Washburn University
Interdisciplinary Studies
Review Form

	Chair/Direct Report Signature	Recommendation	
Department/Area	*Sean C B*	Approve	10/13/2014
Dean/Direct Report		APPROVE	October 14, 2014
Interdisciplinary Committee		Approve	11-3-14

Part I General Information

1. Exact proposed catalog:

    a. Course Number: IL300

    b. Course Title: Information Literacy for Scholars

    c. Number of Credits: 3

    d. Prerequisites: None

    e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Online

    f. Grade Mode (Standard Grade or Credit/No Credit): Standard Grade

    g. Course Description:

In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper or presentation. Experience in the research process, selecting a topic, and retrieving information on topics is required. Focus is on developing the following skills: understanding the many types of research, methods, delivery of research results in the academic community. The course will be delivered online via Desire2Learn.

2. Rationale for offering this course: To prepare students for the publishing and presenting process, as well as meeting the Information Literacy and Technology Student Learning Outcome and the Communication Student Learning Outcome.

3. Does this represent an added course to your curriculum?

    a. No ☐   Which course(s) is it replacing?

    b. Yes ☒   How is the cost to be underwritten? Cost absorbed by existing library budget.

4. What will be the extent and nature of the reading required for this course? Students will have weekly reading assignments from a text and online articles.

5. Can this course be repeated for additional credit? If so, how many times or how many hours? No

Part II Content Considerations

6. Will this course be proposed as a General Education course?
    Yes ☐   No ☒

    If yes, please indicate the General Education goals to be served by this course.
    This course serves as an opportunity for students to meet the Information Literacy and Technology Student Learning Outcome. Additionally, students will have the opportunity to work on meeting the Communication Student Learning outcome, using written proposals and presentations. Should students choose to present at a conference following this course, they will also demonstrate oral communication skills.

NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses

7. How will student performance be assessed?
    Students will participate in discussion boards, take quizzes, complete writing assignments, participate in required meetings with the librarian, and complete a final project.

    Does the department/area consider the proposed course will primarily attract:
    ☐   Department majors   ☐ Non-majors   [x]   Department majors and majors from specific other departments; Which departments? All departments

Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?
    Yes [x]   No ☐

10. How often does the department/area anticipate the proposed course will be offered?
    ☐ Every Semester ☐ Every other semester ☐ Every three semesters [x] Irregularly

11. Has the proposed course been offered as a special topic?
    ☐ Yes   [x] No
    If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? [x] Yes [ ] No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

_____

Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class? Yes. The course will be offered in D2L using articles from the library's databases as well as various websites.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the department's/area's overall curriculum?
[x] Elective [ ] Required

16. Financial Impact:
    a. Who will teach this course: current or new faculty, full, part-time, or adjunct? Current full-time library faculty

    b. If current faculty, how will their other assigned course load be taught? N/A

    c. What is the expected cost? N/A

    d. Please provide an explanation of any other expenses incurred with this proposed course. N/A

IL300 – Information Literacy for Scholars
Fall 2014 – Section

Instructor:
Office:
Meeting Time: Online
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION

In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper or presentation. Experience in the research process, selecting a topic, and retrieving information on topics is required. Focus is on developing the following skills: understanding the many types of research, methods, delivery of research results in the academic community. The course will be delivered online via Desire2Learn.

LEARNING OUTCOMES

The goals and learning outcomes reflected in this course are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course, the successful student will be able to:

1. recognize and explain the importance of scholarly research;

2. choose a scholarly topic for a research project;

3. formulate and modify a thesis and research plan for a topic;

4. critically evaluate current research on selected topic;

5. create an academic project in a professional style suitable for publication or presentation,

6. identify appropriate forums to present research findings.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

Bolner, M.S., & Poirier, G. (2007). The research process: Books and beyond. 4th ed.

Dubuque, IA : Kendall/Hunt.

Lester, J.D., & Lester, J. D., Jr. (2009). Writing research papers: A complete guide.

13th ed. New York : Longman.

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester via Desire2Learn, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (10)	350
Discussions (5)	50
Participation	100
Meeting with librarian (2)	50
Quizzes (3)	75
Mid-Term (Poster)	175
Final Project (Scholarly Paper)	250

1000 pts total

GRADING SCALE

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

1. Readings: Readings are required and should be completed prior to the week's assignments.
2. Assignments: Students complete ten written assignments.
3. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior posting to the course discussions.
4. Three quizzes: Quizzes evaluate student comprehension of course material.
5. Midterm: The midterm project is a poster, presenting information on the topic in a graphic format.

