LIS 629
Spring 2018: Online and PNW Cohort
Integrating Technology into the K - 12 Curriculum
Palmer School of Library and Information Science

Instructor
Dr. Bea Baaden
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Office Hours
By appointment via phone. Please email for an appointment. Please contact Dr. Baaden with any questions or concerns.

Class Format
Class will be delivered online. A total of 8 online modules will be completed throughout the semester. Some modules will be one week in length, while some will be two weeks in length. The length of each module will be explicitly communicated in Blackboard. Each module will begin on **Tuesday; assignments are due on the Tuesdays noted in the syllabus and "Assignment Due Date "calendar in this syllabus. (If there are any discrepancy in due dates of assignments, what is posted in Blackboard is what the correct due date is!)**

Communication Procedures
Using your LIU e-mail account, you may e-mail me at bea.baaden@liu.edu Please include in the subject line: LIS 629, your name and the issue. E-mail will be responded to within 24 hours Monday – Friday; 48 hours over the weekend.

The Announcements feature of Blackboard will be utilized by the instructor to communicate any changes and/ or reminders about the course. Announcements are posted to Blackboard and sent to all students' LIU e-mail. Students are expected to check the Blackboard course and their LIU e-mail frequently.

Email me with any course questions or concerns that arise during the semester.

Textbook and Course Materials
Crane, Beverly E. *Using Web 2.0 and Social Networking Tools in the K-12 Classroom.* Neal – Schuman (ALA). 2012. ISBN: 978-1-55570-774-3.
E book available through Google ($41.60); e-book available also
through the LIU Library
Also: "Bev's New Educational Website: Web 2.0 Tools" at
https://sites.google.com/site/bevsneweducationalwebsite/web20"
for examples and tips, etc.

Additional readings are assigned in the Course Content and specific
learning modules in Blackboard.

Bulletin Description
Students will examine software, hardware, Internet utilities, and web sites to see how curriculum and technology facilitate learning in the school media center; and explore the ways hardware and software should be integrated into the curriculum, including examination of age-appropriate material for children with disabilities and special needs and use of adaptive technology. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practicum (internship). You will specifically examine the K – 12 use of technology in school and/or public libraries and log time for the required 25 hours.

Student Learning Objectives

This course fulfills the following Palmer School Learning Objectives:

- SLO 1B: Students will demonstrate understanding of the processes and technologies of the library and information science professions
  Methods of Assessment: "New Trends" Discussion; Curriculum Topic LibGuide/Livebinder; Adaptive Technology Blog
- SLO 2B: Students will retrieve and synthesize information from a variety of systems and sources
  Methods of Assessment: Digital Citizenship Unit; **Digital Storytelling Project (e-portfolio submission**); Book Trailer Paired Book Talk

For School Library Candidates:

NYSTCE Objectives from the Framework for Library Media Specialist tests (that this course covers):

Competency 0002 (Roles and Responsibilities of the Library Media Specialist):

b) demonstrate knowledge of strategies for providing classroom teachers with professional development related to the use of information, technology, and literature (Digital Citizenship Unit; Curriculum Topic LibGuide/Livebinder; Adaptive Technology Blog; Book Trailer Paired Book Talk)

Competency 0007 (Social Responsibility and Legal and Ethical Issues):

b) recognizes the importance of modeling and promoting digital citizenship and methods for educating the school community in the ethical use of information and ideas (Digital Citizenship Unit)

f) demonstrates knowledge of strategies for teaching learners how to keep data safe…and follow accepted netiquette (Digital Citizenship Unit)

In addition, students will learn to:

Explore the impact of technology on the role of the School Media Specialist as teacher, collaborative partner and instructional leader;

- ✓ Explore the impact of technology on the program and services of the school library media center;
- ✓ Examine appropriate uses of technology to facilitate learning in the school environment;

Observations: 25 hours focused on: observation and/or use of technologies new to you, your library, or classroom:

- Use of technology for student learning in the school (or K – 12) library or classroom
- Staff development workshops
- Public library workshops or observations
- Technology related webinars
- "Smart Board" training (or similar whiteboard tool)
- Vendor visits

Develop a log form that includes: your name, course #, site visited, date of the visit, # of hours spent, and a very brief (1 – 2 sentences) explanation of what you did or observed.

