

**Course and number**  
EDMD 7320  
**Course Title**  
Advanced Information  
Sources and Services  
**Semester and Year**  
Fall 2008  
**Department**  
EFLT  
College of Education

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dedicated to the ethical practices and collaboration  
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SYLLABUS**

1. **Course Number:** EDMD 7320/7326
2. **Course Title:** Advanced Information Sources and Services  
**Credit Hours:** 3 semester hours  
**Prerequisite** Department approval  
**Corequisite:**
3. Date Syllabus Prepared: Revised November 3, 2008
4. **Text:** Bopp, Richard E. and Smith, Linda C. *Reference and Information Services, Libraries Unlimited, 2001* and updates online at:  
<http://lu.com/boppsmith/updates.cfm> or newer edition if available.  
Lukenbill, W. Bernard. *Community resources in the school library media center: Concepts and methods.* Libraries Unlimited, 2004.

Current journal articles and other readings (see Schedule of Assignments)

American Association of School Librarians and American Educational Communication and Technology. (1998) *Information Literacy Standards for Student Learning*. Chicago: American Library Association. This can be obtained in one of three ways. If is part of *Information Power: Building Partnerships for Learning*, ALA, 1998. It can also be purchased as a pamphlet, or it be accessed as an electronic book through **NetLibrary**, which is available through AU Library. Just type citation into the Online catalog AUBIECat and follow the link at the bibliographic record.

American Association of School Librarians and American Educational Communication and Technology. *Standards for the 21<sup>st</sup>-Century Learner* . Chicago: American Library Association, 2007. THIS CAN BE OBTAINED IN ONE OF TWO WAYS. It can be purchased as a pamphlet from ALA, or it can be downloaded from ALA as a PDF file at the AASL Web Page:  
<http://www.ala.org/ala/aasl/aaslindex.cfm> This is not a substitute but an extension of *Information Literacy Standards for Student Learning* (see above).

*Literacy Partners: A Principal's Guide to an Effective Library Media Program for the 21<sup>st</sup> Century*. (1999) Alabama State Department of Education. This is downloadable from: <http://www.alsde.edu/html/home.asp> On the Alabama State Dept. of Education homepage click in left hand frame on 'Publications' and select *Literacy Partners* from the drop down menu. You will need the [free] Adobe Acrobat Reader in order to read this PDF document. Adobe Acrobat Reader can be downloaded from AU Install. Go to AU homepage; Students; AU Install; Web Browsers and Plug-ins; Select Adobe Acrobat Reader

Recommended texts:

Chelton, Mary K. & Cool, Colleen (Eds.).(2004). *Youth information-seeking*

*behavior: Theories, models, and issues.* Lanham, MD: Scarecrow Press.

Davidson, Susanna & Yankee, Evelyn. (2004). *Web site Design with the patron in mind: A step-by-step guide for libraries.* Chicago: American Library Association.

Durrance, Joan & Pettigrew, Karen E. C. (2002) *Online community information: Creating a nexus at your library.* Chicago: American Library Association.

Hirko, Buff & Ross, Mary Bucher. (2004). *Virtual reference training: The complete guide to providing anytime anywhere answers.* Chicago: American Library Association.

Estabrook, Leigh & Rainie, Lee. (2007, Dec. 10). *Information searches that solve problems: How people use the internet, libraries, and government agencies when they need help.* Washington, DC: Pew Internet and American Life Project; University of Illinois-Urbana Champaign. Retrieved on Aug. 8, 2008 from [http://www.pewinternet.org/pdfs/Pew\\_UI\\_LibrariesReport.pdf](http://www.pewinternet.org/pdfs/Pew_UI_LibrariesReport.pdf)

Kuhlthau, Carol C. (1996) "The process of learning from information. The information age school library" Ch 8 in *The virtual school library: Gateway to the information superhighway.* Englewood, Col.: Libraries Unlimited. pp. 95-104.