6. Final Project (Scholarly Paper): Students research a topic based on a personal or professional interest, draft a scholarly paper of 5-7 pages using at least 10 scholarly sources in a professional format, and write a submission or presentation proposal for a publication or conference. Students need not publish or present to be successful in this course.

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted.** If an assignment is due on a given date, expect to submit it before or on that date by 11pm. You are responsible for the completion of your course work when due. To receive a passing grade in this class you must complete and submit a final project. Written assignments must be typed in Microsoft Office Word.

PARTICIPATION

Participation is required for this course. You need to login in least once a week to complete the tasks on time. If you fail to login for a period of two weeks at any time during the semester, you will automatically receive a final grade of "F". Participation grades will be partially based on your user progress.

NOTES

When you email the professor, make sure to put IL300 in the subject line. In fact, get in the habit of putting the class number in the subject line for all your professors. This practice gives your professors the needed context for your email. It's easier to answer a question about the final project if the professor knows which class's final project you mean.

Begin your emails with a formal greeting (ie, Hello Professor X, or Dr. So-and-so), write in complete sentences with words spelled correctly. See the Netiquette guide in the Help! How do I.. module for more tips for proper emails that will get answered faster.

IMPORTANT REMINDERS

The decisions you make in class will directly affect your success.

Take responsibility for completion of your assignments. There is no late work accepted. All work for this class has a deadline.

Engage in the class early.

You need to login once a week at least.

To receive a passing grade in this class you must complete and submit a final project.

If you have any questions, any questions at all, **ask for help!**

Class Outline, Assignments, and Due Dates

(Subject to Change)

Class Week Monday to Sunday	Module	Assignments	Due Dates All items are due Sunday, 11pm
Week 1	#1 – Introduction to Research	Quiz: Syllabus Quiz Discussion: Intro post Reading: Read Lester Chapter 1 and 2	
Week 2	#2 – Academic Honesty	Reading: Read Lester Chapter 7 Assignment: Final Project Topic Discussion: Plagiarism and Real Life	
Week 3	#3 – Publication Cycle	Assignment: Publication Process Infographic Participation: First meeting with librarian	
Week 4	#4 – Audience	Assignment: Identify Possible Journals/Conferences Quiz: Week 4 Quiz	
Week 5	#5 – Starting Research	Assignment: Journal Article Annotations Reading: Lester Chapter 8 Discussion: Database Tips	
Week 6	#6 – Research Online	Reading: Lester Chapter 4 Assignment: Open Access Annotations Discussion: Open Access Tips	
Week 7	#7 – Research Online	Assignment: Web Annotations Assignment: Web Resources Tips Discussion: Final Project Outline	
Week 8	Midterm		
Week 9	Spring Break		
Week 10	#10 – Steps to Publishing	Assignment: Write an Abstract.	
Week 11	#11 –Writing	Quiz: Week 10 Quiz Participation: Second meeting with librarian Assignment: Final Project Draft	
Week 12	#12 – Information Sharing Communities		
Week 13	#13 – Revising	Assignment: Final Project Draft Writing Center	
Weeks 14-16	Final Project	Discussion: Final project peer review **Final project due**	

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Academic Misconduct Policy:
All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.
Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu
Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Office of Academic Advising:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Office of Academic Advising is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact Academic Advising in Morgan 122, 785-670-1942, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course (View dates of deadlines by linking to the appropriate academic calendar http://www.washburn.edu/admin/vpaa/calendars.html). For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and the click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For

academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material
in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

Washburn University
Interdisciplinary Studies
Review Form

	Chair/Direct Report Signature	Recommendation	
Department/Area	*Jean C. [signature]*	*Approve*	10/13/2014
Dean/Direct Report	*[signature]*	*APPROVE*	October 14, 2014
Interdisciplinary Committee	*[signature]*	Approved	11-3-14

Part I General Information

1. Exact proposed catalog:

    a. Course Number: IL301

    b. Course Title: Google and Beyond

    c. Number of Credits: 3

    d. Prerequisites: None

    e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Online

    f. Grade Mode (Standard Grade or Credit/No Credit): Standard Grade

    g. Course Description:

    This course serves as an introduction to the current state of information literacy in today's technology landscape. Students will develop the skills to locate reliable information to become and remain informed citizens while learning how to identify, discuss, compare and evaluate the tools and issues in modern research. This course will examine topics that include: bias in the media, the "invisible web", online privacy issues and creative commons. Students will explore the origins of the web, its inner workings and its possible future. This class seeks to enhance the students understanding of the role the web plays in today's society.