Course Themes: This class will have 7 themes:

- I.   Communicating Graphically
- II.   Digital Citizenship/ Online Safety
- III.   Adaptive Technology
- IV.   Searching for, Managing, Organizing and Sharing Information Digitally
- V.   Using Digital Tools for Enhancing Learning
- VI.   Digital Storytelling
- VII.   New trends: Discussion

Major Assignments, Directions and Due Dates:

Unit I: Communicating Graphically: Blogs and Infographics – Enhancing Collaboration and Community

Part 1: Introducing Yourself Graphically: "About Me" Infographic

   After the readings and videos noted in your syllabus and in the Learning Module, introduce yourself to your classmates (and me) by **graphically** communicating through words and design. Make sure you note what technologies you are facile with (or feel comfortable using) and your favorite websites. Specifics will be found in the Blackboard learning module.

Part 1 suggested sites: Try using one of the following tools to graphically communicate (see above):

- Go to: www.freeinfographictemplates.com (free account). Read: "How to make an infographic." Choose a template to use
- OR
- Make an Infographic using Wordle (doesn't seem to work with Mac computers, but try it if you use a PC). Here are some other websites that will allow you to create a "word cloud": wordlecreator.com; worditout.com; www.wordlewordcloud.com; www.edudemic.com/9-word-cloud-generators-that-arent-wordle/
- ImageChef.com, Tagul, and Venngage have been used successfully by prior classes
- Make a mind map or concept map from www.inspiration.com/visual-learning (free trial)
- A visual tool of your own

Please let me know which tool you find successful. View some of your classmates' postings and respond to at least 1.

Part 2: Reviewing Blogs

 School Library Bloggers: Follow a school library, youth services librarian, or ed tech specialist at one of the blogs you find in this article: "Top Ten School Library Blogs." www.teachercertificationdegrees.com/top-blogs/school-library. Also go to: https://librarysciencedegree.org/5-library-blogs-to-follow/ (This is hosted by Alison Schwartz, a recent Palmer School graduate). Choose your favorite blogs and include in your "About Me" Infographic.

Parts 1 and 2 due 2/7 in the Introduction Blog: 10 points: 5 points for the blog posting and 5 points for your response to at least one of your classmates (response due by 2/13).

Part 3: Creating Your Own Blog

A) Go to host sites: Edublog or Blogger (specifically for Google users). ***If you have never set up a blog site before, I recommend using Edublog)***

B) View the video: "Starting a Blog on Edublogs – YouTube" at: https://www.youtube.com/watch?v=3Flk653lvkk (a 7 ½ minute tutorial)
Edublog Help and Support: help.edublogs.org/getting-started-with-edublogs

   OR for Blogger "How To Set Up a Blog (From Scratch Using Blogger)" at: https://www.youtube.com/watch?v=Wa7d7DCPLGc (There is also a website: HowToSetUpaBlog(FromScratchUsingBlogger.com)

C) Input your blog's topic and URL into the "My Own Blog" blog in the Blackboard learning module. In 4 – 6 sentences, discuss WHY you chose that topic, the pluses and minuses of developing your own blog. Respond to at least one of your classmates.
Due: 2/13 in Blogs.

Unit II: Digital Citizenship/ Online Safety Unit: Scenario: Your principal has asked you (in your staff development role) to work with the classroom teachers in your school (you can choose grades 3 – 5, 6 – 8, or 9 – 12) to help them develop a school-wide Action Plan they will use in their classrooms to teach their students how to "practice safe, legal and responsible use of

technology." The principal would also like you to inform parents about these activities. The principal knows that there are fully developed Digital Citizenship curriculum available free on the Internet. The New York City Department of Education has a full curriculum with sample lesson plans called "Citizenship in the Digital Age." There are also the "Google Digital Literacy and Citizenship Curriculum"; the "Digital Citizenship Curriculum" from the Anderson School District One in South Carolina; and Teacher Tube has a "Digital Citizenship Curriculum." The principal doesn't want to use the entire curriculum available online. He wants you to work with the classroom teachers so that they can create learning experiences that are relevant to them for their age group and interests. Use the Unit Plan on pages 10 – 14 of the Crane text to guide you. "Standards" will be listed in the Blackboard learning module for Unit II. Also see pages 237 – 243 for a sample unit.