Kupersmith, J. (2002) *Library terms that students understand* Retrieved November 3, 2008 from <http://www.jkup.net/terms.html>

Lanning, Scott and Bryner, John. (2004). *Essential reference services for today's school media specialist.* Westport, CT: Libraries Unlimited.  
I might keep this on hand for library aids. It is concise and deals with all the aspects of reference services.

Lyons, Charles. (2005, March 5). The Library: A distinct local voice? *First Monday, Peer-Reviewed Journal on the Internet*, 12(3).  
[www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544](http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544)  
4 If you go into Archives at this page you can pull up the volume and issue and this article is free full-text.

Notess, Greg R. (2006). *Teaching Web searching skills: Techniques and strategies of top trainers.* Medford, NJ: Information Today. Notess is the pre-eminent librarian search-engine expert. He has his own web site for the latest reviews of search engines, Search Engine Showdown:  
<http://searchengineshowdown.com/>

Rainer, Lee. (2007, June). *Web 2 and what it means to libraries.* Power Point presentation. Washington, DC: Pew Internet and American Life Project. Retrieved on Aug. 8, 2008 from [http://www.pewinternet.org/PPF/r/94/presentation\\_display.asp](http://www.pewinternet.org/PPF/r/94/presentation_display.asp)

*\*Recommended reference books for small and medium-sized libraries and media centers.* (2008). Hysell, Shannon G. (Ed.). Westport, CT: Libraries Unlimited \$70.

This resource is based on the American Reference Books Annual 2008 and includes reviews of 530 print, CD-ROM and web based reference works. BUY THIS FOR YOUR MEDIA CENTER, AS IT IS NEW AND IS ALREADY AVAILABLE ON AMAZON AS A USED BOOK.

*\*Reference sources for small and medium-sized libraries.* (2008) 7<sup>th</sup> ed. J. Gorman (Ed.). American Library Association. \$80.00. This is an essential resource for collection development that is updated on an irregular basis. (The 6<sup>th</sup> edition came out in 1999 and is available on NetLibrary through AUBIECat). This edition deals with internet sources. THIS IS THE YEAR TO BUY THIS FOR YOUR MEDIA CENTER AS IT IS BRAND NEW.

Riedling, Ann Marlow. (2007) *An educator's guide to information literacy: What every high school senior needs to know.* Westport, CT: Libraries Unlimited.

Ross, Todd J. Kuhlthau, Carol C. (2003). *Student learning through Ohio School Libraries.* Researchers: Background, Methodology, and Report of Findings. Ohio Educational Library Media Association (OELMA). Retrieved on August 8, 2008 from <http://www.oelma.org/StudentLearning/SLFindings.asp> (select "Results of the Findings")

Shaw, Maura. (2007). *Mastering online research: A comprehensive guide to effective and efficient search strategies.* Cincinnati, OH: Writer's Digest Books. If the word 'delightful' can be applied to any book about online searching, this is it. The author, an editor for *Encyclopedia Americana* introduces readers to topics ranging from understanding URLs, basic and advanced searching, accessing special areas such as the news, medical and other subjects, and various formats.

Valenza, Joyce Kasman. (2003). *Power research tools learning activities and posters.* Chicago, IL: American Library Association.

Valenza, Joyce Kasman. (2007). *Discovering a descriptive taxonomy of attributes of exemplary school library Websites.* Unpublished doctoral dissertation, University of North Texas, Dallas Fort Worth.

Wilson, Patricia J. & Kimzey, Ann C. *Happenings: Developing successful programs for school libraries.* Littleton, CO: Libraries Unlimited.

#### 5. Course Description:

Explores electronic databases, advanced searching techniques, information representation, and the role of the media specialist in networking, and creating electronic information sources.

