
ACCORDING TO THE AMERICAN LIBRARY ASSOCIATION,

... is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills ... **Increasingly, information technology skills are interwoven with, and support, information literacy.**

A FULL INFORMATION LITERACY CURRICULUM WOULD INCLUDE:

- **Tool literacy** - The ability to use print and electronic resources including software
- **Resource literacy** - The ability to understand the form, format, location and access methods of information resources
- **Social-structural literacy** - Knowledge of how information is socially situated and produced. It includes understanding the scholarly publishing process
- **Research literacy** - The ability to understand and use information technology tools to carry our research including discipline-related software
- **Publishing literacy** - The ability to produce a text or multimedia report of the results of research

IN SILS,

INLS200 focuses on concepts and techniques for finding and evaluating information, while INLS261 will focus on concepts and the tools needed to communicate your information to users.

We will start from the baseline of the former North Carolina high school computer skills requirement and build from there. [North Carolina ended that requirement in 2009 and replaced it with new standards.] To that end, in INLS261 we will explore some basic concepts related to how standards connect computers using various versions of software and hardware. We will spend quite a bit of time gaining practical experience with several Internet tools and resources.

We will also introduce concepts and practice skills germane to effective use of the power built into word processing, spreadsheet, relational database management, and presentation graphics software. Although we may use either the Open Office or the Microsoft Office 2013 suites of applications for many tasks, the basic concepts should provide you with skills that will enable you to be comfortable with other similar packages, spreadsheet, relational database management, and presentation graphics software.

SOME OF OUR GOALS FOR THE SEMESTER INCLUDE:

1. Ability to use the Internet effectively
 - 1.1. become familiar with the Internet and its basic tools
 - 1.2. be able to use some basic command-line instructions (using either UNIX or LINUX, or both) and to understand the file transfer protocol
 - 1.3. become conversant with Open Source - some of its applications, its promise and its limitations
2. Ability to create useful Web content
 - 2.1. understand the basic tools underlying the web
 - 2.2. be able to create web pages by using basic HTML, basic CSS, and using HTML editors
3. Ability to effectively format written documents
 - 3.1. understand the underlying power of markup languages in document creation software programs
 - 3.2. be able to format documents for publication
4. Ability to use spreadsheets
 - 4.1. understand the vector power of functions in spreadsheet applications
 - 4.2. be able to format spreadsheets for professional usages
5. Learn the basics of a common relational database management system

- 5.1. understand the power of related tables and the way to create new tables through queries
- 5.2. be able to work with MSAccess on a fundamental level
- 6. Ability to design and produce effective visual presentations
 - 6.1. understand the power of visual language and design
 - 6.2. be able to design and deliver effective audio/visual presentations

ALL WORK DONE IN INLS261 WILL BE DONE ON COMPUTERS...

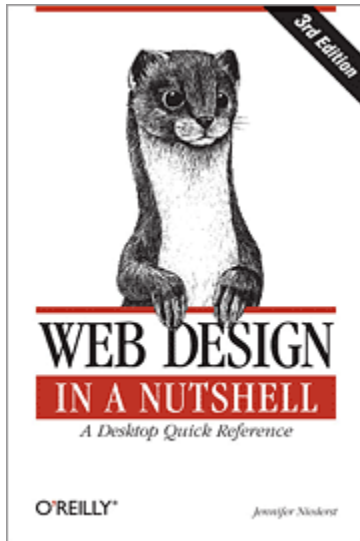
... either on your personal laptop or on the desktop units in the SILS lab; there will be no paper products generated in this class and there is no printing requirement.

READINGS

Most of the readings for this course will be available online, but there is one highly recommended text, *WEB DESIGN IN A NUTSHELL*, 3rd Edition, which should be available at Student Stores.

it is useful not only for the topics we will be covering in class, but also as a reference tool for future thinking about web applications. **Be sure to get the 3rd Edition.**

To quote the publisher's web site:



Our popular reference, *WEB DESIGN IN A NUTSHELL*, has been completely rewritten and expanded to reflect the state of the art in web standards. In addition to being an authoritative reference for (X)HTML and Cascading Style Sheets, this book also provides an overview of the unique requirements of designing for the Web and gets to the nitty gritty of JavaScript and DOM Scripting, web graphics optimization, and multimedia production. It is an indispensable tool for web designers and developers of all levels.