> **Due: 2/20 in Assignments**. (10 points)

Unit III: Adaptive Technology and Accessibility: Using the readings in Blackboard and/or what you have experienced about adaptive/ assistive technologies, find 2 resources for a school librarian or youth services public librarian to use to address accessibility of online resources for a student with a special need. Post your resources to the Adaptive Technology Blog; reply to at least one classmate**. Due: 2/27 in Blogs** (5 points)

Unit IV: Develop a **LibGuide (Livebinder)** for a NextGen Science curriculum topic and grade level of your choice; suggestions for topics will be available in Blackboard. I suggest that you use the "Livebinder" tool to create the LibGuide (http://www.livebinders.com.
Due: 3/13 in Blogs. 10 points (read and respond to at least one other classmate)

Unit V: Using Visual and/or Audio Digital Tools to Enhance Learning: Choice of assignments. Choose either A (Book Trailer) OR B (Historical Podcast)
   A. Design a **Book Trailer** for a **Paired Book Talk**, in which you pair fiction and nonfiction titles. Determine which grade levels this site will target, then which genre (science fiction and real science; historical fiction and real history; realistic fiction and social science or health; or mystery and forensics). Notice the pairing of fiction and non-fiction. Develop a "book talk" of at least 10 titles to share. Use one of the following tools: Voice Thread, Glogster, or Animoto. (If there is another tool you would like to use, email Dr. Baaden). A suggestion: during the week of 3/13 (Spring Break week), visit a library to gather the titles for the book talk.
   B. Develop a **historical podcast**; choose any worthy historical event and personae. List steps in its creation. Reflect on the triumphs and challenges of podcast development.
Due: 4/3 in Blogs. 10 points.

Unit VI: Digital Storytelling podcast, youtube, or vcast. This is a multimedia presentation. Use Voice Thread or Animoto or another tool, such as: Pixton (https://pixton.com); iMovie; or Powerpoint. Create an introduction guide of approximately 5 sentences. The tool you intend to use will be listed in the **Digital Story Telling outline due 4/17 (email to Bea)** (10 points)
> **Digital Story due 4/24 in Blogs**. 10 points.

Unit VII: New Trends Discussion: Choose one of the following and prepare a **short** multimedia presentation to discuss the implications of one of the following new trends to us: coding, virtual reality, robots/ robotics, artificial intelligence, gamification, Google Tools, or 3D printing. In your discussion:
   • Define the trend's uses in the school or K – 12 library and implications for the SLMC or K – 12 library/ librarian
   • Tools to use in using the "trend" (name some; how would you plan to utilize such a tool? What age group or project)
   • Evaluate its user-friendliness
   • Respond to at least one of your classmate's ideas
      Due: 5/1 in a Discussion Board . 10 points.

      There may be changes in assignments or due dates; the instructor reserves the right to alter some of the parameters of the assignments based on student need or interest.

Assignment advice: Keeping current with readings, explorations, postings, homework and other class activities is essential. Good time management is KEY to your success. If anything should occur that would hinder you from timely submission of your assignment, it is imperative for you to contact Dr. Baaden. If there is anything you do not understand, it is important for you to contact Dr. Baaden.

Note: It is recommended students check the course site located in Blackboard every other day for periodic announcements and/or changes.

Assignment Due Dates and Grade Points:
 (in general, 5 points will be given for your peer responses to blogs and discsussions)

2/6: Introduction Blog: About Me Infographic (5 pts) and Peer Respose (5pts) (Blogs)
2/13: My Own Blog (10 points)
2/20: Digital Citizenship Professional Unit Plan (10 pts) (Assignments)
2/27: Adaptive Technology Blog (5 pts)
3/13: LIU Spring Break (work on upcoming assignments)
3/20: Curriculum Topic LibGuide/ Livebinder (Blog) (15 pts)
4/3: Book Trailer or Historical Podcast (Blogs) (15 pts)
4/17: Digital Storytelling Project Outline with tools noted (10 pts) (Blogs)
4/24: Digital Story due and peer response (10 points) (Blogs)
5/1: "New Tech Trend" Discussion and peer response (10 points)
5/8: PMI Course Evaluation (Blogs); Observation Log (5pts)

Scroll down through the blank page for the Session and Module Calendar

LIS 629 Calendar Spring 2018

Modules go from Tuesday to Tuesday. Please plan your workload accordingly. Please note dates for initial discussion/blog post and peer posts. Some modules are one week in length, while most modules are two weeks in length.