2. Rationale for offering this course: To teach students about finding and using information online as well as meeting the Information Literacy and Technology Student Learning Outcome.

3. Does this represent an added course to your curriculum?

    a. No ☐ Which course(s) is it replacing?

    b. Yes ☒ How is the cost to be underwritten? Cost absorbed by existing library budget.

4. What will be the extent and nature of the reading required for this course? Students will have weekly reading assignments from a text and online articles.

5. Can this course be repeated for additional credit? If so, how many times or how many hours? No.

Part II Content Considerations
6. Will this course be proposed as a General Education course?

   Yes ☐   No ☐

   If yes, please indicate the General Education goals to be served by this course.
   This course serves as an opportunity for students to meet the Information Literacy and Technology Student Learning Outcome.   IL301 discusses in-depth the issues surrounding information found online and how to use that information legally and ethically.

NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses

7. How will student performance be assessed?
   Students will participate in discussion boards, take quizzes, complete writing assignments, and complete a final project.

8. Does the department/area consider the proposed course will primarily attract:
   ☐ Department majors ☐ Non-majors ☒ Department majors and majors from specific other departments; Which departments? All departments

Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?
   Yes ☒   No ☐

10. How often does the department/area anticipate the proposed course will be offered?
    ☐ Every Semester ☐ Every other semester ☐ Every three semesters ☒ Irregularly

11. Has the proposed course been offered as a special topic?
    ☐ Yes ☒ No

    If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? ☒ Yes ☐ No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

Page 2 of 3

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class? Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the department's/area's overall curriculum?
    [X] Elective [ ] Required

16. Financial Impact:
    a. Who will teach this course: current or new faculty, full, part-time, or adjunct? Current full-time library faculty.

    b. If current faculty, how will their other assigned course load be taught? N/A

    c. What is the expected cost? N/A

    d. Please provide an explanation of any other expenses incurred with this proposed course. N/A

IL301 – Google and Beyond
Fall 2014 – Section

Instructor:
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION

This course serves as an introduction to the current state of information literacy in today's technology landscape. Students will develop the skills to locate reliable information to become and remain informed citizens while learning how to identify, discuss, compare and evaluate the tools and issues in modern research. This course will examine topics that include: bias in the media, the "invisible web", online privacy issues and creative commons. Students will explore the origins of the web, its inner workings and its possible future. This class seeks to enhance the students understanding of the role the web plays in today's society.

COURSE OBJECTIVES

The goals and learning outcomes reflected in this course are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course, the successful student will:

1.   develop evaluation strategies for digital formats;

2.   understand copyright and ethical issues concerning online information;

3.   identify and use sources for reliable information;

4.   evaluate current online information trends and future developments;

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

Vaidhyanathan, Siva. (2011). The Googlization of everything: (and why we should worry).

    Berkeley, CA: University of California.

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester via Desire2Learn, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (10)	400
Discussions (5)	50
Participation	100
Quizzes (3)	75
Mid-Term	175
Final Project	250

<div align="center">

1000 pts total

</div>

GRADING SCALE

<div align="center">

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

</div>

1. Readings: Readings are required and should be completed prior to the week's assignments.
2. Assignments: Students complete ten written assignments.
3. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior posting to the course discussions.
4. Three quizzes: Quizzes evaluate student comprehension of course material.
5. Midterm:
6. Final Project:

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted.** If an assignment is due on a given date, expect to submit it before or on that date by 11pm. You are responsible for the completion of your course work when due. To receive a passing grade in this class you must complete and submit a final project. Written assignments must be typed in Microsoft Office Word.

PARTICIPATION

Participation is required for this course. You need to login in least once a week to complete the tasks on time. If you fail to login for a period of two weeks at any time during the semester, you will automatically receive a final grade of "F". Participation grades will be partially based on your user progress.