#### 6. Course Objectives:

Upon completion of this course, students will be able to:

1. Define the school's community of learners
2. Identify the information needs of the community of learners
3. Define the current and future roles of the media specialist as information

- specialist as information provider; teacher; and instructional partner
5. Identify and distinguish between various types of electronic information sources
  6. Evaluate electronic databases
  7. Identify and use electronic networks: collection development; information gathering; dissemination; and social networking
  8. Identify and evaluate information vendors
  9. Conduct workshop on one specific information tool
  10. Conduct advanced searching techniques of electronic databases and the Internet
  11. Discuss issues of information retrieval for precision vs. breadth
  12. Create a thesaurus and a name authority file for a bibliographic or curricular materials database
  13. Create an electronic information center and community referral file

7. Course Content:

Week Content	Readings
<p><b>Week 1</b>  <b>Course Introduction</b>            Who are the members of the community of learners?            Informational needs of the community of learners - conducting surveys, interviews, questionnaires and other data gathering techniques</p>	<p><i>Information Power</i> (1998) Ch. 7 pp. 122-123 (See in Blackboard—Articles—Community of Learners Definitions)</p> <p>Community of Learners – Definitions in Educational Leadership (See in Blackboard—Articles—Community of Learners Definitions)</p> <p>Mindy Whipple (2007). Community analysis needs ethnography: an example from Romania. <i>Library Review</i> 56(8): 694-706. (Scan for next week, focusing on purpose of study, definition of community, and methodology.)</p> <p>OELMA Research Study Summary and the Report of the Findings (at <a href="http://www.oelma.org/studentlearning/">http://www.oelma.org/studentlearning/</a> OR on Blackboard—Articles—Information User Studies). (Scan for next week, focusing on purpose of study, definition of community, and methodology. )</p> <p>PEW Internet and American Life – How People Use Information... (at <a href="http://www.pewinternet.org/PPF/r/231/report_display.asp">http://www.pewinternet.org/PPF/r/231/report_display.asp</a> Blackboard—Articles—Information User Studies) (Scan for next week, focusing on purpose of study, definition of community, and methodology.)</p>
<p><b>Week 2</b>  <b>The Role of the Media Specialist in the Electronic Information Age</b>            Media specialist as information provider - communicating information to members of the community of learners</p>	<p>Bopp &amp; Smith Ch. 11 Update on Libraries Unlimited page: <a href="http://lu.com/boppsmith/updates.cfm">http://lu.com/boppsmith/updates.cfm</a></p> <p>and Houghton, Sara. (2005, Jan/Feb). Virtual Reference @ Your Library. <i>Knowledge Quest on the Web</i> 33. 3p.</p>

<p>Information explosion and the media specialist as educator for intellectual access Current issues in information services</p>	<p><a href="http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqarchives/v33/333librarymedia.cfm">http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqarchives/v33/333librarymedia.cfm</a> This brief article brings the issues home to school libraries, giving suggestions for a manageable virtual reference service.</p>
<p><b>Week 3</b> <b>Advanced Searching Techniques of Electronic Databases (Week 3)</b> Command versus menu systems Advanced Boolean search techniques Evaluating and modifying searches</p>	<p>Bopp &amp; Smith Chapter 5 Electronic Resources for Reference</p>
<p><b>Week 4</b> <b>Advanced Searching Techniques on the Internet (Week 4)</b> Exploring and comparing search engines Exploring search statements using different search engines Evaluating search results and modifying searches</p>	<p>Bopp &amp; Smith Ch. 6 Understanding Electronic Information Systems pp. 126-136; 142-1-45; online update from publisher for chapter 6 <a href="http://lu.com/boppsmith/updates.cfm">http://lu.com/boppsmith/updates.cfm</a></p> <p>Examine Greg Notess’s Search Engine Showdown and read 3 search engine reviews. <a href="http://searchengineshowdown.com/">http://searchengineshowdown.com/</a></p>
<p><b>Week 5</b> <b>Measures of Retrieval Success</b> Breadth vs. precision Utility as a measure Statistical methods of defining retrieval success</p>	<p>UC Berkeley web site on the topic of Meta-search Engines – definitions and evaluations. <a href="http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html">http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/MetaSearch.html</a> In particular, follow up the link to Rita Vine’s “Some Cautionary Notes on Vivisimo” (which is the original name of Clusty). Vine’s article is 4 years old. Things may have changed since then. Even the databases searched by Clusty have changed.</p>
<p><b>Week 6</b> <b>Selection Criteria for the Electronic Information Center</b> Developing selection criteria for electronic databases Developing selection criteria for Internet information sources Copyright issues and electronic databases</p>	<p>No readings assigned.</p>
<p><b>Week 7</b> <b>Media Specialist as Teacher</b></p>	<p>Request a trial subscription to NoodleTools <a href="http://www.noodletools.com/index.php">http://www.noodletools.com/index.php</a> , designed by school library media educator and editor of <i>Knowledge Quest</i> Debbie Abilock, with teachers, students, and parents in mind. Read their “About Us” and other relevant descriptions of their “for fee and for free” services.</p>
<p><b>Week 8</b> <b>The Electronic Information Center</b> Creating the electronic information</p>	<p>Audrey Church. (2006, Nov/Dec). Your library goes virtual: Promoting reading and supporting research. <i>Library Media Connection</i>, 10-13. (See Blackboard – Articles)</p>