Week #/Dates	Topics	Readings	Assignment
Unit I: Module 1 Week of 1/22 and 1/29 Communicating Graphically: Part 1: Introduction Part 2: Reviewing Blogs Part 3: Creating Blogs	Orientation to the Course Student Centered Learning & 21st Century Skills "Personalized Learning" Article/ research study: "How Do Students Organize Personal Information Spaces?" Sharon Hardof-Jaffe, et al. Educational Data Mining 2009. www.educationaldatamining.org/EDM2009/uploads/proceedings/hardof.pdf The Journal Article:Student Centered Learning, "This Time It's Personal": http://thejournal.com/Articles/2012/01/04/Personalized-learning.aspx?p=1	Textbook reading Chapter 1: A New Information Revolution Chapter 2: Enhancing Collaboration and Communication with Blogs Chapter 11: Creating Community with Web 2.0 Tools and Social Networking Youtube videos in Blackboard: A Vision of K-12 Students Today "What is Personalized Learning" Article: www.techlearning.com/news/0002/14-ways-K12-librarians-can-teach-social-media-by-joyce-valenza	See Major Assignment for Unit 1: (p. 4 in the Syllabus): About Me Infographic: due 2/7; Peer Response by 2/14 (10 points) My Own Blog: due 2/20, with peer response (10 points) Try using Infogram as your tool: https://infogram.com (you can try it for free)

| Module 2 (Unit II)

Weeks of 2/6 and 2/13 | Digital Citizenship/Online Safety

Online curricula

Key concepts
Copyright and Creative Commons resources

www.teachingquality.org/blogs/bill-ferriter/three-resources-learning-more-about-fair-use-and-copyright and
blog.williamferriter.com | Textbook: Review Chapters 2 and 11

Common Sense Education: https://www.commonsensemedia.org/educators/scope-and-sequence   and/or https://sites.google.com/site/mdirssdigitalliteracy

TeacherTube Digital Citizenship Curriculum: www.teachertube.com/video/digital-citizenship

Digital Citizenship Curriculum (Andersen SD One, South Carolina)

Joyce Valenza: "Be Cybersmart: Researching the Internet Wisely" : www.youtube.com/watch?v=XuBwu33amnc

"Can PD be virtual?": www.edutopia.org/blog/virtual-pd-technology-and-trends-monica-burns | Assignment: Digital Citizenship Unit Plan: see detailed explanation earlier in this syllabus for Major Assignment 2 (pages 4 – 5) and in Blackboard Learning Module 2

 Unit Plan due 2/20 in Assignments (10 points) |
| Module 3 (Unit III)
Week of 2/20 | Adaptive Technology and Accessiblilty

Universal Design for Learning | Online adaptive technology readings in Blackboard

Turnitin Whitepaper: "Best Practices for Reducing Student Collusion": https://www.financialliteracylessons.com/wp-content/uploads/2017/07/WP-Turnitin-Best_Practices.pdf | Assignment: Find 2 resources for a school or youth services librarian to reference to address accessibility of online materials for a special needs student. Post your resources to the Adaptive Technology Blog by 2/27 and respond to at least one classmate. (5 points) |

Module 4 (Unit IV) Weeks of 2/27 and 3/6 Managing and Sharing Content Related Information	Searching for, Managing, Organizing and Sharing Content – Related Information Using Social Networks Collaborative Tools LibGuides/ Livebinders	Textbook reading: Chapters 6 (Social Networking) and 3 (Using Wikis) "ReadWriteThink Notetaker": www.readwritethink.org/classroom-resources/student-interactives "Interactive Websites, Games, and Activities" Teacher Tap: www.eduscapes.com/tap/topic86.htm Livebinders: www.youtube.com/livebinders	Assignment: see Major Assignment for Unit III in the syllabus page5). Develop a LibGuide for a NextGen Science curriculum topic and grade level of your choice. Due: 3/20 In Blogs. Read and respond to at least one classmate. (10 points)
Module 5 (Unit V) Weeks of 3/13, 3/20 and 3/27 (Week of 3/13: LIU's Spring Break)	Content Collaboration	Textbook reading: Chapters 4 (Experiencing History ThroughPodcasts); 9 (Enhancing ELA with Web 2.0 Tools); and 10 (Bringing Web 2.0 and Social Networking into Elective Subjects)	Assignment: see syllabus (page 4) for assignment details. You have a choice of assignments for this unit: Book Trailer (for English Language Arts) OR Historical Podcast Due: 4/3 in Blogs. (10 points)

