

Internet Literacy Class
LIB 90
Fall 2011

Instructor: Jennifer Lagier Fellguth, Ph.D.
Contact Info: jfellguth@hartnell.edu
Telephone: (831) 759-6063
Office: LIBR 210

Orientation: <http://www.hartnell.edu/library/interlit/orientation.htm>

Hours: Office hour, Monday, 4-5 p.m. and by appointment

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

This text should be available at the Hartnell bookstore, and is available online from <http://amazon.com>. There will be at least one copy on reserve at the Hartnell Library.

You also will find direct links to the required readings from this text and other required web links and lectures in the course content.

Course Description:

Examines the organizational structure, resources and uses of the Internet. Includes exploration of visible and invisible Web resources, development of effective online research strategies, demonstration of information competency skills, electronic portfolio construction and publishing, designing information for the World Wide Web, ethical use of information and Internet resources, and exploration of emerging Internet technologies.

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

Learning Outcomes:

Upon satisfactory completion of the course, students will be able 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 an annotated bibliography relating to a single scholarly subject using accepted citation formats.
5. plan and conduct effective searches of online statistical databases, downloading extracted datasets into an Excel spreadsheet for manipulation and graph generation.
6. establish bibliographically correct citations in a standard format.
7. define different file formats and explain their uses on the Internet.
8. upload and download files from the Internet.
9. examine and discuss legal and ethical issues arising from Internet connectivity such as electronic property rights, plagiarism, online security, censorship, pornography, creation of information havens and have-nots.
10. demonstrate a basic knowledge of how to design information for the World Wide Web.
11. create and publish a well-designed, functional electronic portfolio demonstrating mastery of student learning outcomes.

Coursework and Schedule:

This is not a self-paced course. The course will last a full semester. Each week we will cover a different unit related to the Internet. Your work for each lesson includes the following:

- Complete all assigned readings from the textbook, lecture area and required Internet links. (Do this first.)

- Complete any assignments for the week. I must receive these by **SUNDAY midnight** (Pacific Time), including the final project (see below).

If the lessons are released in advance, you may work ahead. There will be a final project. **The final project is required to pass the course.**

The final project is due by MIDNIGHT, SUNDAY, December 11, 2011.

**NO WORK WILL BE ACCEPTED AFTER THIS DATE.
THERE WILL BE NO EXCEPTIONS.**

Class Attendance/Participation:

ATTENDANCE: Even though this class is online, and you are not required to be present physically at a particular time each week, because the class is fast-paced, "attendance" is very important. Attendance will be considered logging on to the class website at least two times a week. If you do not participate in online discussions or log on to the class website for a period of two weeks, you may be dropped from the class.

It is your responsibility to withdraw if you intend to drop the class. The Hartnell catalog's attendance policy will be upheld—except in extreme and unforeseen circumstances.

PARTICIPATION: Online discussions will be required. Points will be deducted if you do not participate. When posting to the discussion board, all postings must contain feedback, comments, suggestions that directly relate to the topic or another student's response to the topic. A response such as "Great job!" is not sufficient. (Why did the student do a great job? Explain this.) In addition, all postings must be written using complete sentences, and correct English grammar and spelling. Postings that are lacking in substance, or riddled with errors may not receive full credit. **PARTICIPATION IS DETERMINED BY CONSISTENT WEEKLY ONLINE ATTENDANCE AND ONLINE DISCUSSION POSTINGS AND RESPONSES. PARTICIPATION IS WORTH TWENTY-FIVE (25) POINTS FOR THE SEMESTER.**

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 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.

Assignment Chart:

Each assignment's grading criteria is posted in the class site. **THERE ARE 600 POSSIBLE POINTS** (including 25 for participation). A copy of the assignment chart is attached and also available on the course site.

Grading:

Numerical scores will be awarded for all assignments, discussion postings, and participation. There is a total of 600 possible points, and there may be occasional opportunities to earn extra credit.

Grading follows a standard scale:

540 - 600 points = A
480 - 539 points = B
420 - 479 points = C
360 - 419 points = D
359 or fewer points = F

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

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 effect their ability to succeed in this class and which may require special attention or services should make themselves known to their instructor before or during the first class session. Students may wish to contact the DSP&S Program, 755-6760 (voice and TDD).