

Master of Library Science Program

6016: Technology for Library Services

Instructor information

Instructor

Dr. Heather Seibert

Email

seiberth22@ecu.edu

Office Location & Hours

104D Ragsdale

See Syllabus in Canvas for Hours

General information

This syllabus is a living document, subject to change during the CURRENT semester. Changes to the syllabus will be posted as an Announcement

Communication

In an online course it is essential that we stay in communication. Your ECU email and Canvas Announcements should be checked daily, and you should set up your Canvas account to send you notifications. If you get behind or have concerns, DO NOT wait to get in touch. Contact me via email and allow me 48 hours to respond. I monitor my email throughout the day. I usually reply to emails within 24-48 hours Monday through Friday. If I am out of the office for an extended period (usually due to conference travel), I will post this information on the course Announcement page. You can expect a delayed response in these instances. On the weekends it may take longer to respond. Additionally, you are encouraged to post course-related questions to The Lounge Discussion Forum on Canvas for your colleagues and myself to comment or answer.

Core Competencies

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

- Critique a variety of technologies, their characteristics, and their use in library services.
- Evaluate emerging and global technologies and their impacts on education and libraries.
- Discuss technology standards developed by professional organizations and agencies.
- Collaborate with colleagues in the creation of technology-related materials.
- Design and produce materials for use in libraries, applying current technologies.

1B. Promote democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

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

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.

8B. Recognize, challenge, and change practices, services, and programs that have traditionally replicated dominant systems and marginalized others.

9A. Identify appropriate technologies and uses that support access to and delivery of library services and resources.

9B. Understand and navigate ethical and cultural considerations and impacts on library practices and community members when applying technology to library services and resources.

9C. Conduct regular evaluation of existing and emerging technologies and their impact on library services and resources in terms of accessibility, practicality, sustainability, and effectiveness.

AI and ChatGPT

USE ONLY WITH PRIOR PERMISSION

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 (e.g., MLA, APA, etc..) 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.

ECU Indigenous Land Acknowledgement

We acknowledge the Tuscarora people, who are the traditional custodians of the land on which we work and live, and recognize their continuing connection to the land, water, and air that Greenville consumes. We pay respect to eight recognized tribes; Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, all Nations, and their elders past, present, and emerging.

Course materials

Required materials

There is no required textbook, but there are required materials for each module. These required materials include articles, chapters, reports, videos and audio recordings, and are posted in the applicable module. Required readings are provided on Canvas in a link or pdf format. Periodically I may send out additional resources for students. Due dates are final; assignments must be submitted via Canvas.**Optional materials**

Want to add more tables to your document that look like the Course Schedule and Exam Schedule tables that follow? Nothing could be easier. On the Insert tab, just select Table to add a new table. New tables you create in this template are automatically formatted to match.

Discussion Boards & Etiquette

In this course, you will participate in several discussion forums - both asynchronous online and synchronous live. Class discussions call upon you to engage actively in the course content and to consider and share ideas or questions that arise. Discussion is essential to developing a sense of synergy and community in the online learning environment. There may be questions for you to contemplate and respond to, bringing in your experience with the topic from a personal or work perspective. You are expected to connect course content and discussion prompts to your library setting or concentration even if the reading/prompt is not geared specifically to your library setting or concentration. If you have little experience in libraries, this is an opportunity to consider or imagine how the discussion topic fits with your ideas of libraries and to do your own research to establish connections.

Posts to the discussion forums should follow professional standards of communication free of misspellings, snark, condescension, and/or grammatical errors. Everyone is expected to participate fully in the discussions, checking discussion forums several times per week (ideally daily) and posting substantive responses your colleagues. Discussion forums are interactive, and each forum must be completed according to the course schedule to be considered complete.

You will also complete several assignments designed to support program and course objectives. Assignments are detailed below as well as in Canvas. You will notice that each assignment includes specifications or specs, which serves as your to-do list for completing the assignment. Some assignments include a scenario to help contextualize the idea behind the assignment and your task for completion.

