Time and Place
Completely online, over 14 weeks from September 8 to December 16, 2015, with three or four optional class meetings to be scheduled at Palmer’s Manhattan Campus at Bobst Library/NYU and at C.W. Post.

All lessons in this online course will be delivered asynchronously via Blackboard. Lessons and modules are broken down into 14 weeks, one module per week. Weekly modules will begin on Monday (except for the first week of class, which begins on Tuesday, September 8) and will end on the following Sunday, 11:59 p.m. Eastern Standard Time. **Students should complete all assignments for each weekly module by Sunday (unless otherwise noted on Blackboard) if they expect to receive full credit; late written exercises and discussion board posts will be accepted but will not receive full credit.**

Instructor Contact Information
Bobst Library, NYU, Suite 707, 70 Washington Square South, New York, N.Y. 10012; tel. 212-998-2681 (office), email fernando.pena@liu.edu. You may also contact me on my personal mobile phone if necessary (646-721-7680). Emails or texts are always preferable to phone calls.

Instructor Office Hours
Tuesdays 2-4 p.m. and Wednesdays 2-4 p.m. and preferably by appointment, in my office in the Palmer suite at NYU’s Bobst Library (7th floor). Also available on other days and times, and by appointment.

Course Description
This course is meant as an introduction to the principles of knowledge organization in a library and information center setting. It emphasizes understanding the function of catalogs of all kinds, indexes, bibliographies and Web browsers, and acquiring the ability to use and interpret these tools effectively. Students will be introduced to bibliographic utilities, online catalogs and indexes, the World Wide Web as a knowledge organization tool, the principles of metadata, and various current standards for organizing knowledge and information, including Dublin Core, MARC formats, Anglo-American Cataloguing Rules (AACR2), Resource Description and Access (RDA), Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, and Library of Congress Classification.

Course Learning Objectives
At the end of this course, students will be able to—

- Explain basic concepts and principles of knowledge organization in library and information center settings, including authority control, subject analysis, bibliographical description, and classification.
- Discuss the history and current practice of descriptive cataloging, subject cataloging, and classification, and the role that these methods play in information organization and retrieval today.
- Describe current and emerging metadata standards for organizing and describing books, audio-visual materials, born-digital materials, and other items that libraries collect and make available,
including Dublin Core, MODS, MARCXML, Linked Data, Resource Description Framework (RDF), and the Semantic Web.

- Utilize current professional standards and guidelines for cataloging and classification, including AACR2, RDA, ISBD, MARC21, Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), Library of Congress Subject Headings (LCSH), and Sears Subject Headings.

Palmer School Learning Goals
This course, which focuses on knowledge and information organization in traditional library and information center settings, addresses Palmer School learning goal 2 (“Utilize a broad range of approaches, systems, and technologies to manage and deliver information”) and all of its subsidiary student learning objectives (SLOs):

- a. use professional standards to manage and deliver information resources in a variety of formats;
- b. use systems for organizing and structuring information and knowledge;
- c. search, retrieve and synthesize information from a variety of systems and sources; and
- d. evaluate information systems and technologies.

Information Systems and Technology
Students in this course will also become familiar and gain a hands-on working knowledge with the following current library information systems:

- OCLC Connexion
- Classification Web
- WebDewey
- Classify [OCLC experimental web service]

Required Textbook and Course Readings

Most of the other class reading are available freely online or will be made available on Blackboard.

Assignments and Final Grade
Students will be required to complete weekly discussion board posts as well as eight written exercises designed to help them develop and apply knowledge and skills relevant to the organization of knowledge and information (see table on next page for assignment details).