Class Outline, Assignments, and Due Dates

(Subject to Change)

Module	Theme/Topic	Assignments
1	Introduction: Information Overload and Research Basics	
2	History and Architecture of the Web	
3	Google Tools and Filter Bubbles	
4	Evaluation, Assessment and Bias Midterm	
5	Open Access and Freedom of Information	
6	Copyright, Plagiarism and the Ethical use of Information	
7	What's Next: the Future of the Web	
8	Final Presentations	

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Academic Misconduct Policy:
All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.
Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu
Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Office of Academic Advising:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Office of Academic Advising is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact Academic Advising in Morgan 122, 785-670-1942, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course (View dates of deadlines by linking to the appropriate academic calendar http://www.washburn.edu/admin/vpaa/calendars.html). For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and the click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For

academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material
in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.
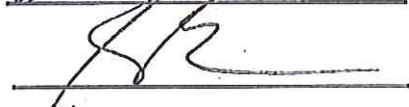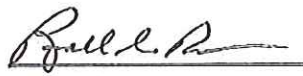
B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

Washburn University
Interdisciplinary Studies
Review Form

Committee recommend to Approve
3 - yes
2. wrote yeses

	Chair/Direct Report Signature	Recommendation	
Department/Area	*Sean C B*	Approve	10/14/2014
Dean/Direct Report		APPROVE	October 16, 2014
Interdisciplinary Committee		Approved	11-3-14

Part I General Information

1. Exact proposed catalog:

    a. Course Number: IL311

    b. Course Title: Information Literacy for the Health Professional

    c. Number of Credits: 3

    d. Prerequisites: None

    e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Online.

    f. Grade Mode (Standard Grade or Credit/No Credit): Standard Credit

    g. Course Description:

This course acquaints students with the processes of finding, organizing, using, producing and distributing information in a variety of formats specific to the Health Sciences. Students will examine the flow of information in a variety of Health Sciences disciplines, effective research processes, how to access information in multiple formats and how to formulate effective searches in health specific electronic databases and on the Internet. Learning how to evaluate the quality of information and becoming familiar with practical, social and ethical issues relating to information within the health professions in an increasingly technological society is a key component of the course. This class seeks to improve student communication, critical thinking and information literacy skills in health professions.

2. Rationale for offering this course: To teach students in the Health Professions the importance and use of information in their respective fields, as well as helping students meet the Information Literacy and Technology Student Learning Outcome.

3. Does this represent an added course to your curriculum?

    a. No ☐ Which course(s) is it replacing?

    b. Yes ☒ How is the cost to be underwritten? Cost absorbed by existing Library budget.

4. What will be the extent and nature of the reading required for this course? Students will have weekly reading assignments found online and online articles.

5. Can this course be repeated for additional credit? If so, how many times or how many hours? No.

Part II Content Considerations

6. Will this course be proposed as a General Education course?

    Yes ☐   No ☒

    If yes, please indicate the General Education goals to be served by this course.
    This course serves as an opportunity for students to meet the Information Literacy and Technology Student Learning Outcome. IL311 discusses in-depth the issues surrounding health information found online and in Health Sciences databases and how to use that information legally and ethically in their respective fields.

NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses

7. How will student performance be assessed?

    Students will participate in discussion boards, take quizzes, complete writing assignments, and complete a final project.

8. Does the department/area consider the proposed course will primarily attract:
    ☐ Department majors ☐ Non-majors ☒ Department majors and majors from specific other departments; which departments? Nursing, Allied Health

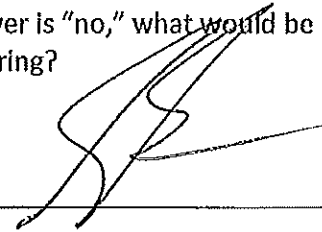## Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?
    Yes ☒   No ☐

10. How often does the department/area anticipate the proposed course will be offered?
    ☐ Every Semester ☐ Every other semester ☐ Every three semesters ☒ Irregularly

11. Has the proposed course been offered as a special topic?
☐ Yes ☒ No

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? ☒ Yes ☐ No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

————————————————————
Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class? Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the department's/area's overall curriculum?
☒ Elective ☐ Required

16. Financial Impact:
   a. Who will teach this course: current or new faculty, full, part-time, or adjunct? Current full-time library faculty

   b. If current faculty, how will their other assigned course load be taught? N/A

   c. What is the expected cost? N/A

   d. Please provide an explanation of any other expenses incurred with this proposed course. N/A

IL311: Information Literacy for the Health Professional
Fall 2014 Section

Instructor:
Office:
Meeting Time: Online
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION

This course acquaints students with the processes of finding, organizing, using, producing and distributing information in a variety of formats specific to the Health Sciences. Students will examine the flow of information in a variety of Health Sciences disciplines, effective research processes, how to access information in multiple formats and how to formulate effective searches in health specific electronic databases and on the Internet. Learning how to evaluate the quality of information and becoming familiar with practical, social and ethical issues relating to information within the health professions in an increasingly technological society is a key component of the course. This class seeks to improve student communication, critical thinking and information literacy skills in health professions.

