



"Teaching for Life-Long Learning, Professional Growth, and Social Responsibility"

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Office hours (Zoom Conference):

- Wednesday: 4:30 – 5:30pm
- Friday: 9:00am to 10:00am
- *Links to conference room are in course website*

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ETEC 523 Information and Digital Literacies (3 units)

Course Description: Information and digital literacies; principles and theories for integrating technologies into learning environments to improve planning, designing and implementing learning experiences; issues of technology planning, collaboration, and assessment; and digital citizenship. Course meets Level II Technology Standards.

Recommended reading:

- American Association of School Librarians. (2007). *Standards for the 21st-century learner*. Chicago, IL: Am. Library Assn. (optional)
Farmer, L. (2011). *Instructional design for librarians and information professionals*. New York, NY: Neal-Schuman. (optional)
Farmer, L. (2005). *Librarians, literacy and the promotion of gender equity*. Jefferson, NC: McFarland. (optional)
Roblyer, M. (2012). *Integrating educational technology into teaching* (6th ed.). Upper Saddle River, NJ: Merrill. (optional)

Student Learning Outcomes

By the end of the course, each student will demonstrate the knowledge and skill to:

Meet the level II California Commission on Teacher Credentialing (CTC) Technology Competencies

1. Use technological resources fluently and critically.
2. Use available technology to assess, plan, and deliver instruction so all students can learn.
3. Enable students to use technology to advance their learning.
4. Communicate and collaborate with students, colleagues, resource personnel, and families to provide learners equitable access to state-adopted academic content standards.
5. Follow technology policies to maximize students' learning and awareness around privacy, security, and safety issues.

Students will also be able to demonstrate CTC information and digital literacies competence:

6. Explain theories about information and digital literacy, including the nature, architecture, and cycle of information, technology resources and tools.
7. Model information literacy: how to access, evaluate, process, use, integrate, generate, and communicate information.
8. Practice trans-literacy.
9. Articulate how formats and communication channels impact information and how information and ideas are processed and transformed using digital tools.

Grading and Assignments

Assignments	SLO	Tech Tool	Points:	Due Dates
Assignment 1: Information Theories Guide and Comparison	1, 4, 6	BeachBoard, Google Docs	10	9/6
Assignment 2: DEI and the Information Cycle	6	apps	6	9/13
Assignment 3: Information Format Analysis	1, 6-9	Table	10	9/20
Assignment 4: ---Information Literacy Database	1,7	Internet searching, Screen capture, Database	30	10/04
Assignment 5: Advocacy Infographic	6,7, 8,9	Photo editing, Drawing, Video editing, Flowchart, Infographics	20	10/11
Assignment 6: Media Literacy Grid	1, 6, 7, 9	Google Docs	6	10/18
Assignment 7: Trans-Literacy	2, 3, 4	Search tool	4	10/25
Assignment 8: Digital Citizenship Podcast	1-9	Podcasting	20	11/01
Assignment 9: E-Portfolio	4	Web design, Personal content management tools, FAQ service	20	12/14
Assignment 10: OER Repositories Comparison	2, 7	Database	9	11/13(15)
Assignment 11: Web Quest	1-4	Custom search tools, Survey tools, Rubrics	45	11/29
Assignment 12: Assistive Technology Spreadsheet	1,4,9	Spreadsheet	30	12/06
Group Project				
Collaborative Professional Development Tutorial Presentation	All	Various	20	See course site for due dates
Total Points:			230	

Grade		Points
A	-	207 – 230
B	-	184 – 206
C	-	161 – 183
D	-	138 – 160
F	-	0 – 137

Grading: Points are determined based on accuracy, thoroughness, clarity, attention to detail, alignment with assignment, and insight. A and B work should be of graduate study quality. Students are expected to participate online as appropriate.

Late Assignments: You are strongly encouraged to keep up with assignments and turn them in on time. Assignments are due on the published due date and time. **Assignments are not accepted late.**

Note on missing assignments: I generally stick to the policy denoted above about not accepting late work. However, since I want students to do the work because it is beneficial to them, I am open to the following compromise. Complete the late assignment and submit it as instructed. I will review it and provide comments, however, it **will not** receive a score. If at the end of the term your grade **can** be influenced by the late assignment, I will score it with a penalty assessed on it.

Class Format

This course utilizes a blend of synchronous and asynchronous instructional sessions. While the class is scheduled to meet at the designated time on the specified weeks, all instructional material is presented in the learning guides. This format provides optimal flexibility and allows students to review the material multiple times throughout the week. It is **strongly** recommended that students designate a specific time during the week for the following purposes in the following order:

1. Time to review the learning guides and lecture material
2. Time to review assigned readings
3. Time to complete the Project Assignments. Please note several project assignments are allotted multiple weeks for completion.

Live sessions will be dedicated to discussing the focus topic of the week as well as the assignments associated with the lectures. In addition, a portion of the live session time will be allotted to serve as an “open lab” in which the instructor will be available to answer questions, provide demonstrations, etc. While students are strongly encouraged to participate in the live sessions, they are **not** mandatory and no points are associated with attendance.

