digital Library Federation. https://doi.org/10.17605/OSF.IO/XFKZ6 Richter-Weikum, E. (2018, January 31). The importance of research ethics. <i>The Librarian Parlor</i>. https://libparlor.com/2018/01/31/the-importance-of-research-ethics/ <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Research Ethics – Pt. 1: History & Overview</i> Lecture: <i>Research Ethics – Pt. 2: Things to Consider for Research Studies</i> Lecture: <i>Research Ethics - Pt. 3: Ethical Data Analysis & Reporting; Ethical Internet Research</i> 	<ul style="list-style-type: none"> Assignment #4: CITI Training Due: October 8th Comprehension Quiz #2 Due: October 8th

MODULE 5: TYPES OF RESEARCH (October 9th – October 22nd)

Topic	Readings and Materials	Activities & Assignments
Types of Research	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 2 (pp. 56-68; 6th ed.: pp. 60-64) 	<ul style="list-style-type: none"> Assignment #5: Literature Review Draft Due: October 22nd

<p>Quantitative Research; Experimental Research; Validity & Reliability</p>	<p>Read</p> <ul style="list-style-type: none"> • Connaway & Radford, Chapter 4 (6th ed.: Chapter 3) • Connaway & Radford, Chapter 7 (6th ed.: Chapter 5) • Validity and Reliability (PDF Document) • Measurement Scales (PDF Document) <p>Watch</p> <ul style="list-style-type: none"> • Lecture: <i>Introduction to Quantitative Research</i> • Lecture: <i>Experimental Research in LIS</i> • Lecture: <i>Validity and Reliability</i> 	<ul style="list-style-type: none"> • Comprehension Quiz #3 <i>Due: October 22nd</i>
<p>Qualitative Research; Trustworthiness & Reliability</p>	<p>Read</p> <ul style="list-style-type: none"> • Connaway & Radford, Chapter 9 (6th ed.: Chapter 7) • Connelly, L. M. (2020). Trustworthiness in qualitative research. <i>Medsurg Nursing</i>, 25(6), 435-436. <p>Watch</p> <ul style="list-style-type: none"> • Lecture: <i>Introduction to Qualitative Research</i> • Lecture: <i>Trustworthiness & Reliability in Qualitative Research</i> 	
<p>Historical Research</p>	<p>Read</p> <ul style="list-style-type: none"> • Connaway & Radford, Chapter 13 (6th ed., Chapter 11) 	
<p>Applied Research</p>	<p>Read</p> <ul style="list-style-type: none"> • Connaway & Radford, Chapter 14 (6th ed., Chapter 12) <p>Watch</p> <ul style="list-style-type: none"> • Lecture: <i>Applied Research in LIS</i> 	
<p>Mixed Methods</p>	<p>Read</p> <ul style="list-style-type: none"> • Lee, D. (2018). Mixed methods research design. In R. V. Small & M. A. Mardis (Eds.), <i>Research methods for librarians and educators: Practical applications in formal and informal</i> 	

	<p><i>learning environments</i> (pp. 237 – 248). ABC-CLIO. (PDF)</p> <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Understanding Mixed Methods Approaches</i> 	
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MODULE 6: GATHERING DATA (October 23rd – November 5th)

Topic	Lectures, Readings and Materials	Activities & Assignments
Sampling	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 6 (6th ed., Chapter 4, pp. 133-152) <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Research Sampling, Pt. 1: Quantitative Sampling</i> Lecture: <i>Research Sampling, Pt. 2: Qualitative Sampling</i> 	<ul style="list-style-type: none"> Assignment #6: Hypothetical Research Design – Sampling, Research Approach, and Data Collection Due: November 5th Comprehension Quiz #4 Due: November 5th
Survey Research	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 5 (6th ed., Chapter 4, pp. 97-133) Survey Questions: The Good, the Bad, and the Plain Ugly (PDF file) <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Surveys</i> 	<ul style="list-style-type: none"> Research Proposal Presentations Availability Survey Due: November 5th
Interviews & Focus Groups	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 11 (6th ed., Chapter 8) <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Interviews</i> 	
Ethnographic Approaches to Qualitative Research	<p>Read</p> <ul style="list-style-type: none"> Connaway & Radford, Chapter 12 (6th ed., Chapter 9) <p>Watch</p> <ul style="list-style-type: none"> Lecture: <i>Ethnographic Research in LIS</i> 	

MODULE 7: ANALYZING DATA (November 6th – November 19th)