LEARNING OUTCOMES

Upon completion of the course, the successful student will be able to
1. Develop Information Literacy and Technology Skills by creating effective research strategies for health relevant topics.
2. Describe the role Information Literacy has in Evidence-Based Practice.
3. Differentiate between primary, secondary and tertiary sources and evaluate their usage within the Levels of Evidence.
4. Analyze the effect that technology has had on information production and dissemination in the health profession.
5. Use advanced features in at least three health databases to effectively and efficiently research a discipline

COURSE MATERIALS

Handouts, lectures, worksheets, guided exercises and supplemental readings are distributed throughout the semester via Desire2Learn, Washburn University's Course Management System.

COURSE REQUIREMENTS

a. Quizzes (3) – 200pts
   1. Syllabus Quiz – 40pts
   2. Effective Research Strategies Quiz – 80pts
   3. Interpret Scholarly Articles Quiz – 80pts
b. Discussion Forums (7) – 320pts
   1. Introduction Discussion – 20pts
   2. Info. Lit. and EBP Discussion – 60pts
   3. Tech. in the Health Profession – 60pts
   4. PubMed Scenario – 60pts
   5. Internet Health Scenario – 60pts
   6. Value of Interpreting Scholarly Articles – 60pts
   7. Peer Feedback on Course Project (Extra Credit???)
c. Assignments (6) – 180pts
   1. Topic for Course Project – 30pts
   2. Chart/Worksheet Types of Sources – 30pts
   3. Outline for Course Project – 30pts
   4. CINAHL Practice Research Strategy – 30pts
   5. PubMed Practice Research Strategy – 30pts
   6. Internet Practice Research Strategy – 30pts
d. Participation/User Progress in D2L – 100pts
e. Course Project – 200pts

Total = 1000 points

GRADING SCALE

A = 900 – 1000

B = 800 – 899

C = 700 – 799

D = 600 – 699

F = 599 or below

LATE WORK

Assignment deadlines are listed in the course schedule. Late work is not accepted without prior approval from the instructor.

Course Schedule

Week	Theme/Topic	Assignment/Assessment
1	Introduction: o Overview of Information Literacy and Evidence-Based Practice o Role of Information Literacy in Evidence-Based Practice	Lecture/Readings Syllabus Quiz Discussion Forums: • Introductions • Interpretation of Information Literacy and Evidence-Based Practice
2	Technology in the Heath Profession Introduce Course Project	Lecture/Readings Discussion Forum: • What are some different ways to keep up with information? Assignment: Course Project Topic
3	Levels of Evidence and types of sources	Lecture/Readings Assignment: Illustrate the type of sources and explain the level of evidence for each source. (Chart/Worksheet) Assignment: Course Project Outline
4	Effective Research Strategies in the Health Field Advance features of CINAHL	Storyline lecture Quiz over Effective Research Strategies Assignment: CINAHL Practice Research Strategy
5	Advance features and research strategies in PubMed	Lecture/Tutorials Discussion Forum:

		• Students will be given a scenario and have to analyze and suggest a research strategy Assignment: PubMed Practice Research Strategy
6	Research Strategies for the Health Field on the Internet	Lecture/Practice Discussion Forum: • Students will be given a scenario and have to analyze and suggest a research strategy (Finding information to correct an assumption on WebMD) Assignment: Internet Practice Research Strategy
7	Interpret Health Scholarly Articles	Quiz over Interpreting a Scholarly Article Discussion Forum • Value of interpreting scholarly articles • Peer Feedback on Course Project
8	Review/Summarize Course	Course Project Due

Washburn University
Interdisciplinary Studies
Review Form

Committee recommends
Approval
3 yes 2-erote gises

	Chair/Direct Report Signature	Recommendation	
Department/Area	*[signature]*	*Approve*	10/13/2014
Dean/Direct Report	*[signature]*	*Approve*	October 14, 2014
Interdisciplinary Committee	*[signature]*	*Approved*	11-3-14

Part I General Information

1. Exact proposed catalog:

    a. Course Number: IL321

    b. Course Title: Information Organization and Access

    c. Number of Credits: 3

    d. Prerequisites: None

    e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Online

    f. Grade Mode (Standard Grade or Credit/No Credit): Standard Grade

    g. Course Description:

    This course introduces the fundamentals of identifying objects or ideas, including description, content indication, and metadata. Students will learn basic aspects of representing and organizing information resources in daily lives or academic settings. This class will improve student communication, critical thinking, and information literacy skills.