Students will also complete a short final paper (4-6 pages) evaluating two or three web-based library catalogs or information retrieval systems and make an in-class presentation on their findings. For full credit, all assignments, including discussion board posts, must be submitted by end of each weekly module on Sunday at 11:59 p.m. (unless otherwise noted on Blackboard). Assignments and class participation are weighed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight written exercises (5% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Class participation in 12 online discussion boards (3-4% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Information retrieval system comparison paper</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Assignment Description</td>
<td>Points Allocated</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>12 Discussion Boards Questions and Posts (3-4 points each)</strong></td>
<td>40 points</td>
</tr>
<tr>
<td>Various topics (full description on Blackboard), including 10 student-led discussion board forums from weeks 3-12 (students will work in groups of 3-4 in different formations at least twice during the semester to create discussion questions on the readings and lead online discussion; instructor will organize groups during the first two weeks of the course) Weeks 1-12 (posts due on Sunday, 11:59 p.m. each week unless otherwise noted, although posting early during the week are encouraged)</td>
<td></td>
</tr>
<tr>
<td><strong>Eight Written Exercises</strong></td>
<td>(40 points)</td>
</tr>
<tr>
<td>Various (summary below, and full exercise descriptions for each on Blackboard) Due weeks 4-14</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 1 : Blog Post Reflection on Historical Readings for Weeks 1-4</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>500-650 words, equal to approximately 2-3 double-spaced pages</td>
<td></td>
</tr>
<tr>
<td>Due week 4 (Sunday, October 4)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 2: Searching OCLC and Reviewing MARC</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 5 (Sunday, October 11)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 3: Describing Information Entities</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 6 (Monday, October 19)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 4: Cataloging in AACR2, RDA and MARC21</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 7 (Sunday, October 25)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 5: Authority Control and Creating Access Points</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 8 (Sunday, November 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 6: Library of Congress Subject Headings</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 10 (Sunday, November 15)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 7: Dewey Decimal Classification</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 11 (Sunday, November 22)</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 8: Library of Congress Classification</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Due week 12 (Tuesday, December 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Final Paper &amp; Blog Post: Comparing Online Information Retrieval Systems</strong></td>
<td>20 points</td>
</tr>
<tr>
<td>Paper (15%) and short blog post (5%) on final paper and the future of knowledge organization Due week 14 (blog post and paper due on Wednesday, December 16) (paper should be uploaded to student digital portfolios for end-of-program assessment)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 points (=100%)</td>
</tr>
</tbody>
</table>

**Class Participation**
Because this is a fully online course, participation in all discussion board forums and responding to colleagues’ questions, comments, and blog posts will comprise a full 40% of the final course grade. Students must participate in discussion board forums to receive participation credit each week (see “Class Participation and Discussion Board Grading Rubric” at the end of this syllabus for more details on how points will be allotted for class participation).

Many discussion boards in this online course will make use of group-generated questions on course readings (at least twice per student working in groups of 2-3 during the semester) in which students creating questions must participate fully in order to receive class participation credit.
The instructor may occasionally ask students to turn in exercises completed during class, and these may count toward the class participation portion of the final grade. Students, working either individually or in groups, will be expected to complete graded written assignments outside of class.

**Grading**

Most assignments and exercises in this class will be graded according to the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>4.0</td>
<td>93-100%</td>
<td>Outstanding achievement. Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.</td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>3.7</td>
<td>90-92%</td>
<td>Very good work. Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>3.3</td>
<td>87-89%</td>
<td>Good work. Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>3.0</td>
<td>83-86%</td>
<td>Adequate work. Performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).</td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>2.7</td>
<td>80-82%</td>
<td>Marginal work. Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).</td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>2.3</td>
<td>77-79%</td>
<td>Unsatisfactory work. Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>2.0</td>
<td>70-76%</td>
<td>Unacceptable work. Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0.0</td>
<td>0-69%</td>
<td>Failing. Student failed to turn in assignment(s) or plagiarized.</td>
</tr>
</tbody>
</table>

**Palmer School Incomplete Grade Policy:**

LIU Post grade policy allows for incomplete grades “when, due to extenuating circumstances, a student needs additional time to complete a course.” To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor’s note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

**Planning Your Time**

The State of New York mandates that a three-credit, for-credit course should require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the fast paced schedule and due dates of discussion boards and graded exercises. For planning purposes, students may find the estimations of average time commitments below helpful.
Written exercises (8 x 5 hours each) 40 hours
Weekly readings (14 weeks x 5 hours/week) 70 hours
Online discussion board and blog participation (13 sessions x 2 hours each) 26 hours
Final paper and blog post 15 hours
Total 151 hours (average approx. 11 hours/week)

Citation Formats
Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at http://owl.english.purdue.edu/owl/section/2/. Examples of MLA formatting can also be found at http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm.

Regarding plagiarism, see http://owl.english.purdue.edu/owl/resource/589/02/. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU’s policies on plagiarism can be found at http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm.

Style Manual
If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.’s The Elements of Style, online through http://www.bartleby.com/141/. This succinct work is available cheaply in used copies at many used book stores or online.