OTHER ONLINE READINGS

We will use other [Safari Books Online](#) for readings on [document markup](#), [spreadsheets](#), [relational databases](#), and [presentations](#).

CLASSES

LECTURES

Class sessions have online lecture notes (which will include links to supplementary readings). The notes will also include lab exercises that may either be required or recommended (pay attention to which is which), links to other related sources of information on the topic under consideration, and required readings for the subsequent session.

- session notes will be posted prior to each class and you would do well to look over the links prior to coming to class
- if there is something that you should read prior to class, it will be included on the session notes for the session prior to the class you will be preparing for

DAILY PLAN

1. First 5 to 10 minutes - something interesting that a class member wants to share with all of us
2. Next 60 to 70 minutes- lecture (mostly), examples (a lot), and discussion (some)
 - a. some lecture notes will be very detailed and loaded with images
 - b. some lecture notes will be spare and loaded with hyperlinks
 - i. recognize that links may change over time
3. When possible, we will try to keep the last 10-15 minutes of class time available for individual work, though whether we are able to do that depends on how the first part of the class goes.

Refer to the lecture notes either to prepare for what you are going to learn or to review what you have learned.

See the class schedule for links to lecture notes.

LAB INFO

You will need to bring your laptops with you to each class, unless the class is held in the SILS Computer Lab. If the class is in the lab, you may use the computers and software in the SILS Computer Lab to do your work. During the semester, one can usually find a computer available in the lab. However, Manning 117 (the lab classroom) is often unavailable due to classes or special events being held there. Look at the schedule to see what classes are being taught in the lab classroom. Also check the lab classroom schedule posted by the classroom door because the classroom is sometimes reserved for special events.

REMOTE DESKTOP ASSISTANCE

The Virtual Computing Lab (VCL) is a technology resource available to SILS students. VCL provides access to a virtual computer environment that can be used to access software without having to install it on your own computer. Operating systems are stored on images in an image library, and are loaded onto a server when a session is initiated. You can transfer files back and forth between your computer and the disk image you are accessing to save your work or continue work in progress.

EVALUATION

This will be a performance-oriented class and your grade will be determined by the proficiency you show on six tasks. Though they are graded evaluations, they are also good learning experiences that can be fun to do.

- pay attention to the due dates
- tasks should be turned in by the end of the day they are due
- deadlines are listed for your time management purposes
- you may turn in a task early or on time
- the only exception is the final task which must be turned on time because this task takes the place of a final exam

If circumstances render you unable to turn in a task on time, you may negotiate a new, later, delivery date with me. If you negotiate a new delivery date and meet it, you will suffer no negative consequences. If you do not negotiate a new delivery date with me, or if you miss your negotiated date, you will lose a percentage of the timeliness points for that task for each day late. You can calculate how much lateness will cost you. You always have the opportunity to discuss any circumstances that conspire to hinder your ability to turn in an assignment on time. If you finish a task early and wish to have me look it over for completeness, I will do so and provide you feedback so that you may alter things if necessary. Of course, I can only do this if you provide it to me early enough and if I have the time available in my schedule. If you finish a task on time or late, I will grade what I receive.

THIS CLASS HAS NEITHER A MID-TERM NOR A FINAL EXAMINATION

Grades are based on class participation and the completion of six tasks. Each task will focus on a specific topic, but each succeeding task will build on the skills learned in the ones which come prior to it. All tasks will be released for view at least one class session prior to their due dates.

Task 1 (worth 10% of the total grade) will be broken up into several mini-tasks as you set up your web environment for this class. You will accomplish task 1 by sending me emails giving me the response to the mini-tasks.

Task 2 (25% of the total grade) will be the URL of a web site you will construct and publish.

Tasks 3-6 (tasks 3, 4, & 5 are each worth 15% of the total grade, task 6 is 10% of the total grade) will be products you will post on your web site and you will send me the URL of the location where I can download it from your web site.

Your active participation in class activities will count for 10 percent of your total grade. Your active involvement in enhancing the learning environment for your fellow students will earn you full credit - doing nothing will earn you nothing, it's up to you. Active involvement includes asking questions about topics in such a way that your question and the answer also help your fellow classmates. Active involvement includes posting comments to the class blog. You don't have to do this each day, but you will have to post a note about starters you present on the blog. And you will surely have something to say about one or more of the other starters presented to you daily.

