

**Curriculum Steering Committee**  
**Department of Information and Library Science**  
**Indiana University**  
October 2014

**Course Proposal Format** for workshops, topics courses, and new courses.

To ensure that course proposals are reviewed before registration starts, proposal should be submitted by:

January 31 for summer & fall courses

September 30 for spring courses

Course proposals submitted to the Curriculum Steering Committee should include:

1. Course number, suggested title, and number of credit hours.

S603 (L595) - Workshop for Librarians and Information Professionals.

(1.5 or 3 credit hours.);

A 1.5 credit hour workshop proposals should have the approximately one half of the contact hours, preparation time, and out-of-class assignment load as other ILS courses. A 3 credit hour workshop proposal should have an equivalent number of contact hours, the same amount of presentation time and out of class assignment load as a 3 credit hour ILS course.

Workshops generally focus on hands-on experiences and are usually tied to application of technology, information management, specific software, or development of a specific skill set. MLS and MIS ILS students may count up to 6 workshop credit hours toward their master's degrees; dual MIS/MLS students may count up to 9 workshop credit hours towards their degrees.

S604 (L597) - Topics in Library and Information Science. (1-4 cr.);

This course number is used for courses offered on a trial basis or one time only. If you are proposing a new course, S604 will be the course number used the first two or three times the course is taught. If the course is to become a regular offering, it will be assigned a number following a procedure approval from the ILS CSC, the ILS faculty and the Campus Curriculum Committee. Contact hours, preparation time, and out-of-class assignment load should be the same as other ILS courses.

2. Name and contact information of instructor

3. Rationale: The rationale for the course will address the target audience and the perceived need for the course. This narrative will explain how the course fits in with existing ILS courses and how it relates to similar course offerings in other units at Indiana University, if there are any (it is your responsibility to check this).

4. Scheduling: Number of credit hours should be provided. If the proposed course is other than the standard, full-semester, 3-credit-hour course, please provide a description of proposed scheduling, the total number of contact hours and an explanation of why this approach is appropriate for the subject content.

5. Course description: The course description will provide a succinct statement of course content consisting of one or two sentences (maximum 50 words). For courses that will become part of the ILS curriculum, this description will go to the Graduate School and will be used in the ILS Academic Bulletin.

6. Prerequisites: The proposal will identify any courses that are to serve as prerequisites for this course. If no prerequisites are required, this should be indicated. If instructor approval for admission to the course is to be required, this should also be indicated.

7. Course syllabus: A preliminary syllabus for the course will provide:

- a. a clear and complete statement of course content and the associated learning objectives;
- b. a brief statement explaining how learning objectives will be assessed;
- c. student requirements, including class participation, attendance, specific assignments and projects, criteria for evaluation of student work and the contribution of assignments, tests, etc., to the final grade;
- d. the ILS “Definitions of Letter Grades”

|    |     |  |
|----|-----|--|
| A  | 4.0 | Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.       |
| A- | 3.7 | Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.                |
| B+ | 3.3 | Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.                   |
| B  | 3.0 | Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.  |
| B- | 2.7 | Marginal work. Student performance demonstrates incomplete understanding of course materials.  |
| C+ | 2.3 | Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.   |
| C  | 2.0 |  |
| C- | 1.7 | Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade. |
| D+ | 1.3 |  |
| D  | 1.0 |  |
| D- | 0.7 |  |
| F  | 0.0 | Failing. Student may continue in program only with permission of the Dean.   |

- e. a statement addressing handling of late submissions;
- f. a statement regarding academic integrity;
- g. a "Statement for Students with Disabilities" (see below)
- h. a tentative course calendar that includes specific topics, their sequencing across the semester and a list of proposed readings for each class session.

8. Resources: The proposal will address the need for any facilities, materials or other resources necessary to support teaching of the course.

### Sample statement regarding academic integrity

#### Academic dishonesty

There is extensive documentation and discussion of the issue of academic dishonesty here <<http://www.indiana.edu/~code/>> in the Indiana University "Code of Student Rights, Responsibilities and Conduct". Of particular relevance is the section on plagiarism:

#### 3. Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- 1. Directly quoting another person's actual words, whether oral or written;
- 2. Using another person's ideas, opinions, or theories;
- 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- 4. Borrowing facts, statistics, or illustrative material; or
- 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

From: Part II: Student Responsibilities - G. Uphold and maintain academic and professional honesty and integrity - 3. Plagiarism

<http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml>

Plagiarism is the use of someone else's ideas, words, or opinions without attribution. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive a grade of "F". A second instance will result in an automatic grade of "F" for the course. Penalties may be harsher depending upon the severity of the offense. See Indiana University's "Code of Student Rights, Responsibilities and Conduct" (link above).

There is more to avoiding plagiarism than simply citing a reference. To aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled Plagiarism: What it is and how to recognize and avoid it. For example, here are some strategies for avoiding plagiarism:

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

From: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

This guide is available here (opens a new window). It provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments. In fact, there are many pamphlets at Writing Tutorial Services that you might find useful as you begin your graduate work. They are listed here (opens a new window).

Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the assignment and additional penalties applied at the discretion of the instructor. As a rule of thumb, when in doubt, cite the source!

#### Sample statement for Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact IU Disability Services for Students < <http://studentaffairs.indiana.edu/disability-services-students/index.shtml>>.