Module 6 (Unit VI) Weeks of 4/3, 4/10, and 4/17 Digital Storytelling	Digital Storytelling: Resources: www.affilorama.com/internet101/media-sharing (definitions) www.ala.org/aasl/standards/best/websites/2015	Read chapter 8 (Creating Lessons with Video) Research digital storytelling tools on the Web Online digital storytelling resources	Assignment: Begin developing a digital storytelling project. Use any online tool (i.e. iMovie, Audacity, Voicethread, Jing, Windows Live Moviemaker (to name a few); also see Chapter 8 for suggestions. Email your outline for your digital story to Bea ("Components of a Digital Story) by 4/17. (10 points) Digital Story is due on 4/24 in Blogs (10 points)

Module 7 (Unit VII) Weeks of 4/24 and 5/1 New Tech Trends	New Tech Trends: 3D Printing Coding Virtual Reality Robots Google Tools Gamification	Read Chapter 7 (Using Google) Online Resources	New Trends Discussion Board due 5/1 and peer response (10 pionts)
Week of 5/8	Course Evaluation	PMI	PMI due in Blogs before 5/10. Observation Log Forms due.

Professor reserves the right to make changes to the calendar.

Rubrics

Rubrics will be used to assess major projects.

Various Multimedia Presentations (Curriculum Topic LibGuide or Podcast)

Dimension	Exemplary	Accomplished	Developing	Unacceptable
Organization	Student presents information in logical, interesting sequence which audience can follow throughout the presentation.	Information is presented in a logical, interesting sequence which audience can follow most of the time.	Audience has difficulty following presentation because presentation jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge & Content	Student demonstrates full subject knowledge and content (more than required).	Student demonstrates subject knowledge and content.	Information is missing and lacking subject knowledge.	Student does not have grasp of information about subject.
Interactivity	Activities include student participation with multiple opportunities for participation and presentation of information.	Strongly incorporates participation and ample opportunities for interactivity and presentation of information.	Interactivity is limited, some opportunities for students to interact are present with limited variation of information sources.	Very little incorporation of interactivity and little to no opportunities for students to participate. Little to no variation of information presented.
Overall Design	Student uses text, multiple graphics and transitions that explain and reinforce screen text and presentation.	Student uses text, graphics and transitions that explains and reinforces screen text and presentation.	Student occasionally uses text and graphics that sometimes support text and presentation. Transitions are not clear.	Student uses unnecessary text and graphics (or no graphics), with unclear transitions, which do not support screen text and presentation.
Mechanics/ Grammar, Language Usage, Overall Presentation	Presentation has no misspellings or grammatical errors and final product demonstrates great effort.	Presentation has 1 or 2 misspellings and/or grammatical errors with overall good effort.	Presentation 3-4 misspellings and/or grammatical errors with more effort needed.	Student's presentation has multiple spelling errors (more than 4) and/or grammatical errors with little to no effort displayed.
Bibliography	Bibliography resources are exemplary, including more than the minimum number of sources.	Bibliography resources are exemplary, including the minimum number of sources.	Bibliography resources are satisfactory, including the minimum number of sources.	Biography resources are not satisfactory. The student did not provide the minimum number of resources.