The Lounge - Ungraded

The Lounge serves three purposes:

1. To post questions about course logistics or assignments. Don't hesitate to post questions; if you're wondering about something, others are probably wondering the same thing. Asking the question here will benefit everyone.
2. To post questions related to Canvas. Be sure to provide details about the problem to help with troubleshooting. If I cannot help, I will let you know if the question needs to be handled by someone in IT. Often someone in the class will jump in to assist.
3. To share information and links to resources and events related to course content.
4. post course-related questions to The Lounge Discussion Forum on Canvas for your colleagues and me to comment or answer.

Netiquette

Students are expected to read all the discussion board and blogs postings, not just the one immediately prior to his or her response. A quality discussion response includes identification of a central issue, taking a position on the issue, providing some evidence for your position, and posing an open-ended question on the issue or topic. This follows an inquiry method, as opposed to simply commenting on

what someone has said in an earlier post, e.g., "I liked what you said about ...," "So true," etc. You should make your initial post a few days BEFORE the due date for the blog so that students have an opportunity to respond. You post should be on different days.

Students are expected to adhere to standard netiquette behaviors during all course discussions. This includes:

- Beginning all communications with a salutation (Hello X, Hi Y, Dear Z).
- Ending all communications with your name.
- Do not use all capital letters in a discussion board message; it is a short-hand way of screaming at someone and is considered rude.
- The use of slang, IM lingo, etc. should be extremely limited, as not everyone may understand your references.
- When expressing a differing opinion, phrase your reply to focus on the message, not the messenger. In other words, discuss the message content, not the personalities involved.
- If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside the course.

Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized; you may need someone in this class to do you a favor someday, or you may find yourself working with or for someone who was in the class with you.

Key Assignments

#001	(Introduction, meme, reflection discussion forum)
#002	(Peer Genius Bar)
#003	(Assistive technology & UDL assessment)
#004	(Vendor privacy policy audit)
#005	(Exploring the Role of AI and ChatGPT in Education Part 1)
#006	(Exploring the Role of AI and ChatGPT in Education Part 2)
#007	(Bias in technology discussion) - participate live (choices of times and dates are available in the Course Module)
#008	(Taskstream screenshot)
#009	(Bias in technology discussion board)
#010	(Technology reflection paper)
#011	(Trends video presentation) Artifact

Assignments

#001 Introduction, Meme, and Reflection Discussion Forum (10 points)

In this discussion post, you will introduce yourself using an electronic image, in this case a meme or gif.

Specs for this assignment:

- Create a meme or gif (using the meme/gif generator of your choice) that reflects your feelings about or experience with technology
- Post the meme or gif in the introduction discussion forum
 - Your image should be embedded directly in the discussion forum; **do not submit a link; do not submit a file**
- In the text of your post, include an explanation/interpretation of the meme or gif (i.e., what does it say about your feelings about or experience with technology?).
- Also, in your post, include a reflection on your experiences with technology to Your reflection must address:
 - Your personal and professional experience with technology,
 - Your comfort level with technology,
 - How you see technology being used in your library setting or workplace,
 - Challenges you have with technology,
 - Your preferred technology, tools, platforms, , and
 - Technology you dislike
- Read what others have posted and respond to your classmates by the due date in Canvas

#002 Peer Genius Bar Discussion Forum (8 points)

In this discussion forum, you will contribute to the community learning experience by writing about a technology tool or platform you are excited about. This can be a tool or platform that you have used in a library setting, a tool with which you are familiar and have applied to a library setting, or a tool that is new to you that you will try for this assignment that may be applied to a library setting. The key is that you gain experience with the tool or platform even if as a trial just for this assignment. Feel free to try something new!

Specs for this assignment:

- Sign up for a tech tool or platform to share in this discussion forum. Tech tools are divided among five different themes.
- Experiment with the tool or platform. The key is that you have hands-on experience with the tool or platform. In past semesters, students have taken this opportunity to try new tools (sometimes with their family) to get hands-on experience with unfamiliar tools.
- Write a substantive discussion post on Canvas that:
 - Gives an overview of the tech tool or platform and how it is used in libraries or how you envision it might be used in libraries
 - Answers the question: What interests you about the tool or platform?
 - Answers the question: How does the tool/platform fit within your community of library users?
 - Draws a connection to course topics discussed thus far
 - Includes a picture, screenshot, or video of the tool or platform, **however**, this should not replace the overview written in your own words. Do not copy and paste directly from the tool, product, or platform's website.
- Read what others have posted and post a substantive response addressing the tech tools described by at least 2 classmates in a *different* theme from your own. (Interactions among members of the same theme are encouraged but not required.)

