

**School Library and Information Technologies (LSC) 5545
Access and Legal Issues in the Information Age**

3 graduate credits

Online at <http://blackboard.mansfield.edu/>

Fall 2009

Instructor

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**Email/Telephone Office Hours
12:30-1:00 PM CST M-Sat, or by appointment
Check email frequently**

Course Prerequisites: None **Offered online through BlackBoard courseware**

Required Books:

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport, Connecticut: Libraries Unlimited, 2003.

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

Strongly Recommended Books:

Butler, Rebecca. P. *Copyright for Teachers and Librarians*, New York: Neal-Schuman, 2004.

Simpson, Carol. *Copyright Catechism: Practical Answers to Everyday School Dilemmas* Worthington, Ohio: Linworth Books, 2005.

Required Readings:

Module 1

Introduction to Copyright in Education and School Library Media Programs

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport, Connecticut: Libraries Unlimited, 2003. Chapters 2-3

Hoffmann, Gretchen McCord. "What Every Librarian Should Know About Copyright, Part 1: The Basics," *Texas Library Journal*, 78, no. 2, Summer 2002. Available in Wilson Web

United States Copyright Office at the Library of Congress.
<http://lcweb.loc.gov/copyright/> Read "Copyright Basics."

Module 2

Copyright and Fair Use in Education and School Library Media Programs

Butler, Rebecca P. Chapter 2 "Fair Use: When Do You Need to Ask Permission?"
Copyright for Teachers and Librarians, Neal Schumann, 2004. Available in E-Reserves

“Copyright and Fair Use Guidelines for Teachers” [Chart]
http://www.halldavidson.com/copyright_chart.pdf.

Butler, Rebecca. Video Interview by Helen Adams, AASL National Conference, Pittsburgh, PA, October 2005, <http://library.mansfield.edu/video5545.html/>.

Simpson, Carol. “Tech Leadership: Is a Copyright Quagmire in Your Future?” *The School Administrator*, March 2006.
<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=5455&snItemN>

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport, Connecticut: Libraries Unlimited, 2003. Chapters 4, 5, 6

Module 3

Copyright Policies

American Library Association. “DMCA and Libraries” and “Legacy of DMCA”
<http://www.ala.org/ala/aboutala/offices/wo/woissues/copyrightb/federallegislation/dmca/dmcaadigitalmillenium.cfm>

Butler, Rebecca. “Posting Students' Work to the Web,” *Knowledge Quest*, March/April 2005,
<http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqarchives/v33/334studentvoices.htm>

Chilling Effects. “Stuffing the DMCA Turkey,”
<http://www.chillingeffects.org/weather.cgi?WeatherID=572/>

Copyright Clearance Center. <http://www.copyright.com> Skim site to learn its purpose and how it operates.

Hoffmann, Gretchen McCord, "What Every Librarian Should Know About Copyright, Part IV, Writing a Copyright Policy," *Texas Library Journal*, 79, no. 1, Spring 2003. Available in Wilson Web

Kho, Nancy Davis. "Know Your Rights: Keeping Up with Copyright in the Digital Age," *EContent* 30 no. 7, 26-31, September 2007. Available in EBSCO Host, Academic Search Complete

U.S. Copyright Office. “The Digital Millennium Copyright Act of 1998: U. S. Copyright Office Summary.” <http://www.loc.gov/copyright/legislation/dmca.pdf/>.

School District of New London [Wisconsin] “Copyright Policy” and accompanying procedures. http://www.newlondon.k12.wi.us/policies/771_1.pdf

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport, Connecticut: Libraries Unlimited, 2003. Introduction, pages 4-6, “Develop Policies and Procedures

that Reflect the Law,” Chapter 14, pages 242-246, “Policies and Procedures- A Difference with Significance”

Module 4

License Agreements

Gale Group. “Gale Group Subscription and License Agreement.” Available in Course Documents folder

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport, Connecticut: Libraries Unlimited, 2003. Chapter 11

World Book Online. “Institutional and Business Subscription Agreement.” Available in Course Documents folder

Module 5

Privacy in School Library Media Programs

Adams, Helen R. Chapter 5. "Privacy in the School Library Media Program," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport Connecticut: Libraries Unlimited, c2008.