Digital Storytelling Project

Dimension	Exemplary	Accomplished	Developing	Unacceptable
Content	The digital story is original and grade level appropriate. Story is engaging to students.	The digital story is completed, yet the content is not grade level appropriate. Story displays originality.	The digital story is missing significant elements. Elements were integrated from other sources and lacks originality.	The digital story is not complete or original.
Process	The story is easy to follow and shows significant planning.	The story is complete, yet lacking depth and planning.	The story is difficult to follow.	There is no evidence of a storyline.
Quality	The digital story is engaging, visually attractive and ready to be used in the classroom.	The digital story is engaging, visually attractive, yet it is not complete for classroom use.	The digital story needs more details added.	The digital story does not meet the minimum requirements.
Format & Technology Use	Project is presented with appropriate sound and visual images.	Project is completed, but more editing is needed with sound and visual images.	The project is emerging, but needs more work with sound and visual images.	The project is lacking significant amount of appropriate sound and images.
Mechanics/Grammar and Language Usage	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.

Online Participation Rubric (Blogs, etc.)

Criteria	Exemplary	Accomplished	Developing	Unacceptable
Frequency & Delivery	Participates throughout the discussion and delivers responses to instructor and peers by assigned due dates.	Participates throughout most of the discussion and delivers responses to instructor or peers by assigned due dates.	Participates in some of the discussion and does not deliver responses to instructor and or peers by assigned due dates.	Participates in few discussions or no discussions, whereby responses are late or missing.
Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Repeats but does not add substantive information to the discussion.	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not post at all.
Clarity	Contributes to discussion with clear, concise comments formatted in an easy to read style.	Contributes valuable information to discussion with minor issues related to clarity of posts.	Communicates in friendly, courteous and helpful manner with minor issues related to value of information and clarity of posts.	Posts long, unorganized information, or no content.
Mechanics	Posts are free of grammatical or spelling errors.	Posts contain minor grammar or spelling errors (1-2).	Posts contain some errors in grammar or spelling (3-4).	Posts contain multiple errors in grammar or spelling (more than 4) or may be inappropriate.

LIU Post Academic Conduct Policy

The Academic Conduct Policy of the C.W. Post Campus promotes an academic community characterized by respect, honesty, originality, and fairness. Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of this Policy. Any student found engaging in academic misconduct is subject to disciplinary action.

Information about the Policy and resources to prevent violating it can be found in the Academic Conduct Policies and Standards section of the Web site. All students are required to review the contents of the Website located at:

http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx

Students are also required to familiarize themselves with all university policies as outline in the student handbook and the university Website. If you have any questions about the policies, please speak to your professor.

Disability Services

If you are a student with a disability and require accommodations, please contact the Learning Support Center in Post Hall (lower level, East wing) at 299-3057 during the first week of the semester.

Contact Hours
State Education Requirements, 150 hours (plus 25 hours of field experiences in a School Library Media Center)

Online components of this course include:
- ✓ Projects, assignments, and presentations
- ✓ Readings and videos
- ✓ Exploratory activities
- ✓ Online discussions, blog postings, and responses

Technology needed for this online course:
Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (Firefox).

You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience much more productive. Here are some recommendations:
- ✓ use Firefox Web browser if possible, as it is the browser that works best with Blackboard.
- ✓ be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- ✓ you can utilize the Blackboard Mobile Learn app if you wish to access the course on your iPad.
- ✓ sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.

Expectations for Students Completing Online Work
All assigned work must be completed by or prior to due date and submitted via Blackboard or methods designated by the instructor. Time management is essential for student success in online courses. Some recommended tips include:
- Use a planner, electronic or paper
- Login to Blackboard on a regular basis
- Set aside dedicated time for school work
- Review all orientation materials prior to the start of the course
- Balance school work and personal time
- Do not wait until the last minute to submit assignments

Student Resources/Technical Support

Blackboard is available at http://blackboard.liu.edu. Support is available at http://csi.liu.edu/ or by contacting the Office of Information Technology at 516-299-3967.

Students will need ongoing access to LIU's online library, which will require LIU login credentials. The library site can be accessed at http://www2.liu.edu/cwis/cwp/library/libhome.htm.

Netiquette
Communication is very important in this blended course. In order to maintain a positive online environment for our class, we all need to follow the netiquette guidelines summarized below.
All students are expected to:
1. Show respect for the instructor and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use sentence case in messages. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the

acronym freely throughout your message.

7. When responding to peers through online discussions, please address the person at the beginning of your post.
8. Use good grammar and spelling, and avoid using text messaging shortcuts.