

SIRIUS ACADEMICS COURSES

Syllabus

Revised 5/23/13

Information Literacy 1 Credit Hour

Term/Year	
Reference Number	
Classroom	
Instructor	
Office Area	
Office Hours	
Phone Number	
Email	
Web Page	

IMPORTANT COLLEGE DATES

Course Start Date	
Drop with 100% refund	
Withdraw with “W” grade	
Course End Date	

COURSE DESCRIPTION

Information Literacy will provide students with the necessary skills for information literacy based on the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education. This course is an introduction to the concepts and practices of information literacy, including the critical thinking skills necessary to identify, search, analyze, evaluate, and use a variety of information sources effectively.

REQUIRED TEXT

Brown, S., Dumbleton, M., & Salvage, B. (2013). *Information literacy*. Jacksonville: Florida State College at Jacksonville, SIRIUS Academics. ISBN: 978-1-938418-19-8 (digital); ISBN: 978-1-938418-20-4 (print).

LEARNING OUTCOMES

After completing this course, the learner will be able to

- Identify the need for information
- Select the most appropriate information retrieval system
- Acquire pertinent information

- Evaluate the information obtained
- Communicate the information

Specific Learning Objectives: Specific learning objectives are found at the beginning of each chapter in the book. Use the objectives to identify what the chapter will cover and what you should know when you are finished reading. In a sense, this is much like scanning the headlines of a newspaper before delving into a particular story. The objectives provide a basic framework for learning and understanding; however, these objectives should not limit your knowledge of or interest in the subject.

LEARNING MANAGEMENT SYSTEM (COURSE PLATFORM)

The online component of the course is delivered in a learning management system supported by the institution.

TECHNOLOGY REQUIREMENTS

Please use the following checklist to determine your computer readiness. You should own or have access to

- Computer with personal access to the Internet (e.g., computer with DSL, Wi-Fi, or a cable modem connection)
- An email account
- Web-browser software—at least Internet Explorer 8.0, Firefox 3.6, Safari 4, or higher (if you have problems viewing the course, try another browser)
- Windows XP, Vista, or higher operating system (or MAC OS X or higher)
- Antivirus software
- Word-processing software
- Current versions of plugins, including PowerPoint viewer, Acrobat Reader, Flash Player, JAVA, and QuickTime
- Additional hardware, including printer, speakers, and microphone (when needed)

ACCESSIBILITY

If you require specific accommodations to complete this course, contact your institution's coordinator for disability services; you may also wish to notify your instructor. To better understand information literacy, please visit your institution's library services.

FIRST WEEK OF CLASS

To receive credit for attendance during the first week of class, review the course syllabus. If you have any questions about what is expected of you as a student in this course, contact your instructor. Also, you should print a copy of the syllabus for reference throughout the course. After you have reviewed and fully understand the course requirements, send an email to your instructor, indicating that you agree to abide by the terms outlined in the syllabus. Finally, post your introduction in the designated discussion forum and take time to get to know and to interact with your classmates and the instructor.

LEARNING COMMUNITIES

Students learn through interactions with each other, with the instructor, and with written, auditory, and visual learning materials. To facilitate interactive learning among students and

between students and faculty, a major goal of this course is to encourage the development of learning communities—that is, to help learners and faculty become acquainted and better understand each other. Toward this end, during the first week of class, the instructor will post a brief, written autobiography online to introduce herself/himself. You are also expected to introduce yourself by posting a brief autobiography on the Discussion Board; a picture is also recommended but not required. Additionally, you should initiate interactions with your classmates by responding to some of their introductions.

In the Cyber Café discussion forum, students may have informal discussions without faculty intervention. The Cyber Café will also be a useful place for students to find classmates interested in forming a team, which is required in this course. Finally, the Discussion Board contains a forum where you can post questions for the instructor.

Interactive Learning Activities

Interactive learning activities for each chapter are designed to support the chapter learning objectives and outcomes. Although these learning activities will not be graded, they provide opportunities for students to self-assess progress in meeting the learning objectives. It is highly likely that engaging in learning activities will lead to a greater rate of success on the mastery quizzes.

ASSESSMENTS

The assessments comprising the final course grade include quizzes, discussion questions, a team project, and an assignment.

Quizzes

A total of five (5) online quizzes will be given on specified dates, as identified in the Calendar of Activities of this syllabus. The online quizzes will be based on assigned readings in the book and interactive activities completed in the online learning management system. Each quiz will be worth 60 points, for a total of 300 course points. Upon completion of chapter material and activities, in both the book and the online learning management system, you should be ready to access and take the online quiz. The items for each quiz are randomly drawn from a large database. Each quiz has a 30 minute time limit and allows for unlimited attempts. The goal is to achieve mastery of the course content, with mastery set at 90% or above on the quizzes. If you achieve mastery on a quiz, you will be credited with 100% of the points; otherwise, points will be assigned according to the highest achieved score.