<p>center - definition Exploring electronic information centers Evaluating electronic information centers</p>	<p>Joyce Valenza's dissertation <u><a href="#">Discovering a Descriptive Taxonomy of Attributes of Exemplary School Library Websites in Blackboard under Articles</a></u> (see Introduction,; Methodology p. 45-50; Appendices E and F – identify relevant categories)</p>
<p><b>Week 9</b> <b>The Electronic Information Center</b> (continued) Planning the organizational structure Creating the interface for the electronic information center Creating the electronic information center in Wikispaces or other easy-to-manipulate Web-based software.</p>	<p>Valenza, Scan Literature Review Chapter (Ch. 2) and Results chapters (Ch. 4); Look closely at Tables 5, 6, 7, 8, and pp.85-88 (Navigation and Organization);91-92 (Aesthetic Qualities); 92-95 (Interactive elements);96-99 (Freshness)and Table 10.</p>
<p><b>Week 10</b> <b>Creating Informational Databases - Definitions and Issues Relating to Purpose of Database</b> Definitions, issues and problems Identifying scope Identifying retrieval fields</p>	<p>Read article online by John Kupersmith <i>Library Terms that Students Understand</i> at <a href="http://www.jkup.net/terms.html">http://www.jkup.net/terms.html</a> to help you with terminology to use on your web page.</p>
<p><b>Week 11</b> <b>Creating Informational Databases - Name Authorities and Thesauri</b> Purpose and methods of creating name authority files Purpose of methods of creating thesauri Exploring rules for thesaurus building</p>	<p>Examine ERIC Thesaurus for possible subject terms</p>
<p><b>Week 12</b> <b>Students Build an Electronic Vertical File or Community Referral File for a Specific Curricular or Career/health/psychological Counseling Need to be selected by student</b> Identify purpose and audience for file based on curricular requirements or known community information needs Identify scope of file (content, dates covered, material excluded) Define fields, categories, and subcategories of information to be identified and recorded for retrieval purposes</p>	<p>Read Charles Lyons. (2005, March 5). The Library: A distinct local voice? <i>First Monday, Peer-Reviewed Journal on the Internet</i>, 12(3). <a href="http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544">www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/CArticle/1629/1544</a> If you go into Archives at this page you can pull up the volume and issue and this article is free full-text.</p> <p>Read Bernard Lukenbill, <i>Community resources in the school library media center: Concepts and methods</i>. Ch. 2 Curric &amp; Community Resources; Ch3 Selection &amp; Management;</p>
<p><b>Week 13</b> <b>Building name authority files and</b></p>	<p>Lukenbill Ch. 5 Organizing the Collection; Ch. 6 Models &amp; Issues</p>

<b>thesauri for the database</b> Create name authority file Create a thesaurus for the database showing relationships between concepts and terms Begin building the database	
<b>Week 14</b> <b>Complete Electronic Vertical File or Community Referral file</b>	No new readings
<b>Week 15</b> <b>Student Presentations of Community Referral Files</b>	