Registration/Withdrawal: The university policy on dropping/withdrawal from classes is set forth online and in the schedule of classes. Students must officially withdraw from their courses even though they have not attended.

I-GRADES: Incompletes are available on a case-by-case basis in unforeseen circumstances prevent you from successfully completing course assignments. Students must have completed at least 75% of the coursework in order to be considered for an I-Grade. The I-Grade allows two additional terms to complete course work.

COMPUTERS: You are expected to have Internet access and meet ETEC technology program basic competencies. Internet access is available to students at CSULB (e.g., library, labs). Often you will receive/send email messages via Beachboard. Verify that the Beachboard email address is your preferred email address. To change your primary address, log in to <http://my.csulb.edu> and select the *Personal Portfolio* option. If you change your preferred email address, also notify your instructors. For technical help, contact <http://helpdesk.csulb.edu> and 562-985-4959.

Ethical Use: careful and ethical use of computing resources is the responsibility of every user. As such, you agree to be subject to the guidelines of the [Policy Governing Access to and Use of CSULB Computing Resources](#).

Students with disabilities: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should see the assistance of the Director Disabled Student Services on Campus.

Cheating and plagiarism: See the *Schedule of Classes* for definitions of cheating and plagiarism. Depending on the circumstances, penalties may include a zero score on the involved assignment/exam, an “F” for the course, and/or referral to the Office of Judicial Affairs. In some cases, the Office of Judicial Affairs may impose possible probation, suspension, and/or expulsion.

Netiquette – Just as respectful conversational techniques are expected in an on-campus classroom, proper netiquette is important when taking an online class. Please remember that using the written word as we do in an online class can be difficult since we don't have facial expressions or body language to aid us in understanding what you are saying. Good online resources for you to check out are: <http://www.albion.com/netiquette/>

Student / Instructor Communication

Here are some important email communication tips:

- I will generally respond to message sent to me within 24 hours. However, I do not respond to email on Sundays. Any messages received on Sunday will be responded to on Monday.
- Water Cooler Forum and Q & A Forum - Please use these areas to post questions regarding coursework - and if you happen to have the answer, feel free to provide it to your fellow students. While I will post responses as well, this forum is primarily for student-to-student communications.

SCHEDULE

WEEK 1 AUGUST 24 (non-meeting week)	WEEK 2 AUGUST 31 (meeting week)
<p>Reading: Review Syllabus</p> <p>Focus Topic:</p> <ul style="list-style-type: none"> • Course Introduction • What is Information? <p>Assignment:</p> <ul style="list-style-type: none"> • Introductions 	<p>Reading: Review Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Theories of Information <p>Assignment:</p> <ul style="list-style-type: none"> • Professional Development Tutorial Review • <i>Assignment #1: Information Theories Guide and Comparison (Due 9/6)</i>

WEEK 3 SEPTEMBER 7 (meeting week)	WEEK 4 SEPTEMBER 14 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Information Cycle <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #2: DEI and the Information Cycle (Due 9/13)</i> 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Information Analysis <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #3: Information Format Analysis (Due 9/20)</i>

WEEK 5 SEPTEMBER 21 (meeting week)	WEEK 6 SEPTEMBER 28 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Information Literacy <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #4: Information Literacy Database (Due 10/04)</i> 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Visual Literacy <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #5: Advocacy Infographic (Due 10/11)</i>

WEEK 7 OCTOBER 5 (non-meeting week)	WEEK 8 OCTOBER 12 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Media Literacy <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #6: Media Literacy Grid (Due 10/18)</i> 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Trans-Literacy <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #7: Trans-Literacy Lesson (Due 10/25)</i>

WEEK 9 OCTOBER 19 (non-meeting week)	WEEK 10 OCTOBER 26 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Digital Literacy & Citizenship <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #8: Digital Citizenship Podcast (Due 11/01)</i> 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Information Services and Knowledge Management <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #9: Eportfolio (Due 12/14)</i>

WEEK 11 NOVEMBER 2 (meeting week)	WEEK 12 NOVEMBER 9 (non-meeting week)
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Resources for Learning <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #10: OER Repository (due 11/13 for Analysis; 11/15 for Comparison)</i> 	<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Instructional Design Resources <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #11: WebQuest (Due 11/29)</i>

WEEK 13 NOVEMBER 16 (meeting week)	WEEK 14 NOVEMBER 23
<p>Reading: See Learning Guide</p> <p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Incorporating Technology to Meet Learner Needs <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Assignment #12: AT Spreadsheet (Due 12/06)</i> 	<p style="text-align: center;">Thanksgiving Weekend</p>

WEEK 15 NOVEMBER 30 (non-meeting week)
<p>Focus Topic(s):</p> <ul style="list-style-type: none"> • Course wrap-up <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Course Evaluation</i>