- This assignment is to be completed in designated discussion forum in Canvas.

#003 Assistive Technology & UDL Assessment (5 points)

The material for this assignment is provided in a module from the Irene Howell Assistive Technology (IHAT) Center. You will access the 24-page module from the IHAT@Canvas page on Canvas.

Specs for this assignment:

- From the IHAT@Canvas homepage, you will access module labeled: *Introduction to Assistive Technology and Universal Design for Learning*.
- Complete the module.
- Complete the assessment quiz (*Intro to AT and UDL Assessment*) at the end of the module.
- Upload a screenshot of your certificate with your final score to Canvas in the assignment page.

#004 Privacy policy red flags audit (10 points) - individual

Scenario: With the onslaught of new technology tools, platforms, and vendors in use at libraries and available to library users, it is important to have an awareness of privacy standards and concerns. You have been charged with evaluating the privacy policies of your library's technology vendors and identifying red flags within the policy. You will select 2 technologies/vendors as the focus of your audit.

Specs for this assignment:

- Select 2 tech tools and associated vendors to evaluate individually (this is not a comparison)
- Locate the vendor's privacy policy on their website and read in full
- For each vendor, create an audit (a single Word document addressing both vendors will suffice) that addresses the following questions:
 - What vendor policy did you evaluate?
 - What red flags did you find?
- What other red flags not listed did you discover?
- What else did you find or read in the policy that you didn't understand?
- Based on the literature, what recommendations do you have for libraries that continue working with the vendors and products?

#005 Exploring the Role of AI and ChatGPT in Education Part 1

(15 points) - individual

Objective: The objective of this assignment is to critically analyze the use of AI, particularly ChatGPT, in educational settings. Students will explore the benefits and concerns associated with integrating AI technologies into the classroom environment while conducting traditional research and writing.

Instructions:

1. Written Paper (750-1000 words):

- Research and write a paper on the use of AI and ChatGPT in the classroom.
- Discuss the benefits of using ChatGPT and AI in education, highlighting their potential contributions to student learning, engagement, and personalized instruction.
- Examine the concerns and ethical considerations associated with the use of AI in

- education, including issues related to bias, privacy, and reliance on technology.
- Note that ChatGPT should not be used to write any part of this assignment. Traditional research and writing methods are expected.
- The paper should be in APA format and include proper in-text citations and a reference page.

2. Reflection on Research Process (500-750 words):

- Reflect on the steps and processes you took to research and develop the written paper.
- Explain where you looked for information (academic journals, books, reputable websites, etc.) and why you chose those sources.
- Describe your thought process for organizing and synthesizing the information you gathered.
- Discuss any challenges or obstacles you encountered during the research and writing stages and how you overcame them.

Grading Criteria:

- Thoroughness and depth of analysis.
- Effective incorporation of in-text citations and proper APA formatting.
- Thoughtful reflection on the research
- Coherence, organization, and clarity in presenting ideas.

#006 Exploring the Role of AI and ChatGPT in Education Part 2 (15 points) - individual

Objective: The objective of this part of the assignment is to explore the capabilities and limitations of AI, particularly ChatGPT, in generating educational content. Students will use ChatGPT to create a paper on the same topic and reflect on the process, explicitly acknowledging the use of AI tools.

Instructions:

1. AI-Generated Paper (750-1000 words):

- Create an account with ChatGPT and use it to generate a paper on the use of AI and ChatGPT in the classroom.
- Incorporate relevant benefits and concerns related to the topic.
- In your paper, make a note that AI and ChatGPT were used to generate the content.
- Ensure that you include appropriate in-text citations and a reference to the use of AI tools on the reference page in addition to the actual references for your sources.

2. Reflection on AI Interaction (500-750 words):

- Describe the process you followed to interact with ChatGPT to generate the paper.
- Explain the prompts you used, the iterations you went through, and the challenges you encountered.
- Reflect on the strengths and limitations of using AI for content creation in an academic context.