2. Rationale for offering this course: To teach students about finding and using information online using organization schemes as well as meeting the Information Literacy and Technology Student Learning Outcome.

3. Does this represent an added course to your curriculum?

    a. No ☐ Which course(s) is it replacing?

    b. Yes ☒ How is the cost to be underwritten? Cost absorbed by Mabee Library budget.

4. What will be the extent and nature of the reading required for this course? Students will have weekly reading assignments from a text and online articles.

5. Can this course be repeated for additional credit? If so, how many times or how many hours? No.

Part II Content Considerations

6. Will this course be proposed as a General Education course?
   Yes ☐   No ☒

   If yes, please indicate the General Education goals to be served by this course.
   This course serves as an opportunity for students to meet the Information Literacy and Technology
   Student Learning Outcome. IL321 discusses identifying and using organizational schemes to locate
   information online and how to use that information legally and ethically.

   NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and
   February for newly approved courses

7. How will student performance be assessed?

   Students will participate in discussion boards, take quizzes, complete writing assignments, and complete a
   final project.

8. Does the department/area consider the proposed course will primarily attract:
   ☐ Department majors ☐ Non-majors ☒ Department majors and majors from specific other
   departments; Which departments? All departments

Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined
   that the proposed course does not duplicate in title or content existing courses?
   Yes ☒   No ☐

10. How often does the department/area anticipate the proposed course will be offered?
    ☐ Every Semester ☐ Every other semester ☐ Every three semesters ☒ Irregularly

11. Has the proposed course been offered as a special topic?
    ☐ Yes ☒ No

    If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? [✓] Yes [ ] No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

_____

Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class? Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the department's/area's overall curriculum?
[x] Elective   [ ] Required

16. Financial Impact:
    a. Who will teach this course: current or new faculty, full, part-time, or adjunct? Current full-time library faculty.

    b. If current faculty, how will their other assigned course load be taught? N/A

    c. What is the expected cost? N/A

    d. Please provide an explanation of any other expenses incurred with this proposed course. N/A

IL321 – Information Organization and Access
Fall 2014 – Section

Instructor:
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION

This course introduces the fundamentals of identifying objects or ideas, including description, content indication, and metadata. Students will learn basic aspects of representing and organizing information resources in daily lives or academic settings. This class will improve student communication, critical thinking, and information literacy skills.

LEARNING OUTCOMES

The goals and learning outcomes reflected in this course are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course, the successful student will be able to:

1. Develop Information Literacy and Technology skills.

2. Understand and navigate various classification systems.

3. Explain metadata, its origins, its uses, and its impact on daily life.

4. Develop strategies to organize information and materials.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

Hider, P. (2012). *Information resource description: Creating and managing*

metadata. Chicago: ALA Editions.

Abbas, J. (2010). *Structures for organizing knowledge: Exploring taxonomies, ontologies, and*

other schemas. New York: Neal Schuman Publishers.

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester via Desire2Learn, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (8)	400
Discussion and Participation (5)	100
Mid-Term	100
Final	150
Final Project	250

1000 pts Total

Grading Scale
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 or below

1. Assignments: Students complete four written assignments.
    Written Assignment 1: Examine a classification or organizational system and discuss its biases. 5 pages.

2. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior to posting to the course discussions.