Adams, Helen R., et. al, *Privacy in the 21st Century: Issues for Public, School, and Academic Libraries*, Libraries Unlimited, 2005. Appendix III "School Library Media Program Privacy Policy." Available in E-Reserves

American Library Association, “State Privacy Laws Regarding Library Records.” <http://www.ala.org/ala/aboutala/offices/oif/ifgroups/stateifcchairs/stateifcinaction/stateprivacy.cfm> Use in assignment

American Library Association, Washington Office. USA PATRIOT Act Reauthorization analysis by ALA Washington Office, posted March 20, 2006, <http://www.ala.org/ala/oif/ifissues/usapatriotact.htm>

“John Does Allowed to Speak,” *American Libraries Online*, June 27, 2006. [PATRIOT ACT] http://www.ala.org/al_onlineTemplate.cfm?Section=june2006ab&Template=/ContentManagement/ContentDisplay.cfm&ContentID=130741

Bogel, Gail. “Interview with Barbara Bailey: PATRIOT Act Primer for School Librarians,” *KQWeb* November/December, 2007 <http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqarchives/volume36/362/362main.cfm> Look under “Features”

Bowers, Stacey L. "Privacy and Library Records," *The Journal of Academic Librarianship*, July 2006, vol. 32, no. 4, pages 377-383. Available in Wilson Web, Library Literature

Colorado Association of Libraries. “What You Should Know About the USA PATRIOT Act.” [brochure] Colorado: Intellectual Freedom Committee Colorado Association of Libraries, 2006. http://www.cal-webs.org/documents/brochure_patriot_act.pdf

Neuhaus, Paul. "State Laws on the Confidentiality of Library Records." (Module 5)
http://www.library.cmu.edu/People/neuhaus/state_laws.html Use in assignment

Module 6

The First Amendment and Libraries

Helen R. Adams. Chapter 2, "The First Amendment in School Library Media Programs" and the "Court Cases on Intellectual Freedom Involving Minors' First Amendment Rights," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

First Amendment of the United States Constitution
<http://www.law.cornell.edu/constitution/constitution.billofrights.html>

First Amendment Center. "What is the Legal Definition of Obscenity," [The Miller Test]
http://www.firstamendmentcenter.org/speech/adultent/topic_faqs.aspx?topic=pornography
[y](#)

First Amendment Center, "Libraries and First Amendment Issues: Banned Books,"
http://www.firstamendmentcenter.org/speech/studentexpression/topic.aspx?topic=book_censorship In paragraph one, select the "Banned Books" link.

Module 7

Introduction to Intellectual Freedom

Adams, Helen R. Chapter 1, "What is Intellectual Freedom in a School Library Media Program?" and Chapter 4, "The Right to Read," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

Anderson, Julie. "When Parents' Rights Are Wrong: Should Parents Be Able to Prohibit Their Kids from Reading School Library Books?" *School Library Journal* 48, no. 11, November 2002: 43. Available in Wilson Web, Library Literature

Intellectual Freedom Committee, 2005-2007, Association for Library Service to Children (ALSC), "Kids, Know Your Rights!" [4 page downloadable brochure],
<http://www.pla.org/ala/mgrps/divs/alsc/issuesadv/intellectualfreedom/kidsknowyourrights.pdf>

Hopkins, Dianne McAfee. "School Library Media Centers and Intellectual Freedom," excerpted from the *Intellectual Freedom Manual*, 5th ed.
<http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/ifmanual/fifthedition/schoollibrary.cfm>

Module 8 Selection or Censorship?

Adams, Helen R. Chapter 3, "Selection of School Library Media Program Resources," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

American Library Association. "Workbook for Selection Policy Writing,"
<http://www.ala.org/ala/aboutala/offices/oif/challengesupport/dealing/workbookselection.cfm> Use in Assignment

Asheim, Lester, "Not Censorship but Selection"
<http://www.ala.org/ala/aboutala/offices/oif/basics/notcensorship.cfm>

Baltimore County Public Schools. "Selection Criteria for School Library Media Center Collections," Includes reconsideration form and faculty recommendation form,
<http://www.bcps.org/offices/lis/office/admin/selection.html> Use in Assignment

Dickinson, Gail, "Tough Choices What Should I Do with the Sports Illustrated Swimsuit Issue?" *Knowledge Quest* (September/October 2006): 44-45.
http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/kqweb/kqarchives/volume35/KQW35_1Dickinson.pdf