Grading Criteria:

- Thoroughness and depth of analysis in both the written and AI-generated papers.
- Effective incorporation of in-text citations and proper APA formatting.
- Thoughtful reflection on the research and AI interaction processes.
- Coherence, organization, and clarity in presenting ideas.

#007 Bias in technology live online discussion (2 points)

In this live online discussion, we will use the following five questions to guide the discussion. Come to the discussion prepared to address each of the following prompts:

- What do you Agree with in the materials?
- What do you want to Argue (disagree) with in the materials?
- What Additional points need to be made, or perspectives added?
- How will you Apply the material to your library setting or workplace?
- What question would you Ask one of the authors if given the opportunity?

#008 Bias in Technology Discussion Board

(5 points) - individual

- Be able to describe ways in which bias is embedded in technology.
- Be able to advocate for equity and diversity in the information tools used in library settings.
- Be able to critique technologies, their characteristics, and their fit within library communities.
- Be able to participate in the selection of materials that reflect unbiased representations of library users from marginalized communities.
- Post to the discussion board addressing the four topics above.
Posts must equate to a 2-3 page double-spaced paper (500-750 words).
Separate using headings for each of the above topics. Include in-text citations a reference list.

#009 Technology reflection paper (10 points)

In this assignment, you will offer a post-reflection on technology. This is an opportunity for you to consider your thoughts on technology as a result of course readings, assignments, and discussions. This is not a course evaluation.

Specs for this assignment:

- Write a reflection paper addressing in detail these prompts:

Summarize the key concepts/activities/learning moments/readings that had meaning for you from each module

- Discuss at least one technology you would like to implement in your library setting and why
- Share your “aha” moments from the course materials
- Highlight new questions you have regarding technology for library services that you will explore on your own after the semester
- Total length of this paper: no less than two full pages and no more than five full pages, excluding reference list
- Include reference list in APA format of your works cited
- Upload your reflection paper to Canvas as a Word document

#010 Trends presentation and video (24 points)

This task also serves as the artifact for Taskstream.

Scenario: You have been invited to a meeting of administrators to present on the topic of technology trends of relevance to libraries. The administrators have asked for a video presentation that may be used as a stand-alone advocacy tool shared with prospective donors and stakeholders. This video will demonstrate the library staff’s (your) current awareness of innovative technology and the ability of the library to creatively serve the needs of its community - now and in the future.

For this task, you will create a presentation using PowerPoint or Google Slides and a video using

Flipgrid. Choose one trend from the following trends:

- Artificial Intelligence
- Badging
- Blockchain
- Connected Toys
- Data Everywhere
- Drones
- Facial Recognition
- Gamification
- Haptic Technology
- Internet of Things
- Robots
- Subscription Boxes
- Unplugged
- Virtual Reality
- Voice Control

To familiarize yourself with the trend, read the main article describing the trend of your choice (on this page):

<http://www.ala.org/tools/future/trends#Organization%20and%20Classification%20of%20Trends>.

Specs for this assignment:

- Using the main article and at least 3 additional articles published since 2019, you will create a slide deck and video presentation (6 minutes minimum; 10 minutes max) that covers all the following:
 - A description of the technology trend you are presenting (i.e., what is it?)
 - A short history of the trend
 - A discussion (in your own words and based on the literature) of why the trend is considered relevant to libraries
 - Your assessment of the trend's value or usefulness to your library users (with concrete examples from the field; **do not use the examples in the main article of the trend**); if you don't currently work in a library, how might the trend be useful to the library in your community?)
 - Potential barriers or concerns to implementing the trend or technology in your organization (for example: cost, privacy/security risks, accessibility, or other topics discussed during the course)
 - Include a reference list/slide of sources consulted
 - Post your video to the correct section of the course Flipgrid
 - Post your slide deck and link to Flipgrid video in Canvas assignment

If your task is not posted to Canvas and Taskstream by the due date, you will receive 0 points for this task.