3. Two Exams: Mid-term and final examinations evaluate student comprehension of course material.

4. Final Project: Students complete a multimedia final project.

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted without prior approval from the instructor.**

Class Outline, Assignments, and Due Dates

(Subject to Change)

Module	Assignments	Due Dates All items are due Sunday, 11pm
#1 – Introduction to Organization	Quiz: Syllabus Quiz	
#2 – Organization Systems	Assignment: Final project topic due	
#3 – Locating Information	Quiz Assignment: Create an index of provided article Participation: First meeting with librarian	
#4 – Evolution of Access	Assignment: Identify biases of organization system	
#5 – Metadata	Exam: Midterm	
#6 – Information Online	Participation: Second meeting with librarian	
#7 – Information in Daily Life	Quiz	
#8 – Interpretation and Usage	Exam: Final	
Final Project	Discussion: Final project peer review Final project due	

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.
Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Office of Academic Advising:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Office of Academic Advising is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact Academic Advising in Morgan 122, 785-670-1942, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course (View dates of deadlines by linking to the appropriate academic calendar http://www.washburn.edu/admin/vpaa/calendars.html). For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and the click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

      A. Faculty are encouraged to utilize Success Week as a time for review of course material
in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

      B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

      C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

      The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

Washburn University
Interdisciplinary Studies
Review Form

Committee recommends Approval
5. yeses
2 - e-vote yeses

	Chair/Direct Report Signature	Recommendation	
Department/Area	*[signature]*	*Approve*	*10/13/2014*
Dean/Direct Report	*[signature]*	*APPROVE*	*October 14, 2014*
Interdisciplinary Committee	*[signature]*	*Approve*	*11-3-14*

Part I General Information

1. Exact proposed catalog:

    a. Course Number: IL351

    b. Course Title: Information, Culture, and People

    c. Number of Credits: 3

    d. Prerequisites: None

    e. Schedule Type (e.g., Lecture, Lecture/Lab, Online, Seminar, etc.): Online

    f. Grade Mode (Standard Grade or Credit/No Credit): Standard Grade

    g. Course Description:

    In a study of how individuals and groups create meaning, students will explore research topics concerning people and communication, including information literacy, organization and innovation, knowledge management, and information as cultural phenomenon. Students will study various international and generational cultures' access to and ways to share information, preparing them for interaction with professional colleagues from varied backgrounds. This class will improve student communication, critical thinking, information literacy skills, and understanding of the knowledge society. The course will be delivered online via Desire2Learn.

2. Rationale for offering this course: To teach students about how access to information has shaped societies and cultures as well as meeting the Information Literacy and Technology Student Learning Outcome.

3. Does this represent an added course to your curriculum?

    a. No ☐ Which course(s) is it replacing?

    b. Yes ☒ How is the cost to be underwritten? Cost absorbed by existing library budget.

4. What will be the extent and nature of the reading required for this course? Students will have weekly reading assignments from a text and online articles.

    Can this course be repeated for additional credit? If so, how many times or how many hours? No.

Part II Content Considerations
6. Will this course be proposed as a General Education course?
    Yes ☐   No ☒

    If yes, please indicate the General Education goals to be served by this course.
    This course serves as an opportunity for students to meet the Information Literacy and Technology Student Learning Outcome. IL351 discusses how access to information has shaped human societies and cultures, addressing our current place in the knowledge society.

NOTE: The deadline for submission to the General Education Committee approval is October for existing courses and February for newly approved courses

7. How will student performance be assessed?
    Students will participate in discussion boards, take quizzes, complete writing assignments, and complete a final project.

8. Does the department/area consider the proposed course will primarily attract:
    ☐ Department majors   ☐ Non-majors   ☒ Department majors and majors from specific other departments; Which departments? All departments

Part III Financial/Resource Considerations

9. Has the department/area proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses?
    Yes ☒   No ☐

10. How often does the department/area anticipate the proposed course will be offered?
    ☐ Every Semester ☐ Every other semester ☐ Every three semesters ☒ Irregularly

11. Has the proposed course been offered as a special topic?
    ☐ Yes   ☒ No

    If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? [v] Yes [ ] No If the answer is "no," what would be necessary to bring the collection to an acceptable standard for this course offering?

_____

Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class? Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the department's/area's overall curriculum?
[X] Elective [ ] Required

16. Financial Impact:
   a. Who will teach this course: current or new faculty, full, part-time, or adjunct? Current full-time library faculty.

   b. If current faculty, how will their other assigned course load be taught? N/A

   c. What is the expected cost? N/A

   d. Please provide an explanation of any other expenses incurred with this proposed course. N/A

IL351 – Information, Culture, and People
Fall 2014 – Section .

Instructor:
Office:
Meeting Time: Online
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION

In a study of how individuals and groups create meaning, students will explore research topics concerning people and communication, including information literacy, organization and innovation, knowledge management, and information as cultural phenomenon. Students will study various international and generational cultures' access to and ways to share information, preparing them for interaction with professional colleagues from varied backgrounds. This class will improve student communication, critical thinking, information literacy skills, and understanding of the knowledge society. The course will be delivered online via Desire2Learn.