Dickinson, Gail, "Tough Choices [listed under columns]: "Do My Very Strong, Conservative Religious Beliefs Make Me Less of a School Librarian?" *KQWeb* (November/December 2007),
<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/kqweb/kqarchives/volume36/362/362main.cfm/>

New York Library Association. "Self Censorship Checklist"
http://www.nyla.org/index.php?page_id=444

Pinell-Stephens, June. "Lester Asheim in Cyberspace: A Tribute to Sound Reasoning," *American Libraries*, October 2002: 70-72,
<http://www.ala.org/ala/aboutala/offices/oif/basics/lesterasheim.cfm>

State of Hawaii, Department of Education, Office of Instructional Services. "Materials Selection Policy for School Library Instructional Technology Centers,"
<http://sls.k12.hi.us/selection.html> Use in Assignment

Bowling Green School District, Bowling Green Ohio. "Instructional Materials Selection Policy," <http://www.bgcs.k12.oh.us/resource/selection2.html/>. Use in Assignment

Module 9

The Library Bill of Rights and Library Ethics

American Library Association. *Code of Ethics of the American Library Association*, amended 1-22-08,
<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>

American Library Association. *The Library Bill of Rights [LBOR] and 7 of the 18 LBOR Interpretations* Use in assignment

The Library Bill of Rights:

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

Interpretations of the *Library Bill of Rights:*

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/Default675.cfm>

- Challenged Materials: An Interpretation of the LBOR
- Diversity in Collection Development: An Interpretation of the LBOR
- Economic Barriers to Information Access: An Interpretation of the LBOR
- Access to Electronic Information, Services, and Networks: An Interpretation of the LBOR
- Access for Children and Young Adults to Nonprint Formats: An Interpretation of the LBOR
- Access to Library Resources and Services Regardless of Sex, Gender Identity, or Sexual Orientation: An Interpretation of the LBOR
- Access to Resources and Services in the School Library Media Program: An Interpretation of the LBOR

Baxter, Veanna. Video Interview by Helen Adams, AASL National Conference, Reno, Nevada, October 2007, <http://library.mansfield.edu/video5545.html/>.

Johnson, Doug. "Lessons School Librarians Teach Others, Class: The Subject is Integrity," *American Libraries*, December 2004, pp. 46-48,
http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/ifmanual/lessonsschoollibrariansteach_others.pdf

Reutter, Vicki. "Morality Play," *School Library Journal*, August 2006, pp. 36-37. Available in EBSCOhost, Academic Search Premier database

Simpson, Carol. "School Library Ethics- A Battle of Hats," *Library Media Connection*, 22, no. 4, January 2004, pp. 22-23. Available in EBSCOhost , Academic Search Premier database

Module 10A

Filtering Internet Access for Students

Adams, Helen R. "Chapter 7, "Intellectual Freedom and the Internet in Schools," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

American Library Association, Office for Intellectual Freedom. "Filters and Filtering" links

<http://www.ala.org/ala/aboutala/offices/oif/ifissues/filtersfiltering.cfm>

Lamb, Annette and Larry Johnson, IUPIU School of Library and Information Science. "Internet Access and Filtering Issues," <http://eduscapes.com/tap/topic6.htm>

National Conference of State Legislatures. "Children and the Internet: Laws Relating to Filtering, Blocking and Usage Policies in Schools and Libraries,"

<http://www.ncsl.org/programs/lis/filterlaws.htm>

Cogilab's "SurfPass" filtering product for schools Note: Under EDUCATION, select "more" <http://www.cogilab.com/en/default/> Use in Assignment

Colorado State Library Filtering Clearinghouse. Site provides information on filtering and libraries. <http://www.aclin.org/filtering/index.html> Helpful for Assignment

CyberPatrol [filtering product for schools] <http://www.cyberpatrol.com> Use in Assignment

Callister, T.A. Jr. and Nicholas C. Burbles. "Just Give It to Me Straight: A Case Against Filtering" Phi Delta Kappan, May 2005, v. 85, No. 9, pp. 649-655.

<http://www.pdkintl.org/kappan/k0405cal.htm>

Galecia Group. Site provides analysis of filters. <http://libraryfiltering.org/> Helpful for Assignment

Heins, Marjorie, Christina Cho, and Ariel Feldman, *Internet Filters: A Public Report*. 2nd ed. Revised. Brennan Center for Justice at New York University School of Law, 2006. Read "Executive Summary," pp. i-ii; "Introduction to the Second Edition," pp. 1-8; "Research During and After 2001," pp. 45-72; and "Conclusions and Recommendations," p. 73. Available in E-Reserves.

