

Course Syllabus
LI 880XA
Capstone Course: Assessing the MLS Experience
4/13 (Saturday Only) & Internet

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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	1.0
Note:	Course Syllabus May Change

Important Dates for Spring 2013

<i>1/16: First day of class</i>	<i>1/21: Martin Luther King Day (ESU closed)</i>	<i>1/30: Last day to add/drop</i>	<i>3/12: Midterm grades due</i>
<i>3/16-3/24: Spring Break</i>	<i>3/27: Last day to withdraw</i>	<i>5/10: Last day of classes</i>	<i>5/18: Commencement</i>
<i>5/21: Final grades due</i>			

This syllabus is subject to change

Course Description

This course will give students the opportunity to reflect on their growth and development over the course of their MLS experience. This should be the last course that students take. In the course, students will analyze the artifacts collected in their assessment portfolio, discuss them with their colleagues, and write a reflective essay addressing the extent to which they demonstrate they met the goals of the MLS curriculum. (Required)

Course Learning Outcomes

By the end of the course, students will be able to:

1. Examine and understand their cognitive and affective learning process throughout the MLS

program

2. Demonstrate effective electronic communication skills through the creation of a professional portfolio website.
3. Demonstrate, through their website, their library/ information management knowledge, skills, and professional values by the selection and presentation of their own appropriate class artifacts (such as reports and projects).
4. Evaluate their MLS learning outcome.

Instructor Contact Information

Please do not hesitate to contact me if you have questions or would like to discuss any aspect of the course, either by telephone, by appointment, or by email at any time. If I am not available when you call, please leave a message that includes your name, telephone number, and a brief explanation of what you would like to discuss. I will return your call as soon as possible. If I do not respond within 48 hours, please call again or send another message.

Required Readings

Textbook

Krug, S. (2006). *Don't make me think: a common sense approach to web* (2nd ed.). Berkley, CA: New Riders. (Also available in Kindle and Nook e-book formats.)

This book will help you design a reader-friendly and intuitively accessible website.

Website

Punch up your portfolio by Katie Dunneback. Retrieved from http://www.liscareer.com/dunneback_portfolios.htm (last accessed April 13, 2012). Dunneback provides great advice for the library professional.

Learning Activities

Tentative Assignments

Assignment	Start and Finish Date	Points
Assignment 1: Begin reading textbook and website "Punch Up Your Portfolio."	Start reading: 01/23 Respond to Assignment #1 Discussion Forum by 02/07	See "Discussion and Participation" below.
Assignment 2: Begin MLS program reflection by reviewing and selecting course artifacts for your website portfolio.	Start reviewing and selecting course artifacts: 02/17 Respond to Assignment #2 Discussion Forum by 03/09	See "Discussion and Participation" below.
Assignment 3: Begin building	Start building website portfolio:	40

website portfolio, including posting of URL link on Assignment 3 Discussion Forum. View and comment on two other website portfolios.	03/09 Post link 04/07 by Central Time. Post comments on, at least, two other websites: 04/12	
Assignment 4: Presentation of portfolio to cohorts as well as sharing any additional knowledge and achievements.	04/13 (Face to Face at Main Campus)	30
Discussion and Participation	Throughout	30

Tentative Course Outline

Session	Topics	Readings	Activities and Due Dates
Week 1: 01/16 (First Day of Class)	Introductions: I do realize that by now you--more than likely--know each other well, but please introduce yourself, so that I may have the pleasure of getting to know you--though I do have the pleasure already of knowing, more or less, some of the class members. Salutations!		1/16- Introductions: On the Introductions Discussion Forum post two truths and one lie. A posting yours, go to at least other classmates' postings at which one is the lie. If you done this before with your class then tell us two truths and a your cat, dog, or any other pet you don't have a pet then please come up with three new statements.
Week 2: 01/21			01/23: Start Assignment #1
Week 3: 01/28			
Week 4: 02/11			02/17: Respond to Assignment Discussion Forum. 02/17: Start Assignment #2
Week 5: 02/18			
Week 6: 02/25			
Week 7: 03/04			03/09: Respond to Assignment Discussion Forum 03/08: Start Assignment #3
Week 8: 03/11			

Week 9: 03/18			
Week 10: 03/25			
Week 11: 04/01			04/07: Post website portfolio link by midnight, Central Time
Week 12: 04/18			04/12: Post comments on, at least, two other websites. 04/13: Face to Face: Capstone Presentation and Celebration
Week 13: 04/15			
Week 14: 04/22			
Week 15: 04/29			
Week 16: 05/06			05/10: Last day of class

Grading Criteria:

Online & In-class Participation (20 points) - throughout semester

Online and face-to-face class discussion and participation are important components of assessment in the course. Through guided and independent discussion and participation, students will share with each other their MLS program experiences and ideas. Participation points are earned through online discussions forums and in class participation. .

Participation Evaluation Criteria and Points

17-20 points - Frequently makes pertinent comments in class and/or online that illuminate discussion; participants consistently and effectively in small and large group activities; consistently listens to and values the contributions of others; consistently has a positive influence on group learning.

14-16 points - Occasionally makes pertinent comments in class and/or online; usually participates effectively in small group discussions; usually listens to and values the contributions of others; sometimes has a positive influence on group learning.

< 14 points - Seldom makes pertinent comments in class and/or online; may not participate effectively in small group discussions; may not listen and/or value the contributions of others; has little positive influence on group learning; may be a negative influence.

Portfolio (40 points) - Start March 09, 2013

The Master of Library Science portfolio is an electronic academic/professional collection of

evidence that the student has achieved all the MLS Program Outcomes and Professional Values (<http://slim.emporia.edu/index.php/prospective-students/mission-vision-statements/>)

Portfolio Evaluation Criteria and Points

The Rubric for Evaluation of the Portfolio will later be found in Course Documents. It contains all the competencies for the evaluation of the MLS Portfolio.

-Evaluation Grading Scale

- 40 points All criteria are met exceptionally well.
- 33 - 39 points All criteria are met satisfactorily, or most criteria are met exceptionally well.
- <33 points Some criteria are not met, and/or there are major omissions or errors.

Note: If you have already been hired for a professional position, please do not "skimp" through your creation of your MLS portfolio. Please remember that your portfolio should do two things: first, demonstrate student mastery of MLS Program Outcomes and Professional Values; and second, be a showcase for your academic work.

Portfolio: In-Class Presentation - (30 points) - April 13, 2013

The Capstone class provides students opportunities to reflect, share, and celebrate their Master of Library Science experiences and achievements.

Evaluation Grading Scale

- 40 points - All criteria are met exceptionally well.
- 33-39 points - All criteria are met satisfactorily, or most criteria are met, some exceptionally well.
- <33 points - Some criteria are not met, and/or there are major omissions or errors.

SLIM Grading Scale*

- 96 -100 A 77 - 79 C+
- 90 - 95 A- 74 - 76 C
- 87 - 89 B+70 - 73 D
- 84 - 86 B 0 - 69 F
- 80 - 83 B-

**The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.*

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

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1200 Commercial Campus Box
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Content comments for the instructor:
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