Grading of Assignments & Feedback

Grading of assignments

I believe that feedback is more valuable than a letter grade. Attention to feedback, both critical and complimentary, is how we grow as learners and professionals. Yet, research shows that when feedback is coupled with a letter grade, more attention is paid to the grade.

In my experience, because of the importance students traditionally place on grades (as evidenced by requests to re-grade, give partial credit, explain why 3 points were deducted, or help a student maintain an A average), I noticed my feedback taking a negative tone, itemizing all elements of an

assignment that are incorrect or need improving. I don't want to have that kind of adversarial relationship with students. Rather, I want to support students' learning, development, and growth as library and information professionals. Learning, development, and growth come from engagement with course materials, discussions, assignments, and classmates, not receiving an A.

Your assignments will be graded based on points via a rubric or as 'complete' or 'incomplete' (with no middle ground, no range, no partial credit). For all assignments, you are expected to complete the assignment by submitting your best self-respecting, thorough work that addresses all specs of the assignment. If you satisfactorily complete the assignments based on the specs, you will earn full credit for the assignment.

If your assignment is marked 'incomplete,' you will not receive points for the assignment. There is no partial credit. You will have 5 days to revise and resubmit the assignment if you wish. Assignments marked 'incomplete' will automatically receive feedback to guide you in revising your assignment (should you choose) and to aid you in improving subsequent assignments.

My expectation is that you submit work that: adheres to the specs; is detailed, has depth, and is concise; is a logical presentation of information that addresses the assignment specs; demonstrates use of course materials to justify or support claims and responses to prompts; and displays reasonable attention to compositional style and use of appropriate grammar and syntax. If your work does not meet the specs or gives little attention to the previous sentence (again, review the exemplars for expectations), you will receive an 'incomplete' for the assignment. The exemplars are not meant to be copied; they are to highlight satisfactory work completed by previous MLS students - work that engages course topics and materials and is reflective, detailed, and thoughtful.

Though you will be graded 'complete' or 'incomplete', each assignment has a point value, and the accumulation of points determines your final grade. The course assignments total 100 points. The grade scale is as follows:

- 93 - 101 total points results in a final grade of "A"
- 85 - 92.99 total points results in a final grade of "B"
- 77 - 84.99 total points results in a final grade of "C"
- 00 - 76.99 total points results in a final grade of "F"

Please remember that while an electronic spell check of a document will note most misspellings, spell checkers do not recognize context and verb agreement consistently. If grammar, syntax, and spelling are not your strengths, I suggest you find a sympathetic editor to review your assignments prior to submission. Some grammatical edits may be noted on your returned assignments; materials requiring extensive copy edits will be returned to the student without a grade.

Like most of the MLS program, this is a writing-intensive course. Some students recognize that writing may be a barrier to their success, therefore you are encouraged to seek assistance at the University Writing Center <https://writing.ecu.edu/uwc/> as well as consult resources such as the Joyner Library LibGuides on research and writing.

Feedback on assignments

If your assignment is marked 'complete,' you will receive the maximum possible points for the assignment.

If your assignment is marked 'incomplete,' you will not receive points for the assignment. There is no partial credit. You will have 5 days to revise and resubmit the assignment if you wish. Assignments marked 'incomplete' will automatically receive feedback to guide you in revising your assignment (should you choose) and to aid you in improving subsequent assignments.

Review of graded assignments

For assignments graded using points/rubric, you will receive feedback to help you make improvements on subsequent assignments. You are welcome to contact me if you have questions or concerns about your grade on an assignment. Please wait 24 hours after receiving your grade to contact me. This allows you ample time to review your assignment against the specs and expectations for detailed, thorough work. Note in your message specific questions you have, i.e., what comments in the feedback are unclear to you? Where exactly do you think your work meets the specs and expectations? This will help us start a productive discussion.

Late assignment submissions

Due to the nature of this course, I do not accept late work. If you must submit an assignment late, email me in advance of the deadline or as soon as an issue arises; I will try to be flexible in giving you an alternative due date.

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 computer crashes, and delete unnecessary items from your Pirate Mail regularly so that you can send and receive mail, etc. It is important that you do not let your Pirate Mail exceed the storage limit.

Completely skipping an assignment, i.e., not informing me of a late assignment, is not acceptable in graduate school. You may not submit an assignment after the due date of the last assignment.