8. Course Requirements:

- A. Attend and participate in all class discussions and exercises. If class meets synchronously, attend each session;
- B. Read all required readings and be ready to discuss (using chat, Live Classroom or discussion board)
- C. Brief paper on information needs and uses studies based on articles and reports
- D. Evaluations of 3 electronic databases
- E. Evaluations of 3 Internet information sources
- F. Evaluation of 3 school library web pages identifying their purpose and effectiveness as an information center
- G. Create web page as information center for a K-12 school. This assignment consists of 2 components: planning for the Web page; actual Web page
- H. Create a small database (30 entries) using a database package or a spread-sheet package, for a specified subject (curriculum related vertical file or a counseling referral file or other file to be identified by student). The following components must be included:
  - Planning document which includes the following: needs assessment results; purpose of database; criteria for selection and plans for acquisitions; plans for organization of files/database
  - Searchable fields and subfields;
  - Prototype name authority file;
  - Prototype thesaurus

9. Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Participation/Readings and discussions	20%
Evaluations of 3 electronic databases	5%
Evaluations of 3 Internet information sources	5%
Evaluation of 3 school library web pages	5%
Paper on media information needs user studies	10%
School library Web page created by student (Plans 10 pts; Web pg 15 pts)	25%
Database (30 entries) for a specified subject. (Plans 10 pts; Database 20 pts)	30%
Plans: Written statement of purpose, scope, searchable fields and subfields	
Database: 30 entries; Prototype name authority file; Prototype thesaurus	

Any assignment presented or turned in late will be penalized 5% for each class period that it is late.

The following grading scale will be used:

90-100%=A; 80-89.9%=B; 70-79.9%=C; 60-69.9%=D; Below 60%=F

### **Participation/Readings and discussion (20 pts)**

Participation in weekly discussions, using a synchronous discussion format such as Horizon Wimba Live Classroom, based on readings, evaluations of databases, search engines, school library web pages, as well as assigned projects, is essential for this course. Attendance in class or by distance each week, therefore, is required. Participation grading will be based on:

Attendance You are expected to attend each class, and to be on time. Should you be unable to attend class and you have a valid excuse, you are responsible for making arrangements to complete the week's responsibilities, including viewing archived class session in Horizon Wimba Live Classroom. Each unexcused absence or lateness (within a margin of 10 minutes) will result in a deduction of 2 points from your final grade)

Readings and Class Preparation: You must complete the assigned readings prior to each class meeting. Respond to questions regarding readings as posted in Discussion Board in Blackboard or in Assignment Drop Box, and be ready to discuss these in class.

### **Evaluating 3 For Fee Databases (5 pts each)**

1. Evaluate 3 professional databases (i.e. databases that index articles and other resources for teachers and librarians) using criteria in Evaluation Criteria Forms (See Blackboard – Syllabus and Assignments – Evaluation Forms. Choose the Periodical Indexes/Abstracts—Computer Database Evaluations).
2. You may alter the form to be more readable and to provide additional criteria that you feel would be useful in evaluating databases.
3. Use the reporting Format for Comparative Evaluations in Blackboard—Syllabus and Assignments—Evaluation Forms Folder AND keep and post a Search Log of your search processes. See Search Log form in Blackboard—Syllabus and Assignments—Evaluation Forms Folder
4. **SUBMIT IN ASSIGNMENTS DROP BOX –distance students**

### **Paper on media information needs user studies (10 pts)**

Compare 4 reports of user studies/ information behavior studies (See papers assigned in Week 1 Readings and an additional research paper). Begin by analyzing each for the studies, addressing the following:

What was the purpose of the study? What was the justification for conducting the study?

1. Who were the subjects of the studies? Describe the location and extent of the location (whole state, one school district, the Internet users? Explain how and why these people were selected.