LEARNING OUTCOMES

The goals and learning outcomes reflected in this course are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course, the successful student will be able to:

1. Understand the relationship between people, culture, and technology.

2. Identify and analyze how information is created, collected, shared, used, sold, preserved, and destroyed.

3. Recognize the sociological, cultural and generational differences regarding limited access to information resources.

4. Relate communication theories and models to various cultures and generations.

5. Discuss the implications of contemporary social, political, economic, and technological changes for 21st Century professionals.

COURSE MATERIALS

The textbook for this course "Towards Knowledge Societies" is available for free online at: http://unesdoc.unesco.org/images/0014/001418/141843e.pdf

This course will use additional online resources as required readings.

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester via Desire2Learn, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (4)	200
Discussion (5)	100
Class Participation	100
Mid-Term	150
Final	150
Final Project	300
	1000 points total

Grading Scale
A = 900 – 1000 pts
B = 800 – 899 pts
C = 700 – 799 pts
D = 600 – 699 pts
F = 599 pts or below

LATE WORK

Assignment deadlines are listed in Desire2Learn and on the syllabus. Please review these on a regular basis. Late work is not accepted.

PARTICIPATION

Participation is required for this course. You need to login to the course often. Failure to login to the course for more than a week will result in a failing grade.

REMINDERS

1. The decisions you make in class will directly affect your success.
2. Take responsibility for completion of your assignments.
3. Engage in the class early.

To receive a passing grade in this class you must complete and submit a final project.

Assignments

Assignment #1: Communicating across generations (50 points)
Write a 3-5 page paper about the generational differences in communication. Find 5 sources to support your ideas: at least 1 book, 1 journal, 1 website, and 2 sources of your choice. Use APA format.

Assignment #2: Online communication (50 points)
Write a 3-5 page paper about the effect of electronic communication in daily life and its impact on communication skills. Find 5 sources to support your ideas: at least 1 book, 1 journal, 1 website, and 2 sources of your choice. Use APA format.

Assignment #3: Privacy practices (50 points)
Write a 3-5 page paper about lifelong learning and the future of higher education. Find 5 sources to support your ideas: at least 1 journal, 1 website, and 3 sources of your choice. Use APA format.

Assignment #4: Privacy practices (50 points)
Write a 3-5 page paper about online privacy practices. Find 5 sources to support your ideas: at least 1 journal, 1 website, and 3 sources of your choice. Use APA format.

Discussions

Five discussions (20 points each)
Create an original post in the discussion of at least 300 words. Respond to at least two classmates with at least 150 words. Outside material to support positions is strongly encouraged.

Classroom participation

Overall participation (100 points)
You must participate in classroom discussions online. Additionally you must login in at least once a week to the course.

Final Project

Final Project (300 points)
Create a multi-media presentation, either a 10-15 minute video or a multi-page website, to inform your peers of some aspect of information, culture, and people. Possible topics will be discussed in class.

Exams

Mid-term Exam (150 points)
The mid-term will cover the first 8 weeks of the course.
Final Exam (150 points)
The final exam is comprehensive and covers the entire 16 weeks of class.

Class Outline, Assignments, and Due Dates
(Subject to Change)

Week	Topic	Assignment	Due Date
1	From the information society to knowledge societies	Discussion 1: Introduction	
2	Elements of information transfer		
3	Network societies	Assignment 1	
4	Paradigms, information, and society	Discussion 2	
5	Dynamics of information in society		
6	The new technologies	Assignment 2	
7	Learning societies	Discussion 3	
8	Mid Term	Midterm	
9	Towards lifelong education for all		
10	Future of higher education	Assignment 3	
11	The research revolution	Discussion 4	
12	Science, the public and knowledge societies		
13	Risks and human security in knowledge societies	Assignment 4	
14	Local and indigenous knowledge	Discussion 5	
15	From access to participation		
16	Final	Final Exam Final Project Due	

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.
Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Office of Academic Advising:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Office of Academic Advising is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact Academic Advising in Morgan 122, 785-670-1942, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course (View dates of deadlines by linking to the appropriate academic calendar http://www.washburn.edu/admin/vpaa/calendars.html). For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and the click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material
in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.