Students with Disabilities or Special Needs
Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.
**WEEKLY CLASS SCHEDULE AND ASSIGNMENTS**

**Week 1 (Sept. 8-13)  Introduction and Overview**

- Information retrieval and bibliographic control
- Systems for bibliographic control
- Forms and functions of bibliographic sources

*Assignments due on Monday, Sept. 14 (extension because of Labor Day holiday):*
  - Blackboard discussion boards 1.1-1.3

*Read:*

Taylor & Joudrey, chapter 1


**Week 2 (Sept. 14-20)  History of Knowledge Organization**

- Systems for organizing information in the ancient world
- Medieval and early modern library catalogs
- Information organization and library cataloging through the early 20th century
- Knowledge organization in philosophy, natural history, and cognitive science

*Assignments due:*
  - Blackboard discussion boards 2.1-2.2

*Read:*

Taylor & Joudrey, chapters 2 and 3


*Browse/Skim:*

**Week 3 (Sept. 21-27)  Knowledge Organization through the 20th Century**

- Historical developments through the 1960s
- Metadata basics
- Introduction to MARC
- Introduction to Functional Requirements for Bibliographic Records (FRBR)

**Assignments due:**
- Blackboard discussion board 3 (group discussion questions)

**Read:**

Taylor & Joudrey, chapter 4


**Browse/Skim:**


[Also available on Blackboard; skim now, read next week]


Library of Congress. *MARC Standards*. [Review esp. “MARC Formats/Bibliographic” section, which will become one of your main cataloging references throughout the semester.] [http://www.loc.gov/marc/](http://www.loc.gov/marc/)

Week 4 (Sept. 28-Oct. 4) Knowledge Organization in the 21st Century

- More on metadata in libraries and information centers
- Library catalogs and discovery on the World Wide Web today
- More on MARC21

Assignments due:
- Blackboard discussion board 4 (group discussion questions)
- Exercise 1 (reflective blog post on readings for classes 1-4)

Read:
Taylor & Joudrey, chapter 5

http://www.loc.gov/catdir/bibcontrol/beacom_paper.html


[Read Parts I-VI (“What is a MARC record, and Why is it important?”), skim the rest]


Browse/Skim:


**Week 5 (Oct. 5-11) Describing Information Entities**

- Introduction to AACR2 descriptive cataloging rules
- Introduction to RDA descriptive cataloging rules
- Other current metadata schemes: Dublin Core, MODS/MADS, DACS, EAD, etc.

**Assignments due:**
- Blackboard discussion board 5 (group discussion questions)
- Exercise 2 (searching OCLC and MARC)

**Read:**
Taylor & Joudrey, chapter 7

**Browse/Skim:**
*Anglo-American Cataloguing Rules, 2nd Edition, 1998 Revision (AACR2)* [Selections available on Blackboard, and entire guidelines also available via Cataloger’s Desktop at LIU Post Library, Library & Information Science Databases, middle of page; skim entire contents, but esp. table of contents and entire Part I (i.e., chapters 1-13) on description]
[http://www2.liu.edu/cwis/cwp/library/database/library.htm](http://www2.liu.edu/cwis/cwp/library/database/library.htm)


*RDA Toolkit* [Available via LIU Post Library/Library & Information Science Databases, middle of page; skim entire contents, but esp. table of contents, chapter 0 (“Introduction”), chapter 1 (“General Guidelines on Recording Attributes of Manifestations and Items”), and chapter 5 (“General Guidelines on Recording Attributes of Works and Expressions”)]
[http://www2.liu.edu/cwis/cwp/library/database/library.htm](http://www2.liu.edu/cwis/cwp/library/database/library.htm)
Week 6 (Oct. 12-18)  Describing Information Entities, continued

- More on using AACR2 and RDA rules on books, CDs, DVDs, etc.
- Special descriptive cataloging standards (CCO, CDWA, DACS, etc.)

Assignments due on Monday, Oct. 19 (extension because of Columbus Day holiday):
- Blackboard discussion board 6 (group discussion questions) (opens on Tuesday, Oct. 13)
- Exercise 3 (describing information entities)

Read:


Waibel, Günter and Mary W. Elings. “Metadata for all: descriptive standards and metadata sharing across libraries, archives and museums.” *First Monday* 12.3 (March 5, 2007).