Willard, Nancy. "A Web 2.0 Approach to Internet Safety," *Education World*, August 21, 2007, http://www.education-world.com/a_tech/columnists/willard/willard008.shtml.

Module 10B

Social Networking and Using Social Technologies in Education and Libraries

Abbott Koloff, "States Press for Cyberbully Control," USA Today, February 7, 2008, http://www.usatoday.com/news/nation/2008-02-06-Cyberbullying_N.htm/

Baule, Steven M. and Darcy L. Kriha. "Free Speech in a MySpace World." *Library Media Connection*, February 28, 2008, 22-24. http://www.linworth.com/pdf/lmc/reviews_and_articles/featured_articles/Baule_February_2008.pdf/.

"Cyberbullying: A Modern Problem," *The Illinois Business Law Journal*, April 22, 2008, http://iblsjournal.typepad.com/illinois_business_law_soc/2008/04/cyberbullying-a.html/

Lamb, Annette. Video Interview by Helen Adams, AASL National Conference, Reno, Nevada, October 2007, <http://library.mansfield.edu/video5545.html/>.

Lamb, Annette and Larry Johnson. "Social Technology and Social Networks." *School Library Media Activities Monthly* v. 23 no. 5 (January 2007) p. 40-4. Available in E-Reserves

Lamb, Annette and Larry Johnson. "School Library Media Specialist 2.0: Social, Collaborative, and Interactive Technologies," <http://eduscapes.com/sessions/slms2/>

Magil, Larry and Anne Collier. *MySpace Unraveled: What It Is and How to Use It Safely*, Berkeley, California: Peachpit Press, 2006. Chapters 1, 3, 5. Available in E-Reserves

"State Laws and Policies," Cyberbully Alert, October 8, 2008, <http://www.cyberbullyalert.com/blog/2008/10/cyber-bullying-state-laws-and-policies/>

Module 11

The Reconsideration Process and Handling a Challenge

Adams, Helen R. Chapter 6, "Challenges to School Library Media Program Resources," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

American Library Association, Office for Intellectual Freedom. "Dealing with Challenges to Books and Other Library Materials," <http://www.ala.org/ala/aboutala/offices/oif/challengesupport/dealing/dealingchallenges.cfm>

Bowling Green School District, Bowling Green Ohio. "Instructional Materials Selection Policy," <http://www.bgcs.k12.oh.us/resource/selection2.html/>. Use in Assignment

Cooperative Children's Book Center (CCBC), "Suggested Steps to Take When Materials are Challenged," <http://www.soemadison.wisc.edu/ccbc/freedom/steps.asp>

Dickinson, Gail. "The Challenges of Challenges: Understanding and Being Prepared, Part 1. *School Library Media Activities Monthly*, January 2007, Vol. 23, Issue 5, p. 26-28. Available in E-Reserves

Dickinson, Gail. "The Challenges of Challenges: What to Do? Part 2. *School Library Media Activities Monthly*, February 2007, Vol. 23, Issue 6, p. 21-24. Available in Reserves

Module 12

Library Access for Students with Special Needs

"Accessible Book Collection" [A non-profit organization which provides high interest/low reading level digital text to qualified persons with disabilities.] may be useful for assignment <http://www.accessiblebookcollection.org>

Adams, Helen R. Chapter 8, "Access to the Library Media Program for Students with Disabilities," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

American Library Association. "Disability Basics for Librarians" tutorials, Use in assignment <http://www.ala.org/ala/aboutala/offices/oitp/emailtutorials/accessibility/accessibility.cfm>

American Library Association. "Library Services for People with Disabilities Policy," <http://www.ala.org/ala/ascla/asclaissues/libraryservices.htm>

CESA 5 [Wisconsin] Assistive Technology Web Links prepared by Judi Cumley, AT consultant for a consortium of Wisconsin schools. Use in assignment http://205.213.162.11/AT/Links_at.htm

"Designing More Useable Web Sites," Trace Center, School of Engineering, University of Wisconsin, <http://trace.wisc.edu/world/web/index.html#awsg> Use in assignment