How to submit assignments

All assignments must be submitted using Canvas. Submissions are due by 11:59 pm EST of the date due. If submitting a group assignment, decide in advance who is responsible for submitting the assignment and how group members will be notified of the assignment submission. No assignments should be submitted via email unless instructed by the professor.

Course incompletes

Course incompletes may be considered, but only because of serious and unexpected health and life situations. Documentation for the request is required in writing with appropriate signatures or other evidence. A letter grade will be deducted, so the best grade you can get from completing an I is a B. Incompletes must be made up promptly and by a deadline set by the instructor. 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 listed on the Academic Calendar. It would have to be an extreme case for the instructor to agree to an I (Incomplete) rather than suggesting the student drop the course. You may at any time consult with your advisor or the instructor about whether to request an Incomplete (ECU Faculty Manual IV.VIII.E Grade of Incomplete) or a Withdrawal (ECU's Withdrawals Policies).

Taskstream

The artifact is an final assignment you have completed in a course.

Additional Course Information and ECU Course Policies

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) <http://www.ecu.edu/cs-studentlife/dss/> 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.

Copyright

The intellectual property used or created in LIBS 6016 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and in electronic discourses, and presentations of an audio/video nature. Copyright law does allow what is described as “fair use” of copyright materials. Under fair use, students may utilize protected intellectual property in support of their education pursuits in this class; academic conventions require that all materials are fully cited. Please ask the instructor if you have any questions regarding copyright law and fair use.

Course final

There is no final exam for this course, but instruction and interaction continue until the last day of finals. The period of finals week should be considered the final exam period for this course, as we will be communicating individually as needed about your course artifact. During this period, I will continue to respond to all emails and telephone calls and can arrange office hours by appointment if we need to meet individually.

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.

Academic integrity

Students are expected to turn in original work and adhere to the principles of Academic Integrity. All resources consulted for the work should be provided at the end of the paper as “Works Consulted,” and resources used (quoted, noted, or used as an example, etc.) should be noted with in-text references.

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

Collusion - students collaborating in the completion or production of course assignments submitted for credit. This does not preclude students from working together or assisting one another but does not permit students to turn in duplicated or co-authored material unless collaboration is a requirement of the assignment.

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 cabbage together an assignment from found documents.

Submitting work prepared for another course - do not submit in whole or part, assignments that have been prepared for another course. This defeats the learning objectives of the assignment, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

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/>.

The College of Education and the library science program have chosen the American Psychological Association publication style using the in-text and reference list options as the required style. This requirement went into effect in fall 2008. A quick guide is available at <http://www.apastyle.org/>. If you have taken LIBS 6010, you should own a copy of the Publication Manual of the American Psychological Association (6th Ed.), and copies are available at the library. For online guides to APA style, the Purdue OWL writing and APA site at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html is a good resource.

Charts, tables, etc. within an assignment or that accompany assignment can be single-spaced, but still need to use a 12-point font. All resources consulted or cited (quoted, noted, or used as an example, etc.) for an assignment should be provided at the end of the written assignment in a reference list and should be noted by in-text citations.

Technology related information

To successfully complete this course, you will be required to have access to and be able to effectively use personal computers, the internet, Canvas, email, Teams or WebEx, and possibly Zoom. Teams and Web Ex are conferencing software supported by ECU and available free of charge. While I can sometimes offer advice and counsel with the use of these technologies, I am not able to troubleshoot your computer. I strongly encourage you to back up all documents for this class.

Information and assistance are available from the IT help desk at <https://itcs.ecu.edu/>. Technical assistance and resources for using Canvas software are available within the course Canvas site. If you need access to Microsoft Office, contact ITCS.

Contingency plan in case of disruption or technical challenges

I will use the non-ECU email address you provided on your application to deliver course information if the ECU email or Internet system fails for an extended period. Extreme emergencies resulting in wide scale electrical, phone outages will be dealt with as appropriate to the situation and following procedures determined by the University.

In the Event of a Disruption: Making up missed instructional time in this course will follow ECU's Policy for Making Up Missed Instructional Time Due to Suspension of Instruction.