Browse/Skim:
*Anglo-American Cataloguing Rules*, 2\textsuperscript{nd} Edition (AACR2) [Selections available on Blackboard in Class 5 folder; skim entire contents again as necessary, but esp. table of contents and entire Part I (i.e., chapters 1-13) on description]

http://cco.vrafoundation.org/

Categories for the Description of Works of Art (CDWA).


VRA Core 4.0. http://www.loc.gov/standards/vracore/schemas.html
Access points for information entities
Authority control
Functional Requirements for Authority Data (FRAD)

Assignments due:
- Blackboard discussion board 7 (group discussion questions)
- Exercise 4 (cataloging in AACR2, RDA and MARC)

Read:
Taylor & Joudrey, chapter 8
Library of Congress. Understanding MARC Authority Records. 2004. [Read Parts IV and V, skim the rest]
http://www.loc.gov/marc/uma/


Browse/Skim:
AACR2, chapters 21-26 [Selections available on Blackboard, and entire guidelines also available via Cataloger’s Desktop at LIU Post Library, Library & Information Science Databases, middle of page]
http://www2.liu.edu/cwis/cwp/library/database/library.htm

Week 8 (Oct. 26-Nov. 1)  Subject Analysis and Access

- Introduction to subject analysis
- Introduction to vocabulary control
- Functional Requirements for Subject Authority Data (FRSAD)

Assignments due:
- Blackboard discussion board 8 (group discussion questions)
- Exercise 5 (authority control and creating access points)

Read:
Taylor & Joudrey, chapter 9 and appendix A


Browse/Skim:
Week 9 (Nov. 2-8) Systems for Vocabulary Control

- Library of Congress Subject Headings (LCSH)
- Sears List of Subject Headings
- Subject headings for children

Assignments due:
- Blackboard discussion board 9 (group discussion questions)

Read:
Taylor & Joudrey, chapter 10


Mann, Thomas. “Why LC Subject Headings are more important than ever.” *American Libraries*, October 2003: p. 52-54.


Browse/Skim:

*Library of Congress Authorities*. [Database for browsing and viewing LC authority headings for subject, name, title and name/title combinations]
http://authorities.loc.gov/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First

Library of Congress. *Children’s Subject Headings (CSH) List*.
http://www.loc.gov/aba/cyac/childsubjhead.html

Library of Congress. *Subject Headings & Genre/Form Terms*.
http://www.loc.gov/aba/cataloging/subject/
Week 10 (Nov. 9-15)  Systems for Vocabulary Control, continued

- Specialized library thesauri (e.g., MeSH, AAT, RBMS Controlled Vocabularies, etc.)
- Taxonomies, ontologies, and thesauri in corporate and professional settings
- Folksonomies, social tagging, and other user-constructed vocabularies

Assignments due:
- Blackboard discussion board 10 (group discussion questions)
- Exercise 6 (Library of Congress Subject Headings)

Read:


Browse:


Rare Books & Manuscripts Section (RBMS), ACRL/ALA. RBMS Controlled Vocabularies: Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging. http://www.rbms.info/committees/bibliographic_standards/control_vocabularies/


Week 11 (Nov. 16-22)  Systems for Categorization and Classification

- Categories, classification, and taxonomies
- Major bibliographic classification schemes
- Dewey Decimal Classification (DDC)
- Library of Congress Classification (LCC)

Assignments due:
- Blackboard discussion board 11 (group discussion questions)
- Exercise 7 (Dewey Decimal Classification)

Read:
Taylor & Joudrey, chapter 11 and appendix B


Browse/Skim:


Week 12 (Nov. 23-29)  Systems for Categorization and Classification, continued

- Faceted classification schemes
- S.R. Ranganathan’s Colon Classification
- Universal Decimal Classification (UDC)
- Alternative bibliographic classification schemes

Assignments due on Tuesday, Dec. 1 (extension because of Thanksgiving holiday):
- Blackboard discussion board 12 (group discussion questions) (discussion board opens on Monday as usual but extends until Tuesday, Dec. 1, 11:59 p.m.)
- Exercise 8 (Library of Congress Classification)

Read:

http://www.miskatonic.org/library/facet-web-howto.html


Browse/Skim:


http://www.iskoi.org/doc/colon.htm


http://www.webdesignpractices.com/navigation/facets.html
**Week 13 (Nov. 30-Dec. 6) Information Systems and System Design**

- Arrangement of bibliographic sources
- Structure of bibliographic databases and metadata displays
- Index-based library discovery services (Ebsco’s Discovery Service (EDS), Exlibris’s Primo Central Index (PCI), etc.)
- OPACs of the future

*No Assignments This Week!*

**Read:**

Taylor & Joudrey, chapter 6 and appendix C


[FULL LINK]


[FULL LINK]


[FULL LINK]


**Browse/Skim:**

LibraryThing for Libraries [product website]. [FULL LINK]


VTLS [OPAC vendor]. “Insights and Processes from VTLS’s 8 years of Experience with FRBR and RDA”.