Topic	Readings and Materials	Activities & Assignments
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Analysis of Quantitative Data	Read <ul style="list-style-type: none"> • Connaway & Radford, Chapter 8 (6th ed., Chapter 6) Watch <ul style="list-style-type: none"> • Lecture: <i>Quantitative Data Analysis</i> 	<ul style="list-style-type: none"> • Assignment #7: Hypothetical Research Design – Data Analysis, Ethical Considerations, Study Limitations, Reliability, and Validity Due: November 19th • Assignment #8: Research Article Dissection Due: November 19th
Analysis of Qualitative Data	Read <ul style="list-style-type: none"> • Connaway & Radford, Chapter 10 Watch <ul style="list-style-type: none"> • Lecture: <i>Qualitative Data Analysis</i> • Lecture: <i>Focus on Thematic Analysis</i> 	
MODULE 8: PRESENTING RESEARCH (November 20th - December 4th; Presentations November 27th - December 1st)		
Topic	Readings and Materials	Activities & Assignments
Presenting Research	Read <ul style="list-style-type: none"> • Connaway & Radford, Chapter 15 (pp. 473-475; 6th ed., Chapter 14, pp. 402-403) • Connaway & Radford, Chapter 3 (6th ed., Chapter 13) Watch <ul style="list-style-type: none"> • Lecture: <i>Presenting Your Research</i> 	<ul style="list-style-type: none"> • Assignment #9: Research Proposal Presentation Due: December 1st • Assignment #10: Final Research Proposal (Course Artifact) Due: December 4th • Submit Final Course Artifact Due: December 13th
Final Course Artifact	Watch <ul style="list-style-type: none"> • Lecture: <i>Putting it All Together: Final Research Proposal/Course Artifact</i> 	

Grades and Grading

This is a graduate level course, and as such points for assignments will be based on the following criteria:

- Adherence to assignment requirements and instructions
- Detailed, concise, and logical presentation of information that addresses the assignment requirements and instructions
- Use of resource materials to justify responses (when necessary)
- Compositional style and use of appropriate grammar and syntax
- Other aspects considered on individual assignment rubrics

Written work that demonstrates a lack of understanding of subject matter, is unclear or poorly organized, contains few details or presents irrelevant material, does not follow directions, contains little or unsubstantiated evaluative commentary, or is otherwise poorly written, prepared (e.g. typos, grammatical errors) or documented will receive lower scores. This is in addition to any specific requirements on individual assignment rubrics.

Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement. If grammar, syntax and spelling are not your strengths, it is suggested you find an editor to review your assignments prior to submission. Your instructor is not a proofreader and will send materials requiring extensive copy edits back without a grade.

The grades in this course will be assigned according to the following grading scale:

Percentage*	Grade
93.00% - 100%	A
86.00% - 92.99%	B
79.00% - 85.99%	C
78.99% and below	F

**Grades will not be rounded.*

Your grade on each assignment will be posted in the Canvas grade book. Additional comments to supplement those included on your assignment while grading will be included in the assignment comment box on Canvas. You can see all of your assignment grades and your total course grade in the Canvas grade book. After Assignment #10 has been reviewed and approved by the instructor, it should be posted to the student's portfolio (Taskstream), along with a completed reflection, by the deadline indicated in the Course Calendar. **Failure to submit the final artifact to Taskstream by the grading deadline will result in your grade being lowered by one letter grade.**

Incompletes

Incompletes may be considered, but ***only as a result of serious and unexpected health and life situations***. Documentation for the request is required in writing, most commonly in the form of an email, with appropriate signatures or other evidence if necessary.

Incompletes must be made up promptly and by a deadline set by the instructor and before the deadline set by the Registrar's office which is indicated in the academic calendar for every semester. Students who are unable to complete assignments when due are expected to **withdraw** from the course. The deadline for graduate students to drop a course without a grade is mid-semester (see the Semester Calendar) so it would have to be an extreme case for the instructor to agree to an 'I' rather than suggesting the student drop the course.

How to Complete and Submit Assignments

Written submissions are due by 11:59 pm EST of the date indicated on the assignment. ***Anything received after that hour is considered late.***

Assignments submitted late (i.e. any time after the hour or due date) may be subject to a 10% point deduction of the total value, per day late. There are no exceptions to the late penalty based on technical problems (such as computer failures, loss of Internet or email, “wrong files” or corrupted files submitted in place of the intended ones, etc.), so please plan alternatives ahead of due dates, e.g., back up all your work, identify another computer you might use to submit assignments if your primary workstation crashes, and plan for loss of Internet.

