

Internet Literacy Class
CSS/LIB 90
Spring 2010

Instructor: Jennifer Lagier Fellguth, Ph.D.
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Office: CAB 101
Orientation: <http://www.hartnell.edu/library/interlit/orientation.htm>
Hours: By appointment

Text Book: *Internet Effectively*, by Tyrone Adams and Sharon Scollard

Course Description:

Online course that examines the organizational structure, resources and uses of the Internet. Includes exploration of visible and invisible Web resources, online research strategies, information competency, Web page design and publishing, ethical use of technology and the Internet, and emerging Internet technologies.

Class web site: <http://www.hartnell.org>

Learning Outcomes:

Upon the conclusion of this course, students will possess the skills to:

1. Explore various Internet resources including email, search directories and search engines, digital libraries, online databases, mailing lists, newsgroups, chat, discussion boards, web pages.
2. Plan and conduct effective online searches to solve information needs.
3. Formulate a variety of search strategies, which will locate information relevant to the research question. Retrieve information using the strategies and evaluate it using a standard set of criteria.
4. Produce a well designed, aesthetically pleasing formal document on a single scholarly subject using accepted word processing techniques.
5. Produce a well-designed representation and analysis of numerical data using standard spreadsheet features.
6. Establish bibliographically correct citations in a standard format.
7. Understand different file formats and their uses on the Internet.
8. Upload and download files from the Internet.
9. Examine and discuss ethical issues arising from Internet connectivity, such as censorship, pornography, creation of information havens and have-nots.
10. Demonstrate a basic knowledge of html coding.
11. Create and publish well-designed, functional web pages containing hypertext links, images, and tables.

Assignments:

You will be responsible for completing and submitting weekly assignments. If you run into problems or are unable to complete assignments on time, it is your responsibility to contact your instructor to negotiate an appropriate time table. **No incompletes will be issued.** It is your responsibility to submit assignments on time or file a course drop slip. **Assignments later than 2 days overdue will not be accepted unless the student has negotiated a new due date based on a reasonable request for accommodation.**

Your semester grade will be based on the number of points you have accumulated throughout the semester. TO EARN A PASSING GRADE IN THIS CLASS, YOU MUST COMPLETE AND SUBMIT ALL ASSIGNMENTS THAT COMPOSE THE ELECTRONIC PORTFOLIO NECESSARY TO DEMONSTRATE MASTERY OF SKILLS REQUIRED BY THE INFORMATION COMPETENCY REQUIREMENTS OF HARTNELL COLLEGE. In addition, you must accumulate enough points to earn a semester grade of at least a C.

Semester Grade scale:

270-300 = A
240-269 = B
210-239 = C
180-209 = D

Plagiarism:

Plagiarism will not be tolerated. Students are expected to complete and submit their own work. Copying or submitting work created by another person is considered cheating and will be treated as a serious offense. Hartnell College has a written policy that describes in great detail what constitutes plagiarism and the penalties associated with submitted plagiarized work. For more information, please consult the student handbook, http://www.hartnell.edu/students/Student_Rights_&_Responsibilities_Handbook.pdf

Attendance:

Regular online participation is essential for success in this class. Students will submit assignments on time and are expected to contribute to all discussions held within the e-College Discussion Forum. Students should expect to spend at least several hours a week reading, working on assignments and participating in discussions. The class is not necessarily harder than a regular class but the time you would normally spend in the classroom, three hours per week, will be spent online. The course is NOT self paced and students should pay careful attention to the schedule.

If you do not want to complete the course you must drop yourself. I will not drop anyone who has participated during the semester. If you do not complete the course and do not drop yourself you will receive an F for this class.

I do not give incompletes for any reason other than emergencies at the end of the semester. Failure to complete the class successfully is not an emergency.

