

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

3 graduate credits

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

Spring 2010

Instructor

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Email/Telephone Office Hours
7:30-8:30 am CST M-Sat, or by appointment
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Course Prerequisites: None **Offered online through Blackboard courseware**

Required Books:

Torrans, Lee Ann. *Law for K-12 libraries and Librarians*. Westport, Conn: Libraries Unlimited, 2003. Print. ISBN 1591580366 \$30.00

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. ISBN 9781591585398; \$40.00

Strongly Recommended Books:

Simpson, Carol. *Copyright Catechism: Practical Answers to Everyday School Dilemmas*. Worthington, Ohio: Linworth Pub., 2005. Print. ISBN 9781586832025; \$36.95

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, Conn: Libraries Unlimited, 2003. Print. Chapters 2-3

McCord Hoffmann, Gretchen. "What Every Librarian Should Know About Copyright, Part 1: The Basics." *Texas Library Journal* 78.2 (2002). Print. Available in Wilson Web

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

Module 2

Copyright and Fair Use in Education and School Library Media Programs

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

Hall Davidson. "Copyright and Fair Use Guidelines for Teachers" [Chart.] Web.
<http://www.halldavidson.com/copyright_chart.pdf>.

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

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

Module 3

Copyright Policies

American Library Association. "DMCA: The Digital Millennium Copyright Act." Web.
<http://www.ala.org/ala/aboutala/offices/wo/woissues/copyrightb/federallegislation/dmca/dmca_digitalmillenium.cfm>.

Butler, Rebecca. "Posting Students' Work to the Web." Knowledge Quest March/April (2005). Print.

"Stuffing" the DMCA "Turkey" with 6 New Exemptions a Day Before Thanksgiving --." Chilling Effects. 23 Nov. 2006. Web.
<<http://www.chillingeffects.org/anticircumvention/weather.cgi?WeatherID=572&print=yes>>.

Copyright.com: Rights Licensing Experts - Copyright Clearance Center. Web.
<<http://www.copyright.com>>.

McCord Hoffmann, Gretchen. "What Every Librarian Should Know About Copyright, Part IV, Writing a Copyright Policy." *Texas Library Journal* 79.1 (2003). Print. Available in Wilson Web

Davis Kho, Nancy. "Know Your Rights: Keeping Up with Copyright in the Digital Age." *EContent* 30.7 (2007): 26-31. Print. Available in EBSCO Host, Academic Search Complete

Digital Millenium Copyright Act of 1998. US Copyright Office, Dec. 1998. Web.
<<http://www.loc.gov/copyright/legislation/dmca.pdf>>.

School District of New London [Wisconsin]. "Copyright Policy" December 11, 2000. Web.
<http://www.newlondon.k12.wi.us/policies/771_1.pdf>.

Torrans, Lee Ann. *Law for K-12 libraries and Librarians*. Westport, Conn: Libraries Unlimited, 2003. Print. "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." Print. Available in Course Documents folder

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

World Book Online. "Institutional and Business Subscription Agreement." Print. Available in Course Documents folder.

Module 5

Privacy in School Library Media Programs

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. Chapter 5

Adams, Helen R., Robert F. Bocher, Carol A. Gordon, and Elizabeth Barry-Kessler. *Privacy in the 21st Century Issues for Public, School, and Academic Libraries*. "Appendix III." Westport: Libraries Unlimited, 2005. Print. Available in E-Reserves.

American Library Association, "State Privacy Laws Regarding Library Records." Web. <<http://www.ala.org/ala/aboutala/offices/oif/ifgroups/stateifcchairs/stateifcinaction/stateprivacy.cfm>>.

American Library Association. "Policy on Confidentiality of Library Records" and "Suggested Procedures for Implementing Policy on Confidentiality of Library Records," Web. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/otherpolicies/policyconfidentiality.cfm>>.

American Library Association. "Policy Concerning Confidentiality of Personally Identifiable Information about Library Users." Web. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/otherpolicies/policyconcerning.cfm>>.

American Library Association. "Privacy: An Interpretation of the Library Bill of Rights," Web. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/privacy.cfm>>.

"John Does Allowed to Speak." *American Libraries Online*. American Library Association, 27 June 2006. Web. <<http://www.ala.org/ala/online/currentnews/newsarchive/2006abc/june2006ab/doesspeak.cfm>>

Bailey, Barbara, and Gayle Bogel. "Interview with Barbara Bailey: PATRIOT Act Primer for School Librarians." *Knowledge Quest* 36.2. KQ on the Web. American Association of School Librarians, Nov.-Dec. 2007. Web. <<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/knowledgequest/kqwebarchives/v36/362/362bailey.cfm>>

Bowers, Stacey L. "Privacy and Library Records." *The Journal of Academic Librarianship* 32.4 (2006): 377-83. WilsonWeb, Library Literature. Web. Available in Wilson Web, Library Literature

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

Neuhaus, Paul. "State Laws on the Confidentiality of Library Records." Web. <http://www.library.cmu.edu/People/neuhaus/state_laws.html>.

Scales, Pat R., for the Office for Intellectual Freedom. *Protecting Intellectual Freedom in Your School Library: Scenarios from the Front Lines*. Chicago: American Library Association, 2009. 75. Print. Chapter 4

Module 6

The First Amendment and Libraries

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. Chapter 2

First Amendment Center. "What is the Legal Definition of Obscenity?" [The Miller Test.] Web. <http://www.firstamendmentcenter.org/speech/adultent/topic_faqs.aspx?topic=pornography>.

Hudson, Jr., David L. "Book Censorship, Banned Books." First Amendment Center. Web. <http://www.firstamendmentcenter.org/speech/studentexpression/topic.aspx?topic=book_censorship>. In paragraph one, select the "Banned Books" link.

Lee Ann Lowder. Audio interview by Helen R. Adams. July 11, 2009. American Library Association Conference, Chicago, IL. Web.

nited States. Congress. First Amendment, Bill of Rights of the Constitution of the United States. 1791. Cornell University Law School. Legal Information Institute, 1993. Web. <<http://www.law.cornell.edu/constitution/constitution.billofrights.html>>.

Module 7

Introduction to Intellectual Freedom

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. Chapters 1 and 4

Anderson, Julie. "When Parents' Rights Are Wrong: Should Parents Be Able to Prohibit Their Kids from Reading School Library Books?" *School Library Journal* 48.11 (2002): 43. WilsonWeb, Library Literature. Web. Available in Wilson Web, Library Literature

Intellectual Freedom Committee, 2005-2007, Association for Library Service to Children. "Kids, Know Your Rights!" [brochure] Chicago: Association for Library Service to Children, 2007. Web.

<http://www.pla.org/ala/mgrps/divs/alsc/issuesadv/intellectualfreedom/kidsknowyourrights.pdf>.

Hopkins, Dianne M. "School Library Media Centers and Intellectual Freedom." *Intellectual Freedom Manual*. 5th ed. Chicago: American Library Association, 1996. American Library Association. Office for Intellectual Freedom. Web.
<<http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/ifmanual/fifthedition/schoollibrary.cfm>>.

Module 8

Selection or Censorship?

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. Chapter 3

American Library Association. "Workbook for Selection Policy Writing." Web.
<<http://www.ala.org/ala/aboutala/offices/oif/challengesupport/dealing/workbook.pdf>>.

Asheim, Lester. "Not Censorship But Selection." *Wilson Library Bulletin* 28 (1953): 63-67.
American Library Association. Office for Intellectual Freedom, 2005. Web.
<<http://www.ala.org/ala/aboutala/offices/oif/basics/notcensorship.cfm>>.

Department of Education, State of Hawaii, Office of Instructional Services, "Materials Selection Policy for School Library Instructional Technology Centers." Dec. 1994. Web.
<http://atrb.k12.hi.us/uploads/UX/A7/UXA7Ydr1VH3y-3vsS22YAw/Mat_selection.pdf>.

Dickinson, Gail. "The Question: What Should I Do with the Sports Illustrated Swimsuit Issue?" *Knowledge Quest* 35.1 (2006): 44-45. Print.

Dickinson, Gail. "Do My Very Strong, Conservative Religious Beliefs Make Me Less of a School Librarian?" *KQWeb* 36.2 (2007). American Association of School Librarians. Nov. 2007. Web.

Hopkinton School District. "Selection Policy & Guidelines Hopkinton High School & Hopkinton Middle School Library." 22 Mar. 2005. Web.
<<http://www.hopkintonschools.org/hhs/library/selpol.html>>.

New York Library Association. Intellectual Freedom Committee, Apr. 2003. "Self-Censorship Checklist." Web. <http://www.nyla.org/index.php?page_id=444>.

Pinnell-Stephens, June. "Lester Asheim in Cyberspace: A Tribute to Sound Reasoning." *American Libraries* (2002): 70-72. American Library Association. Office for Intellectual Freedom. Web. <<http://www.ala.org/ala/aboutala/offices/oif/basics/lesterasheim.cfm>>.

School District of Philadelphia. "Selection Policy for School Library Materials." Feb. 2002. Web. <<http://www.libraries.phila.k12.pa.us/misc/selection-policy.html>>.

Module 9

The Library Bill of Rights and Library Ethics

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

American Library Association. "The Library Bill of Rights." Web. <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

American Library Association. Interpretations of the Library Bill of Rights. Web. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/default.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

Johnson, Doug. "Lessons School Librarians Teach Others, Class: The Subject is Integrity." *American Libraries* 35.11 (2004): 46-48. Web. Available in EBSCOhost, Academic Search Complete

Reutter, Vicki. "Morality Play." *School Library Journal* 52.8 (2006): 36-37. Web. Available in EBSCOhost , Academic Search Premier database

Simpson, Carol. "School Library Ethics- A Battle of Hats." *Library Media Connection* 22.4 (2004): 22-23. Web. Available in EBSCOhost, Academic Search Premier database

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

Module 10A

Filtering Internet Access for Students

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

American Library Association, Office for Intellectual Freedom. "Filters and Filtering." Web. <<http://www.ala.org/ala/aboutala/offices/oif/ifissues/filtersfiltering.cfm>>.

Lamb, Annette, and Larry Johnson. "Filtering Tools and Issues." Teacher Tap. Eduscapes, 2007. Web. <<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: State Laws 1 May 2009. Web. <<http://www.ncsl.org/programs/lis/cip/filterlaws.htm>>.

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

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

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

Callister, Jr., T. A., and Nicholas C. Burbles. "Just Give It to Me Straight: A Case Against Filtering." *Phi Delta Kappan* 85.9 (2005): 649-55. BNET. Web. <http://findarticles.com/p/articles/mi_6952/is_9_85/ai_n28192379>.

Galecia Group. Site provides analysis of filters. Web. <<http://libraryfiltering.org>>.

Heins, Marjorie, Christina Cho, and Ariel Feldman. *Internet Filters: A Public Policy Report*. Rep. 2nd ed. ed. New York: Brennan Center for Justice at NYU School of Law, 2006. Print. Available in E-Reserves

Martin Schmidt, Cynthia. "The Library Media Specialist's Role in Teaching Online Safety." *Library Media Connection* Aug/Sept (2009): 10-13. Print.

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

Module 10B

Social Networking and Using Social Technologies in Education and Libraries

American Library Association. "Minors and Internet Interactivity: An Interpretation of the Library Bill of Rights." Web. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/minorsinternetinteractivity.cfm>>.

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

Baule, Steven M., and Darcy L. Kriha. "Free Speech in a MySpace World." *Library Media Connection* Feb..8 (2008): 22-24. 8 Feb. 2008. Web. 19 Aug. 2009. <http://www.linworth.com/pdf/lmc/reviews_and_articles/featured_articles/Baule_February2008.pdf>.

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

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

"Cyber Bullying Law Policies | Laws Against Internet CyberBullying." Cyber Bullying Alert | CyberBullying Prevention Software | Internet Harassment. 8 Oct. 2008. Web. <<http://www.cyberbullyalert.com/blog/2008/10/cyber-bullying-state-laws-and-policies>>.

Koloff, Abbott. "States Press for Cyberbully Control." *USA Today*. 7 Feb. 2008. Web. <http://www.usatoday.com/news/nation/2008-02-06_Cyberbullying_N.htm/>.

Lamb, Annette, and Larry Johnson. "Social Technology and Social Networks." *School Library Media Activities Monthly* 23.5 (2007). Print.

Lamb, Annette and Larry Johnson. "Library Media Specialist 2.0: Social, Collaborative, and Interactive Technologies." *EduScapes: A Site for Life-long Learners*. Web. <http://eduscapes.com/sessions/slms2/> >.

Underwood, Linda. "21st Century Learning Blocked: What is a School Librarian to Do?" *School Library Monthly* XXVI.1 (2009): 14-16. Print.

Module 11

The Reconsideration Process and Handling a Challenge

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

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

Cooperative Children's Book Center (CCBC), UW-Madison School of Education. "Steps When Materials Are Challenged." Web. <<http://www.education.wisc.edu/ccbc/freedom/steps.asp>>.

Dickinson, Gail. "The Challenges of Challenges: Understanding and Being Prepared, Part 1." *School Library Media Activities Monthly* XXIII.5 (2007): 26-28. Print.

Dickinson, Gail. "The Challenges of Challenges: What to Do? Part 2." *School Library Media Activities Monthly* XXIII.6 (2007): 21-24. Print.

Hopkinton School District. "Selection Policy & Guidelines Hopkinton High School & Hopkinton Middle School Library." 22 Mar. 2005. Web.
<<http://www.hopkintonschools.org/hhs/library/selpol.html>>.

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.] Web.
<<http://www.accessiblebookcollection.org>>.

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. Chapter 8

American Library Association. "Disability Basics for Librarians." 2004. Web.
<<http://www.ala.org/ala/aboutala/offices/oitp/emaiiltutorials/accessibility/accessibility.cfm>>.

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

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

Anderson Downing, Joyce. "Media Centers and Special Education: Introduction to the Special Issue." *Intervention in School and Clinic* 42.2 (2006): 67-77. Print. Available in EBSCOhost, Academic Search Complete database

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

Hopkins, Janet. "Assistive Technology: 10 Things to Know." *Library Media Connection* Aug/Sept (2006): 12-14. Print.

"KidsWeb: Civil Rights." King County, Washington. Web.
<<http://www.metrokc.gov/dias/ocre/sticks.htm>>.

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

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

Torrans, Lee Ann. *Law for K-12 Libraries and Librarians*. Westport: Libraries Unlimited, 2003. 209-27. Print. Chapter 12

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

Module 13 **Promoting Intellectual Freedom and New Ideas**

Adams, Helen R. *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Westport, Conn: Libraries Unlimited, 2008. Print. Chapter 9 and Appendix D

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

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

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

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

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

3M Company. RFID Education Series, "RFID 101-RFID 501." Web. <<http://www.3M.com/us/library>>.

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, Spring 2010 Course Calendar and Evaluation

Course opens January 14 (Thursday), class begins January 17 (Sunday)

Module	Start Date	Assignment & Points	Date Due	Forum, Points, Date Due
1-Introduction to Copyright	January 17	Copyright Article (20)	Jan. 24	Forum 1 (20) Jan. 24
		Student Profile & Photo (15)	Jan. 24	
2-Copyright: Fair Use	Jan. 24	Faculty Copyright Information (55)	Jan. 31	Forum 2 (20) Jan. 31
3-Copyright Policy	Jan. 31	Copyright Policy (35)	Feb. 7	Forum 3 (20) Feb. 7
4-Licensing	Feb. 7	License Agreement (40)	Feb. 14	NO FORUM Blog with Copyright Expert (15) DATES:

				Feb. 11, 12, 13
5-Privacy	Feb. 14	State Confidentiality Law (30)	Feb. 21	Forum 5 (20) Feb. 21
6-1st Amendment	Feb. 21	First Amendment Reflection (20)	Feb. 28	Forum 6 (20) Feb. 28
7-Intellectual Freedom	Feb. 28	Intellectual Freedom Opinion (30)	March 7	Forum 7 (20) March 7
8-Censorship Versus Selection	March 7	Selection Policy Analysis (35)	March 14	Forum 8 (20) March 14
9-Library Bill of Rights /Ethics	March 14	Library Bill of Rights Reflection (30) Resource Wiki: Due at the end of Mod 12	March 21	Forum 9 (20) March 21
10-Filtering, Part 1	March 21	Pro/Con Filtering (40)	March 28	Forum 10 (20) March 28
Spring Break: March 28-April 4				
10-Social Networking, Part 2	April 4	Experiencing Social Technologies (50)	April 11	Forum 10, Part 2 (20) April 11
11-Challenges	April 11	Challenge to <i>Courtney Crumrin and the Night Things</i> Graphic Novel (50)	April 18	NO FORUM Blog with Intellectual Freedom Expert (15) DATES: April 14, 15, 16
MU Online Survey		10 BONUS POINTS	TBA	
12-Accessibility in Libraries	April 18	Gauging Accessibility (75)	April 25	Forum 12 (20) April 25

		Resource Wiki (10)		
MU Course Evaluation		10 BONUS POINTS	TBA	
13-Advocacy for Intellectual Freedom	April 25	Final Reflection(45)	Friday, April 30	Forum 13 (20) Friday, April 30

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-
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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*, 7th ed. New York: Modern Language Association, 2009) 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 leaning 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=8126>. In addition, Blackboard maintains a toll-free, 24/7 support service at 866-766-5969.