

ECC 510: Technology Tools and Information Literacy

School of Education and Leadership

2 Credits

Effective Date: 4/1/2022

Grading Type: Decimal

Pre-Requisites: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

Students enrolled in this course are introduced to information literacy and the basic processes to educational research. Students learn to use technology to access scholarly journals and a variety of professional online sources for developing their research papers; they also critique journal articles and prepare an annotated bibliography to explore a topic of interest, which may lead to their final research project. Students develop an understanding of information technology and its use in research and in practical decision making as an educational leader.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students. Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Demonstrate technology skills to prepare effective presentations.
- Evaluate professional research resources.
- Evaluate non-traditional resources for developing their research paper (including topics related to Indigeneity and sustainability).
- Develop research skills and the use of technology to explore topics of interest.

Additional Information

Declaration of Inclusion

The CityU Master’s in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely abled communities.

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](#)) City University actively

supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

| <i>Overview of Required Assignments</i> | <i>% of Final Grade</i> |
|--|--------------------------------|
| Preparation and Participation | 25% |
| Annotated Bibliography | 35% |
| Research Presentation | 40% |
| TOTAL | 100% |

Course Assignments and Grading

Preparation and Participation (25% of Final Grade)

Class attendance and participation is an integral part of this course. Coming prepared to class is essential because the information, knowledge, skills, and expertise students exchange with peers and instructors contributes toward a strong learning community. It is highly important that students attend and actively participate in class.

| <i>Components</i> | <i>% of Grade</i> |
|---|--------------------------|
| Regular and punctual attendance | 30% |
| Participation in class activities | 40% |
| Participation in collaborative discussion | 30% |
| TOTAL | 100% |

Annotated Bibliography (35% of Final Grade)

Students prepare an annotated bibliography of journal articles and scholarly research sources to support their problem statement. Students identify the significant authors who contribute to the literature related to their area of interest, collect a combination of conceptual and empirical publications, and summarize each author's work. Students organize the review alphabetically or chronologically and make note of authors who have similar arguments. Students compare the work of various authors, identify limitations or weaknesses, and the significant gaps in the research. Students are to situate their research problem or question within this literature, giving particular attention to cultural diversity, indigeneity, and sustainability. The review should provide a compelling case for the research. For this assignment, students are to examine 6–10 studies. This annotated bibliography may serve as the basis for the program project.

| Components | % of Grade |
|---|-------------------|
| Finding and Evaluation Information | 20% |
| Quality and number of research articles | 20% |
| Summary of each article selection | 20% |
| Use of bibliography technology | 20% |
| Grammar, spelling, punctuation | 10% |
| APA Style (citations, references, formatting) | 10% |
| TOTAL | 100% |

Research Presentation (40% of Final Grade)

The student will create and present to the faculty member and their peers, their research from the annotated bibliography assignment. This 10-15-minute presentation requires the use of Google Slides, MS PowerPoint, or another appropriate presentation tool. A question-and-answer period will follow the presentation. The research presentation will reflect the understanding of the topic that was researched in the annotated bibliography assignment, as well as demonstrate appropriate presentation skills. Sections to be included in the research presentation are: Introduction to Topic, Problem Statement, Review of Relevant Literature, Review of Non-Traditional Resources, Identified Gaps in Research, Significance to the Individual's Research Interests, Conclusion.

Peers, as well as the instructor will evaluate the students on their presentation. The faculty member will share a peer evaluation checklist. The research presentation will be presented in class to peers and the instructor on an assigned date. Student will also complete three peer evaluations (using the peer evaluation checklist) which are due on the last day of class.

| Components | % of Grade |
|--|-------------------|
| Part A - Presentation Instructor evaluation of presentation (see rubric) | 80% |
| Part B - Peer Evaluation - Peer evaluation of 3 student research presentations | 20% |
| TOTAL | 100% |

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments

Are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all

Assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning Management classroom.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all CityU's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University in Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all its education programs and activities do not discriminate based on sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment, and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the **my.cityu.edu** student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.