Week	Topics	Reading	Assignment
1/25 – 1/30	Getting Online, History of the Internet	Chapters 1-2	Discussion board posting – 5 points Due Feb. 2
2/1 – 2/6	Using the Internet	Chapters 3-5	Search exercise – 10 points Due Feb. 9
2/8 – 2/13	Using the Internet	Chapters 3-5	Search exercise – 10 points Due Feb. 16
2/16 – 2/20	Evaluating Web Sites	Chapters 3-5	Interactive evaluation quiz and exercise – 10 points Due Feb. 23
2/22 – 2/27	Developing an effective research plan		Create a research proposal – 15 points Due Mar. 2
3/1 – 3/13	Conducting scholarly research		Exploratory research document – 20 points Due Mar. 16
3/15 – 3/20	Bibliographic citation		Create an annotated bibliography – 25 points Due Mar. 23
3/22 – 3/27	Introduction to web page creation	Chapters 6-7	Design and publish web pages – 20 points Due April 6
Spring Break March 29-April 3: No Classes!			
4/5 – 4/10	More web page creation	Chapters 6-7	Design and publish web pages – 20 points Due April 13
4/12 – 4/17	HTML Editors	Chapter 8	Design and publish web pages – 20 points Due April 20
4/19 – 4/24	Internet graphics and multimedia	Chapter 9	Design and publish a table of contents web page – 20 points Due April 27
4/26 – 5/1	Online statistical databases		Create graphs using RAND California database and Excel. Locate information within U.S. Census web site – 25 points Due May 4
5/3– 5/8	Social Networking on the Web	Chapters 10-12	Virtual field trip and reflection discussion board posting – 5 points Due May 11
5/10 – 5/17	Impact of the Internet	Chapter 13	Virtual field trip and reflection discussion board posting – 5 points Due May 18

5/17 – 5/22	The Internet and the Law & Keeping Pace with Innovations	Chapter 14-15	Virtual field trip and reflection discussion board posting – 5 points Due May 25
5/24 – 6/2	Final: Electronic Portfolio		Create an electronic portfolio with links to your research proposal, annotated bibliography and a list of ten online, evaluated resources relating to the topic you chose for your research project – 75 points Final Reflection Discussion Board Posting – 5 points Due June 2

Standards for Quality of Work:

Each assignment posting will be accompanied by a detailed grading rubric that explains what the instructor will be evaluating and what evaluation criteria is used to award points.

4.0 [A] The work (oral and written) is excellent. It shows creative and critical thinking, original responses to the material; strong analytical skills; strong descriptive and bibliographic skills; and the ability to synthesize material. The work draws critical connections between research materials; their historical, cultural, political, social and economic contexts and uses an excellent level of detail to demonstrate knowledge and skills. The work draws on multiple research sources and shows excellent bibliographic, annotation and synthesizing skills. Written and oral work shows logical and clear thought and expression, unity and coherence of analysis and creativity. Excellent spelling, punctuation and grammar are evident. Presentations are professional, original and engaging. Student is always prepared and strongly contributes to the group learning process.

3.0 [B] The work is better than average. There is some original thought and response to the material. The work demonstrates good interpretive, descriptive and synthesizing skills. The work shows the ability to make critical connections between the historical, cultural, political, social and economic contexts. It provides an appropriate level of detail to demonstrate knowledge and skills development. The work draws on multiple research sources and shows good bibliographic, annotation and synthesizing skills. Written and oral work shows logical and clear thought and expression, unity and coherence of analysis and creativity. There are a few spelling, punctuation and grammar errors, but they do not seriously interfere with meaning or reading. Presentations are generally professional and somewhat original. Student is usually prepared and contributes to the group learning process.

2.0 [C] The work is average. It remains at a surface level and is more descriptive than analytical. It does not make use of original thought or response to the material. There is evidence of difficulty in synthesizing material and reflecting critically its context. The work draws on limited (one or two) research sources and is lacking in bibliographic completeness and accuracy. Written and oral presentations lack sufficient content, clarity or accuracy. Sufficient errors in spelling, punctuation and grammar interfere with meaning and reading. Presentation of the work is incomplete, minimal or unclear. The student is sometimes unprepared and often unable to contribute to the group learning process.

1.0 [D] The work is below average. The work lacks organization, thoughtfulness and shows difficulty in understanding the readings and expressing ideas. There is evidence of an inability to interpret the material beyond a minimal description. There is an inability to critically interpret materials and analyze connections between materials. Multiple errors in bibliographic sources, spelling, punctuation and grammar seriously interfere with meaning and reading. The work is not presented with originality or care. The student is frequently unprepared and unable to engage in the group learning process.

0.0 [F] The work is unacceptable or not submitted within established deadlines.

Disabilities and Learning Issues:

Students with disabilities and/or issues which may affect their ability to succeed in this class and which may require special attention or services should contact me during the first week of the semester. Students may also wish to contact the DSP&S Program, 755-6760 (voice and TDD).