Downing, Joyce Anderson. "Media Centers and Special Education: Introduction to the Special Issue." *Intervention in School and Clinic* 42 no. 2 (November 2006): 67-77. Available in EBSCOhost, Academic Search Complete database

Hopkins, Janet. "Assistive Technology: 10 Things to Know." *Library Media Connection* (August/September 2006), <http://www.linworth.com/>

KidsWeb, Office of Civil Rights. "Sticks and Stones," [Language "Etiquette" for the disabled] Available in Course Documents, Readings folder

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport, Connecticut: Libraries Unlimited, 2003. Chapter 12

Trace Center, School of Engineering, University of Wisconsin. "Designing More Useable Web Sites," <http://trace.wisc.edu/world/web/index.html#awsg> helpful for assignment

University of Washington. "Universal Access: Making Library Resources Accessible to People with Disabilities," <http://www.washington.edu/doi/UA/PRESENT/libres.html#L3>

Wojahn, Rebecca. Video Interview by Helen Adams, AASL National Conference, Pittsburgh, PA, October 2005, <http://library.mansfield.edu/video5545.html/>.

Module 13

Promoting Intellectual Freedom and New Ideas

Helen R. Adams. Chapter 9, "Advocacy for Intellectual Freedom: Building Common Ground" and Appendix D, "Right to Read Lesson Plans," *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Connecticut: Libraries Unlimited, 2008.

American Library Association. "Banned Books Week," <http://www.ala.org/bbooks>

American Library Association. "Resolution on Radio Frequency Identification (RFID) Technology and Privacy Principles"
<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ifresolutions/rfidresolution.cfm>

Random House. "The First Amendment First Aid Kit"
<http://www.randomhouse.com/teens/firstamendment>

"The End of Privacy?" *Consumer Reports*, June 2006, p 33-39. Available in EBSCO Host, MAS Ultra School Edition

"Save the Internet," [3.59 min. video] <http://www.alternet.org/bloggers/evan/45659>

Spychips.com. <http://www.spychips.com/>.

3M's RFID Education Series, "RFID 101-RFID 501," in Course Documents, Readings folder

Course Description:

This course will provide students with an overview of the access and legal issues school librarians must know in order to operate a school library media center in this digital age. Seven major topics will be explored within 13 modules: 1) copyright, 2) product licensing, 3) patron privacy, 4) ethics, 5) the First Amendment as it applies to libraries, 6) intellectual freedom including filtering and censorship, and 7) access to libraries.

Course Topics

The course will emphasize:

- Intellectual Property and copyright issues

- The concept of Fair Use as it relates to school library media centers
- The role of product licenses
- Privacy and its applicability to school library media centers
- Applicability of the First Amendment to school library media centers
- Application of the American Library Association Code of Ethics and the Library Bill of Rights
- Legal vs. illegal information
- Intellectual freedom for both the school and greater community
- Censorship vs. Selection
- Legal and ethical issues surrounding filtering
- Internet use and selection policies
- Access to the school library for students with special needs

Learning Objectives

Upon completion of the course students will be able to:

Define copyright, intellectual property, censorship, intellectual freedom and patron privacy **PDE Library Science Standard I.C.**

- Describe the concept of Fair Use and explain how to apply it in a school library media center **PDE Library Science Standard I.C.**
- Explain how to ask permission to use copyrighted materials **PDE Library Science Standard I.C.**
- Describe the role of product licenses in a school library setting and how to negotiate a license agreement **PDE Library Science Standard I.C.**
- Differentiate legal and illegal information
- Describe the role policy plays in collection development **PDE Library Science Standard II. B**
- Describe the meaning of the Librarians Code of Ethics and the Library Bill of Rights **PDE Library Science Standard III. B**
- Identify the issues of Internet access and Internet Use policies for students **PDE Library Science Standard II. B.**
- Explain how filter products work and their effect on access to information **PDE Library Science Standard II. B**

- Describe the purpose and parts of a selection policy **PDE Library Science Standard II. B**

Note: objectives have been aligned with Pennsylvania Department of Education Standards

Course Requirements

The course will require a variety of activities on the part of each student. An outline of topics, assignments, point values, and dates due is given below. Specific rubrics, point values, and due dates will be listed in the assignment section of each module.