Extensions: This course has a 3-day no questions asked extension policy that you can use for any **two** major assignments in the course. A major assignment is any assignment worth 50 points or more. To request an extension, simply e-mail the instructor prior to the due date (up until 11:59pm of the due date), stating that you will be taking the 3-day extension and indicate which assignment. No explanations are needed. Your assignment will automatically be due 3 days after the original due date of the assignment. The course late policy will apply after the additional 3 days.

If you use your two 3-day extensions and need an additional extension, your instructor may be able to work with you on a new deadline, but this must be arranged in advance of the deadline for the assignment. A note informing the instructor that the work will be late a few hours before the work is due is not prior arrangement. Assignments turned in late will be graded at the instructor’s convenience, which may take longer than the usual grading turnover.

Submit all assignments in a 12-point Times New Roman font, double-space format unless otherwise noted.

As soon as assignments are graded you will receive comments regarding various aspects of the work in terms of the criteria for evaluation and the grade. These will be noted as comments on the document in Canvas. **Turn in all work though Canvas. Work will not be accepted via e-mail.**

All assignments are to be turned in through Canvas as Word documents. ***All work submitted to Canvas will be considered to be in its final version and will be graded as such, even if turned in early.***

Resubmission of Assignments: Resubmission of a previously submitted and graded assignment for a regrade will only be allowed if a student scores less than 70% on the assignment (to calculate the percentage, divide the points earned by the total available points). In this case, a student can resubmit the assignment for a new grade with the understanding that the resubmitted assignment will automatically be assessed a 10% penalty, which will be in addition to any points lost for execution. The updated assignment must be submitted no later than 2 weeks after the original due date of the assignment and

must be submitted via Canvas. Only one resubmission of any one assignment will be allowed, and students can resubmit a maximum of three assignments for the course.

Writing Assistance: Like most of the MLS program, this is a writing-intensive course and graduate level writing is expected of all students. This includes, clear arguments, thorough analysis of the topics covered, writing style and grammar. For students who recognize that writing may be a barrier to their success, it is highly recommended they consult the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit is available at: <https://writing.ecu.edu/uwc/make-an-appointment/>

Citation and Paper Format: In accordance to the College of Education and the Department of Library Science all assignment documents are to be prepared following the American Psychological Association (APA) publication style (7th edition) using the in-text and reference list options as the required style, unless otherwise noted in the assignment instructions.

Additional ECU Policies and Information

ADA Accommodation

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services (DSS) <https://dss.ecu.edu/> and located in Slay 138 (252) 737-1016 (Voice/TTY).

Individuals in need of additional information or training should contact DSS at (252) 737-1016.

Privacy

While individual privacy is highly valued, it should be noted that there is no absolute safeguard to guarantee and protect the right to privacy in all circumstances and environments. Accidents may happen, mistakes can be made, and safeguards can be overcome.

As a result, students should be hesitant to share personally identifiable information (i.e. personal contact information, Student ID number, etc.) or other sensitive information (i.e. personal finances, health information, gripes about supervisors or work situations) about themselves, their family members, or close friends.

AI Use

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), they must be properly documented and credited. Students should seek out the appropriate source related to APA and cite in the most correct format according to the style guide. Note, online style guides are being updated continually to include new sources such as ChatGPT.

If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool, in addition to citing the use of any tool used.

Academic Integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources quoted, noted, or used as an example in students' work should be provided at the end of the course artifact as "References," and noted with in-text references.

Students shall avoid all forms of academic dishonesty, including but not limited to:

- **Cheating** - obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means.
- **Plagiarism** – the use or nearly exact use of others' intellectual property without attribution and without enclosing the property in quotation marks or other identifying notation. Multiple and extended quotes or paraphrasing of another's intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. Basically, this means you cannot cobble together an assignment from found documents.
- **Using work prepared for another course** – *avoid* submitting work that was prepared for another course. This unfairly advantages you over other students. **If you had a similar assignment in another course and wish to use some of the same material, contact the instructor in advance to discuss the situation.** This can often be allowed provided that the material is refocused to have high congruence to the assignment for this course.

Any student suspected of violating ECU's Academic Integrity Policy will be charged accordingly. The complete policy and charge procedures are available at:

<https://osrr.ecu.edu/policies-procedures/>