There is no doubt that everyone in the class will be an expert in at least one area and active involvement also includes offering to display your skills in an area related to the topic under discussion so that we may all learn from and with you.

Active involvement also includes asking questions through use of the class listserv or class blog. I will respond directly to each question asked. Also, if I think the rest of the class can benefit from the question and answer, I will reformat the question to preserve the anonymity of the asker and send both question and response to the list, so that everyone can benefit.

Be active and involved, but remember: quality of input far outweighs quantity. During class, you will want to respect your fellow students by not taking class time to play computer games or to read and send personal e-mail as this is an area where points can be lost. Attendance is a key indicator of your participation. It is very important that you do not miss classes, but if you do miss classes, you would be wise to talk to me about it, either before or after the session you miss.

The amount of points credited to Value Added to Class is a subjective judgment and I will be making the subjective call.

I will create a posting on the class blog when I have finished grading a task. When you read that posting, you can go to a link on our class website to download your grade sheets. There is a userid and password associated with your directory and we will discuss them in class.

GRADING

The table below shows the standard for grading used in this class.

To be explicit, when averaging grades for the semester, we will round off to two decimal places. The resultant number must equal the lower number in a grade range to reach the minimum necessary to get that letter grade. A 94.99 is an A-/P, a 95.00 is an A/H, for example

In your gradesheets, you will find a formula similar to the one in this table.

INLS261	Formula	Points	Formula	INLS461
A	IF(I2>=95,"A"	95-100	IF(I2>=95,"H",	H
A-	IF(I2>=92,"A-",	92-94		P
B+	IF(I2>=87,"B+",	87-91		P
B	IF(I2>=83,"B",	83-86		P
B-	IF(I2>=80,"B-",	80-82	IF(I2>=80,"P",	P
C+	IF(I2>=77,"C+",	77-79		L
C	IF(I2>=73,"C",	73-76		L
C-	IF(I2>=70,"C-",	70-72		L
D+	IF(I2>=67,"D+",	67-69		L
D	IF(I2>=60,"D",	60-66	IF(I2>=60,"L",	L
F	"F")))))))))))	less than 60	"F"))))	F

HONOR CODE

Faculty and students at the University of North Carolina at Chapel Hill adhere to their Code of Student Conduct. Accordingly, you all should recognize that most software applications available in the computer lab are copyrighted and cannot be copied.

We can learn much from each other and we will do that. I expect each of you to help each other.

We'll discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

THE CODE OF STUDENT CONDUCT

Honor Code

It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

Campus Code

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

WHAT IT MEANS TO US

The system rests on several central tenets:

- the university community, including faculty and students, share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others
- these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared
- both students and faculty must play active roles in fostering a culture in which honor is prized and acting to remedy violations of community norms relating to academic misconduct, injuries to members of the University community, and conduct that adversely affect University operations and resources

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution.

- your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for the most significant Carolina tradition
- your reward is in the practice of these principles

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code.

- you are encouraged to work together with your fellow students and to share knowledge and learning
- however, academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work

COMMITMENT TO DIVERSITY AND NON-DISCRIMINATION

UNC EQUAL EDUCATIONAL OPPORTUNITY STATEMENT

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, age, national origin, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. The Equal Opportunity/ADA Office (100 E. Franklin Street., Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

WE EMBRACE DIVERSITY AT SILS

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- integrate diversity into the curriculum and research;
- foster a mutually respectful intellectual environment in which diverse opinions are valued;
- recruit traditionally underrepresented groups of students, faculty and staff; and
- participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

MY PERSONAL COMMITMENT

In addition, Professor Brennan is a Safe Zone Ally. The Safe Zone program is a symbol of this University's commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.



Some useful links:

[UNC Non-discrimination policies](#)

[UNC LGBTQ Center](#)

[Report harassment](#)

The desired outcome for the Safe Zone program is ultimately to make the University community a safer and more supportive place for people of all sexual orientations, gender identities, and gender expressions. Safe Zone ally trainings are open to faculty, staff, and students and are held throughout the year. Allies receive a Safe Zone sign to display in their offices and living space.