A large amount of the content will be delivered through readings from journals, the textbooks, web sites, and short video interviews. Please make every effort to read all of the readings. In an online course, the responsibility to learn the material is on the student and learning will only take place if the readings are completed. Modules will begin each **Sunday**. Log in and view the material, assignments and due dates and then plan your learning activities. Understand that online courses move quickly, and it is important to work in the module during its week-long timeframe. Past students have spent between 15 and 20 hours per week on this course.

Although online courses may indicate self-paced study, the School Library & Information Technologies courses include group work and field experiences that require students to progress through course modules according to a posted schedule. While you do not need to be online at a particular time, as a class, we will work through a module together with everyone reading, working on projects, and discussing the same topics during the specified week of each module.

Students are expected to actively participate in forum discussions. The forums are a place for give and take; in other words, discuss using well thought-out responses. The Forum is similar to face-to-face discussion in a graduate classroom, not a bulletin board on which one posts and does not follow-up. The Forum discussion is especially important in a course such as 5545 that deals with many of the fundamental and controversial issues of school librarianship. Forum discussion will open on Sundays and close on the following Sunday at midnight in your time zone. All discussion will take place during the seven days of the module, and points will be deducted for early and late posting.

Chats are encouraged but not required. If your schedule permits, join your classmates for the chats scheduled for the course.

What I expect from you

- Check the course calendar periodically and emails daily. Check the announcements for alerts the instructor may have listed.
- Check modules each Sunday.
- Do the readings, assignments, and Forum discussions during the specified week.

- Read the assigned readings, websites, etc. carefully
- Check the Forum at least every other day.
- Participate actively & substantively in the Discussion Forum questions posted weekly.
- Participate in the blogs with guest experts.
- Use the Modern language Association (MLA) format for citations and bibliographies.
- Complete assignments with intellectual honesty. Any incident of plagiarism will be dealt with according to the Mansfield University policy.
- Do not postpone homework. Online courses move quickly.
- ALL class work is time sensitive with a firm due date. If you experience an emergency or are unable to complete an assignment on time due to a “life happens” experience, contact your instructor by email or telephone immediately BEFORE the day the assignment is due.

What you can expect from me

- I will be an interested, responsive instructor/facilitator.
- Readings and assignments will be substantive, not busy work.
- I will participate in the forums, blogs, and the wiki.
- I will read and evaluate assignments in a timely manner.
- I will address your questions and concerns seriously.

LSC 5545, Fall 2009 Course Calendar and Evaluation

Course opens August 28 (Friday), class begins August 30 (Sunday)

Module	Start Date	Assignment & Points	Date Due	Forum, Points, Date Due
1-Introduction to Copyright	August 30	Copyright Article (20)	Sept. 6	Forum 1 (20) Sept. 6
		Student Profile & Photo (15)	Sept. 6	
2-Copyright: Fair	September	Faculty Copyright	Sept. 13	Forum 2 (20)

Use	6	Information (55)		Sept. 13
3-Copyright Policy	Sept. 13	Copyright Policy (35)	Sept. 20	Forum 3 (20) Sept. 20
4-Licensing	Sept. 20	License Agreement (40)	Sept. 27	NO FORUM Blog with Copyright Expert (15) DATES: Sept. 20, 21, 22
5-Privacy	Sept. 27	State Confidentiality Law (30)	Oct. 4	Forum 5 (20) Oct. 4
6-1st Amendment	Oct. 4	First Amendment Reflection (20)	Oct. 11	Forum 6 (20) Oct. 11
7-Intellectual Freedom	Oct. 11	Intellectual Freedom Opinion (30)	Oct. 18	Forum 7 (20) Oct. 18
8-Censorship Versus Selection	Oct. 18	Selection Policy Analysis (35)	Oct. 25	Forum 8 (20) Oct. 25
9-Library Bill of Rights /Ethics	Oct. 25	Library Bill of Rights Reflection (30) Resource Wiki: Due at the end of Mod 12	Nov. 1	Forum 9 (20) Nov. 1
10-Filtering, Part 1	Nov. 1	Pro/Con Filtering (40)	Nov. 8	Forum 10 (20) Nov. 8
10-Social Networking, Part 2	Nov. 8	Experiencing Social Technologies (50)	Nov. 15	Forum 10, Part 2 (20) Nov. 15
11-Challenges	Nov. 15	Challenge to <i>Courtney Crumrin and the Night Things</i> Graphic	Nov. 22	NO FORUM Blog with Intellectual Freedom Expert

		Novel (50)		(15) DATES: Nov. 17, 18, 19
Thanksgiving Week		Nov. 22-Nov. 28 No Assignment		
MU Online Survey		10 BONUS POINTS	TBA	
12-Accessibility in Libraries	Nov. 29	Gauging Accessibility (75) Resource Wiki (10)	Dec. 6	Forum 12 (20) Dec. 6
MU Course Evaluation		10 BONUS POINTS	TBA	
13-Advocacy for Intellectual Freedom	Dec. 6	Final Reflection(45)	Friday, Dec. 11	Forum 13 (20) Friday, Dec. 11

Grading Scale

Grades	Percent	Interpretation	Quality Points	Course Points
A	100-95	Excellent	4.0	813-860
A-	94-90		3.7	770-812
B+	89-87		3.3	744-769
B	86-83	Above average	3.0	710-743
B-	82-80		2.7	684-709
C+	79-77		2.3	658-683
C	76-73		2.0	624-657
C-	72-70	Acceptably passing	1.7	598-623
D+	69-67	Does not count for graduation	1.3	572-597

D	66-63	"	1.0	538-571
D-	62-60	"	.7	512-537
F	59-	Failure	0	511-
D+	69-67	Does not count for graduation	1.3	572-597
D	66-63	"	1.0	538-571
D-	62-60	"	.7	512-537
F	59-	Failure	0	511-

Grading Practice:

Student work is graded according to the scoring rubrics detailed with every assignment. Students are expected to turn in all work on or before the due date. Late assignments will NOT be accepted unless there are extenuating circumstances discussed previously with the instructor. Extenuating circumstances include “life happens” events such as an ill child, death in family, etc. Please notify me as soon as possible when something happens. Open communication is the key to resolving any late assignment situation fairly. It is important that students complete all assignments. Missing assignments may result in a grade of Incomplete for the course.

Students must maintain a 3.0 QPA to graduate with a Master’s Degree. The Academic Dismissal Policy on page 10 of the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0....Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

Academic Integrity

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source using the Modern Language Association (Gibaldi, Joseph and Phyllis Franklin. *MLA Handbook for Writers of Research Papers*, 6th ed. New York: Modern Language Association, 2003) format for citations.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an “F” for the course and/or the filing of academic dishonesty charges with the Provost’s office.

Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student's intent.

Additional information concerning academic dishonesty can be found in *the [SL&IT Student Online Handbook](#)*, as well as the *[Graduate Bulletin](#)* which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

Student Portfolios

Attention must be paid to developing and collecting appropriate portfolio documents. Students in this course prepare work which would be excellent to add to your portfolios. Often students wish they had retained their projects from other courses in a more organized manner. It is not just a matter of saving projects but doing so in a way that makes retrieval more efficient.

Student Clearances

Prior to participating in any field experiences for an SL&IT course, students who are already certified teachers will need to send evidence that they have met the clearances required for the state in which they reside or in which they perform a field experience. Students can submit evidence in two ways:

1. Students can submit a letter signed by a building principal stating that the student has met the clearances requirements of their state, or
2. Students can submit copies of their clearances.

If students are not certified teachers, they must meet all requirements for PA clearances: Act 34, Act 151, TB test, and finger printing.

Students should send the attached letter or copies of the clearance via US mail to the SL&IT office, in care of Mrs. Lou Ann Rumsey, 202 Retan, Mansfield University, Mansfield, PA 16933.

More information about completing the clearance process is located at <http://library.mansfield.edu/#clearances/>.

Students who have not submitted evidence that they have met state clearances requirements will not be permitted to participate in any field experience assignments.

Students with Exceptionalities

Any students with documented psychological or learning disabilities or other significant medical conditions that may affect their learning should work through Mr. William Chabala in the Mansfield Counseling Center (South Hall 216, Telephone: 570-662-4798, email wchabala@mnsfld.edu to provide me with the appropriate letter so I may serve their particular needs more effectively. If you have an exceptionality that requires class accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.

Blackboard Assistance and Technical Support

A tutorial for the online courseware BlackBoard used by the School Library & Information Technologies courses can be found at <http://libweb.mansfield.edu/graduate/tutorial/start.asp>. Mansfield University also provides an Online Support Center at <http://d2.parature.com/ics/support/default.asp?deptID=812>. In addition, BlackBoard maintains a toll-free, 24/7 support service at 866-766-5969.