2. How many people were interviewed or otherwise included in the study?  
Express as N=
3. How representative were these people of the target population of the study?
4. How did the researchers ensure that the people in the study were representative?
5. Describe the method of data collection.
  - a. Describe survey instruments, interview protocols (i.e. instruction for interviewer),
  - b. Describe other directions that researchers followed to gather their data.
6. How did the researchers ensure that their instruments of data collection were valid? (i.e. that they asked the right questions for obtaining the answers that would support the study's purpose)
7. How did the researchers ensure that their instruments of data collection were reliable? (i.e. that respondents understood each question the way the researcher meant them to be understood across subjects, and over time). The reports may not explicitly state this, but look to see if they dealt with questions of validity and reliability.
8. What biases if any did you find in these instruments?
9. How generalizable are the findings from each of these studies?
10. What conclusions can you draw from each of these studies individually

Setting up your paper:

Describe each study on a separate page as per guidelines above, starting with full bibliographic information.

In a final paragraph, synthesize what you have learned from these studies, collectively, about information use, information needs, and libraries, including where children turn for answers to different types of information needs.

**School Library Web page created by student (Plans 10 pts; Web pg 15 pts, Total 25 pts)**

Objective: To develop an 'ideal' school library media center website for your school, based on research regarding those elements of a school library web site that make it exemplary in terms of fulfilling the functions of a school library in the four areas specified in *Information Power* (1998) and *Standards for 21<sup>st</sup> Century Learners* (2007 and subsequent revisions).

1. Information access and Delivery
2. Learning and Teaching
3. Books and Reading
4. Program Administration

The web site needs to reflect its purpose. It should be inviting; well designed to aid students with navigating the site; accessible, and interactive.

Step 1. After having read relevant portions of Joyce Valenza's dissertation *Discovering a Descriptive Taxonomy of Attributes of Exemplary School Library Websites*, University of North Texas, 2007, ,(See readings Week 8) and after having evaluated three exemplary web sites using a template based on Valenza's evaluative criteria of Features and Characteristics of exemplary web sites, evaluate your own school library's web site for areas of strengths and weaknesses. **Submit a 2 page plan to Blackboard Assignments**

### **Planning the School Library Web Site (10 pts)**

Use “Core Features and Characteristics” based on Valenza’s Tables 5, 6, 7 and description of characteristics (pp. 67-68;77-78;79; 84; 85-99) for planning.

Student Designed Web Sites should evince the following, based on identified plans: completeness: 17-20 features; annotated links; plans for instruction that are closely tied to curriculum; evidence of collaboration with teachers and students; navigability; aesthetic qualities; interactivity (see **Rubric for Student Designed Web Sites in Blackboard Assignments**)

### **Database (30 entries) for a specified subject Group Project. (Plans 10 pts; Database 20 pts)**

Before beginning this project read Lukenbill, ch. 2, 3, 5. Since this is a group project you will need to communicate with each other. You may use Blackboard’s Discussion Board for planning

Community Information Files - Planning

- 1) Complete a needs assessment for a community Information File
- 2) Decide on the purpose for the community information file using the typology described in Lukenbill. If curriculum related, identify topics/projects that you share as a group.
- 3) Decide how you will select and acquire Community Information
- 4) Plan for the organization of Community Information Files/Resources Directory – i.e. descriptors and name authority file

Database of Community Information. Create a database of 30 items based on the plans for the Community Information. Use a spreadsheet for creating the entries and **upload them to Wikispaces for group manipulation**. Identify purpose of community information resources directory; categories of entries; subject authority; and name authority for further entries. (See Rubric for Database of Community Information Files).

### 10. Class Policy Statement

**Attendance:** See attendance policy under **Participation/Readings and Discussion**

**Accommodations:** The Disability Accommodation Statement for faculty to include on their syllabi should be updated to the statement below, according to Sarah Colby Weaver, new director of the Program for Students with Disabilities. The statement is: "Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."

**Honesty Code:** The University Academic Honesty code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**Definition of plagiarism:** Any use of other people’s words, unless properly credited. All direct quotes must be in quotation marks and must include page number in the citation. Ideas must also be credited but do not need page numbers and direct quotes. However, avoid slight

word changes, as these would be considered direct quotes. In this course the citation format is the American Psychological Association (APA) format.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality