



Syllabus

School of Education and Leadership ECC 510: Technology Tools and Information Literacy

2 Credits
Effective: Winter 2021

Access to the Internet is required.

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

*See the library's APA 7 Style Guide tutorial for a list of resources that can help you use APA 7 style. [Mendeley Desktop](#) **must** both be installed on your laptop (you may need IT administrator approval to install the software if using a work laptop, so please check on this **before** the first class). Please note that this class requires a laptop/computer (tablets are not able to accommodate the software).*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

The course purpose is to introduce students to information literacy and the processes basic to educational research. Students use online 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 the topic of their final research. Students develop 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](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th Edition)*. American Psychological Association.
- *Google Drive*. Retrieved from <https://drive.google.com/>
- *Mendeley Reference Manager*. Retrieved from <http://www.mendeley.com/>
- Standard, competencies, and/or dimensions of leadership as outlined by Canadian provincial/territory government regulations for K-12 education
- See instructor suggested supplementary resource list for this course

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Find, evaluate, and utilize professional and research resources
- Utilize technology skills to prepare effective presentations
- Develop research skills and the use of technology to explore topics

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Accessing research and data
- APA formatting and conventions
- Communication and presentation skills
- Evaluating research and data
- Technology skills

OVERVIEW OF COURSE GRADING

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>
Attendance and Participation	25%
Research Technologies Portfolio	40%
Annotated Bibliography	35%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Attendance and Participation

Class participation is an integral part of this course. Coming prepared to class is essential because the information, knowledge, skills and expertise exchanged with peers and instructors contributes toward a strong learning community. It is highly important that candidates attend and actively participate in class. In any part of the class, the instructor determines the amount of credit awarded for alternative assignments. The activities in this course are designed to develop students' research and presentation skills and build professional connections that will be used to develop research topics and implement a research plan. *(It is highly important that students attend and actively participate in class, and more importantly, come prepared with all required technology (e.g., Laptop, Mendeley Desktop Software, Microsoft Word).*

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

Annotated Bibliography

Candidates prepare an annotated bibliography of journal articles and scholarly research sources to support their problem statement. Candidates: Identify the significant authors who contribute to the literature related to your area of interest, collect a combination of conceptual and empirical publications, and summarize each author's work. Organize the review alphabetically, chronologically and make note of authors who have similar arguments. Compare and contrast the work of various authors. Identify limitations or weaknesses and the significant gaps in the research. Situate your research problem or question within this literature. The review should provide a compelling case for the research. For this assignment, examine 6–10 studies. This annotated bibliography may serve as the basis for the program project or thesis.

<i>Components</i>	<i>% of Grade</i>
Quality and number of research articles	30%
Summary of each article selection	30%
Grammar, spelling, punctuation, and APA style	10%
Use of bibliography technology	20%
APA Style (citations, references, formatting)	10%
TOTAL	100%

Research Presentation

Candidates will create and present the research from the annotated bibliography assignment to their peers a 10 - 15 minute presentation using Google Slides or MS PowerPoint. A Q and A 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, Identified Gaps in Research, Significance to Your Research Interests, Conclusion. Peers as well as the instructor will evaluate candidates on their presentation. See the peer evaluation checklist and the presentation guidelines/rubric. The research presentation will be presented in class to peers and the instructor on an assigned date. Candidates will also complete three peer evaluations which are due on the last day of class.

Components	% of Grad
Part A - Presentation Instructor evaluation of presentation (see rubric)	80%
Part B - Peer Evaluation - Peer evaluation of 3 student research presentations	10%
Part C - Peer Review - Feedback from 3 peers	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

[INSTRUCTOR TO COMPLETE]

Participation

Students taking courses in any format at City University of Seattle are expected to be diligent in their studies and attend class regularly. Regular class attendance/academic engagement is important in achieving learning outcomes in the course and correlates with participation. As such, attendance and participation are a consideration in determining the final grade.

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 (APA 7th edition).

University Policies

You are responsible for understanding and adhering to all of City University of Seattle'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 of 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 Misconduct

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 of its education programs and activities do not discriminate on the basis of sex/gender. Sex include 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 City University of Seattle policy. City University of Seattle 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 at all times 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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

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 Assignments 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 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 206.2369.4752 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 your 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 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