Discussion Questions

Each student must actively participate in online discussion forums. This course includes five (5) discussion questions. It is important to remember that these discussions occur throughout the duration of the course; you will need to post your response on the Discussion Board and read and reply to at least two different classmates' posts. When participating in online discussions, your answers must be substantive. Just saying "me too" in reply to another student's posting is unsatisfactory. Please remember that these are college-level discussions. Your answers to discussion topics must reflect that you have put thought into your responses.

All postings should use standard, grammatically correct English. Points will be deducted from

Discussion Board posts for incorrect spelling, grammar, capitalization, and punctuation. Please do not type in all lowercase or use Internet shortcuts such as IMHO (in my humble opinion), LOL (laugh out loud), etc. Not everyone may be familiar with this terminology. Take the time to use spell check and re-read your comments before submitting your posts.

Learners who participate in discussions are likely to experience a higher level of learning and retention of the information contained in the course. To encourage active participation in the course, points are given for contributions to the discussions. Each discussion question will be worth 60 points, for a total of 300 course points.

The following is an example of an online discussion question:

Ciara is interested in buying a used car. Ciara tells her friend Amy about her plans. Amy explains to Ciara that she recently bought a car at James Motors. Amy didn't know what kind of car she wanted or where to go to buy one, so she blogged about needing to buy a used car. Several people recommended a Ford, and someone recommended James Motors, which happened to be only a few blocks from her house. Although Amy has owned the car for only a week, she's happy with the car and the price she paid. Amy recommends that Ciara go to James Motors to buy a Ford. After thinking about it, Ciara decides to research used cars in *Consumer Reports* to see what it says about the used car she thinks she can afford and then look online at *Edmunds* car reports to see what price she should pay. Finally, Ciara reads the local paper, compares prices, and visits several dealers before making up her mind.

If your last name begins with A-L, play the role of Ciara. If your last name begins with M-Z, play the role of Amy. Convince your classmates as to why your approach is the best one in order to lead to a positive car ownership experience.

Defend your views by citing data or studies from reliable and credible web sources. Add your own experiences as appropriate. Post your response on the Discussion Board, and then read and reply to the posts of at least two other students who oppose your viewpoint, citing the reasons for your disagreement.

Team Project

The purpose of this project is for teams to demonstrate the specific skills for information literacy governed by the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education. Teams will choose a subject of common interest to complete a two-part project. The team project is worth 300 points of the final course grade. Complete information on this assignment is located within the online learning management system. Please note that your instructor will communicate with you as to how teams will be formed.

Part 1: Outline the Information Literacy Process (Steps 1-4)

Outline the process used to identify, select, acquire, and evaluate information on the subject of choice. Teams will be given standardized questions in accordance with information literacy competencies to guide students in summarizing the collective logic and sequence employed to accomplish each step.

Part 2: Document Works Cited or References (Step 5)

Create an MLA works cited or an APA references document using a variety of credible sources—including one print book, one e-book, one peer-reviewed journal article, and one website—to communicate information legally and ethically. The instructor will specify the documentation style, either MLA or APA.

Instructor Choice Assignment

One hundred points will be based on an assignment or assignments chosen by the instructor. The instructor will communicate the assignment details and due date.

GRADING

Your final letter grade will be determined by totaling the points for all of the assessments, as indicated in the table below. All grades will be shown in the online learning management system's grading center.

Quizzes (5 @ 60 points each)	300
Discussion Questions (5 @ 60 points each)	300
Team Project	300
Instructor Choice Assignment	100
Total Points	1000

A	900-1000 points
B	800-899 points
C	700-799 points
D	600-699 points
F	0-599 points

CALENDAR OF ACTIVITIES

WEEK	TOPIC	DATES
Week 1	Complete FIRST WEEK OF CLASS activities Post autobiography in the Introductions Discussion Board forum Chapter 1: Identify Information Need Begin Discussion Question #1 Research & Participation <i>Instructor Choice Assignment information will be provided</i>	
Week 2	Chapter 1 (continued) Continue Discussion Question #1 Research & Participation	
Week 3	Chapter 1 (continued) Quiz #1 Complete Discussion Question #1 Participation	

Week 4	Chapter 2: Select Information Retrieval System Begin Discussion Question #2 Research & Participation Introduction of Team Project	
Week 5	Chapter 2 (continued) Quiz #2 Continue Discussion Question #2 Research & Participation	
Week 6	Chapter 2 (continued) Complete Discussion Question #2 Participation	
Week 7	Chapter 3: Acquire Information Begin Discussion Question #3 Research & Participation	
Week 8	Chapter 3 (continued) Quiz #3 Continue Discussion Question #3 Research & Participation	
Week 9	Chapter 3 (continued) Complete Discussion Question #3 Participation	
Week 10	Chapter 4: Evaluate Information Begin Discussion Question #4 Research & Participation	
Week 11	Chapter 4 (continued) Quiz #4 Continue Discussion Question # 4 Research & Participation	
Week 12	Chapter 4 (continued) Complete Discussion Question #4 Participation	
Week 13	Chapter 5: Communicate Information Assignment of Team Project Begin Discussion Question #5 Research & Participation	
Week 14	Chapter 5 (continued) Quiz #5 Continue Team Project Continue Discussion Question #5 Research & Participation	
Week 15	Chapter 5 (continued) Complete Discussion Question #5 Participation	
Week 16	Course Evaluation Submit Team Project <i>Submit Instructor Choice Assignment</i>	

FREQUENTLY ASKED QUESTIONS FOR FLORIDA STATE COLLEGE AT JACKSONVILLE STUDENTS

1. *What learning management system is used at Florida State College at Jacksonville for the online portions of this course?*

This course is delivered in the Blackboard® online course platform.

2. *Where and how do I acquire the required texts and instructional materials for this course?*

Course materials for all SIRIUS Academics courses are available through the college bookstore.

Should you experience a challenge with the CafeScribe ebook content, contact Customer Support through one of the following options:

- Call toll free at 877-612-2233 (Option 1)
- Email at support@cafescribe.com
- Visit www.cafescribhelp.com
- Access the User Guide at userguide.cafescribe.com

If you would like to also purchase a printed copy of the e-book, you may do so at any campus bookstore.

3. *Do I have to have Internet access at home?*

No. The College has many student computer labs available to students who wish to use them.

4. *What if I need special accommodations to take the course?*

If you require specific accommodations to complete this course, contact Services for Students with Disabilities, and notify your instructor.

5. *What is in the book and course shell?*

Each textbook chapter contains the instructional content and practice exercises. The online materials includes module introductions, assignment checklists, the Discussion Board, video tutorials, activities, quizzes, and the course information area, which contains such documents as the syllabus.

6. *How long will I have to wait for the instructor to respond to my email?*

Faculty respond to emails within 24-48 hours.

7. *What is proper email etiquette?*

Email to other learners and the instructor needs to be addressed in a manner appropriate to polite interactions.

8. *What will help me succeed in this course?*

- **Strong discipline and desire to succeed.** You'll need to log in to class often during the typical week, motivating yourself to meet the requirements for success.
- **Ability to work well independently.** You'll develop the support of fellow learners all taking the same coursework together, but the support will be different from that in a typical classroom environment. If you work well independently, your chance of success is higher.

- **Computer savvy.** If you're not familiar with the Internet and email communication, we recommend that you take a computer enrichment class prior to enrolling in this course. Faculty assume you know how to access and send data on the Internet.

9. *What are "I" grades and when are they used?*

- An "I" grade may be assigned at the instructor's discretion upon request by the student to permit the student time to complete required course work, which s/he was prevented from completing in a timely way due to nonacademic reasons. The instructor may require the student to document the request to assist in the decision. The instructor may choose not to grant the request. The "I" grade should be considered only when the student has the potential to earn a passing grade if the missing work is made up.
- The instructor shall prescribe in a written agreement with the student the remaining course work required for completion and removal of the "I" grade. A copy of this agreement will be kept on file in the office of the appropriate dean. All work must be completed within the first eight weeks of the subsequent term unless the instructor agrees to a longer timeframe (not to exceed one year). When the work is completed, the instructor will submit a grade change form with the grade earned. If the work is not completed within the prescribed timeframe, the "I" will automatically change to an "F" grade. The student will be informed of the final grade assigned.
- To be eligible for an "I" grade, the student must be passing the course at the time of the request and must have completed at least 75 % of the course work.

10. *What is the Florida State College at Jacksonville Code of Ethics?*

Consistent with The Code of Ethics of the Education Profession in Florida, 6B-1.06, Principles of Professional conduct for the Education Profession in Florida, an obligation to the learner requires that an individual shall not harass or discriminate against any learner on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each learner is protected from harassment or discrimination.

11. *What about academic dishonesty?*

Academic dishonesty, in any form, is expressly prohibited by the rules of the District Board of Trustees of Florida State College at Jacksonville. Academic dishonesty incorporates the following:

- Cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade
- Plagiarism, which is defined as the act of stealing or passing off as one's own work the words, ideas, or conclusions of another as if the work submitted were the product of one's own thinking rather than an idea or product derived from another source
- Any other form of inappropriate behavior which may include but is not limited to falsifying records or data; lying; unauthorized copying, tampering, abusing or otherwise unethically using a computer or other stored information; and, any other act of misconduct which may reasonably be deemed to be a part of this heading

Any student alleged to have committed any act of academic dishonesty as defined herein shall be entitled to due process as defined in District Board of Trustees' Rule 6Hx7-2. 18 prior to the administration of disciplinary action, including suspension and dismissal.

12. *May I repeat this course?*

Learners repeat a course in an attempt to improve a grade previously earned. State Board Rule 6A-14.0301 limits such attempts to courses where a "D," "F," or "FN" grade was earned. A learner has only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, the learner must be given an "A," "B," "C," "D," or "F."

When students repeat a course at Florida State College, only the last grade earned is calculated in their cumulative grade point average (GPA). However, students with an excessive number of "W" or "FN" grades and students who repeat courses to improve their GPA may jeopardize their admission to programs in the Florida State University System (SUS) or other institutions.

13. *Where can I find additional critical dates for this course?*

Additional dates critical to this course are available at

<http://www.fscj.edu/mydegree/academics/calendar/>