**Week 14 (Dec. 7-13)  The Future of Knowledge and Information Organization**

- Linked Data and Resource Description Framework (RDF)
- The Semantic Web
- Cataloging and metadata librarianship career options

**Assignments due on Wednesday, Dec. 16:**

- Reflective blog post on final paper and the future of knowledge organization
- Final paper (comparing online information retrieval systems; also to be uploaded to student digital portfolios for end-of-program assessment)

**Watch:**

http://www.ted.com/talks/tim_berners_lee_on_the_next_web.html

**Browse/Skim:**

http://www.ala.org/ala/mgrps/divs/alcts/resources/org/cat/traincats.pdf


Linked Data: Connected Distributed Data Across the Web [website]. http://linkeddata.org/
## Appendix A
### Class Participation and Discussion Board Grading Rubric

<table>
<thead>
<tr>
<th>Performance (Points)</th>
<th>Quality of posts</th>
<th>Frequency</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong> (3 points)*</td>
<td>Comments and/or questions are accurate, relevant, properly attributed and evidence-based as well as original and well written; student adds substantial teaching presence to the course and stimulates additional thought about the issue under discussion; collegial and friendly tone.</td>
<td>Participates steadily throughout the week (at least two posts per week) and responds to instructor and/or peers on or before deadline.</td>
<td>Free of spelling and grammatical errors.</td>
</tr>
<tr>
<td><strong>Accomplished</strong> (2-2.5 points)</td>
<td>Comments and/or questions lack at least one of the above qualities, but are above average in quality; student makes a significant contribution to our understanding of the issue being discussed. <em>(Note: posts that are otherwise “exemplary” but late will receive 2-2.5 points depending on lateness.)</em></td>
<td></td>
<td>One or two minor spelling and grammar errors.</td>
</tr>
<tr>
<td><strong>Developing</strong> (1 point)</td>
<td>Comments and/or questions lack two or three of the required qualities (those based solely upon personal opinion or personal experience often fall within this category).</td>
<td>Few posts. Posts are hastily written and bunched together one or two days at the end of the week.</td>
<td>Some spelling and grammar errors.</td>
</tr>
<tr>
<td><strong>Minimal</strong> (.5 point)</td>
<td>Comment and/or questions present little or no new information; however, they may provide social presence and contribute to a collegial atmosphere.</td>
<td>Few posts. Deadlines are not met.</td>
<td>Multiple spelling and grammar errors or inappropriate.</td>
</tr>
<tr>
<td><strong>Unacceptable</strong> (0 points)</td>
<td>Comments and/or questions add no value to the discussion.</td>
<td>No participation.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Weekly modules with more than one online discussion board will allot points across all forums that week (e.g., 1.5 points per board if there are two, 1 point per board if there are three, etc.); some weekly discussion boards will be worth up to 4 points.*
Appendix B:  
Additional LIU Guidelines, Policies, Procedures, and Technical Support

NETIQUETTE

- Treat all course users with respect.
- It’s fine to disagree, but do so with professional courtesy.
- When offering criticism, remember to also point out the positives and areas that are well done.
- Do not type posts in ALL CAPS. It’s the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon. Spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.
- Text messaging shortcuts and emoticons should be used judiciously. [Or you can tell the students not to use them—this is a matter of personal preference.]
- [Faculty may provide additional guidance on the manner in which you would like students to conduct their communications in your course.]

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see: http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies

ANTI-HARASSMENT

Long Island University’s anti-harassment/discrimination policy and complaint procedure can be accessed here: http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy

STUDENT SUPPORT SERVICES

Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see: http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

TECHNICAL SUPPORT

Blackboard is available at http://blackboard.liu.edu. For student help, go to: https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student or access help directly from your course by selecting “Help” in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available.
Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

**General Technology Guidelines:** Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.