

INFO 5960: Library Program Development with Learning Sciences

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Instructor Contact

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Office Hours: Course contact will be online. Please email within the Canvas course. Online office hours will be set by the second week of the semester and posted within the course website.

Email: sarah.evans@unt.edu

Communication Expectations: If you have questions about the course, the best place to go is the General Questions forum of the discussion board. Think of it as raising your hand to ask a clarifying question in the classroom. Your colleagues likely had the same question! We check this forum daily, so you will get a response from myself or the teaching assistant. Also, be sure to check the course announcements regularly.

If you need to ask a personal question, first reach out via the Canvas inbox and I will do my best to respond within 48 hours. Since I receive many messages, I request that you include the following information in the subject line:

Course Number Students Last Name: Topic of the Email

You may also leave a message on my office phone number (940-369-8102) and I will respond within 48 hours. In urgent situations, you may use my mobile phone number (206-409-9573) for text messages or calls, but please use this sparingly.

In addition to office hours, I am also available by appointment for in person meetings, telephone calls, or video chats. My goal is to support you in your journey to the library profession, so please reach out as needed.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. In my courses, I ask that we each strive to follow the [Principles of Engagement](#), created by our [UNT Division of Inclusion, Diversity, Equity and Access](#).

UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Learning sciences is an interdisciplinary field that works to further understanding of learning across settings, in both formal and informal environments. Students will explore theories of human development and learning, current research into the learning lives of people in a variety of situations,

and methods of improving services through design-based implementation research. By the end of this course, students will be able to identify and apply effective tools and practices to support learners of all ages in pursuing their goals via library programs and services.

Course Structure

This course is taught exclusively online, through Canvas, and it is the student's responsibility to be able to access, and appropriately use, online materials and complete course requirements as assigned in the course schedule. Materials for this course are organized into weekly modules that begin on Mondays and end on Sundays. Assignments will be identified in the appropriate module with due dates given, and linked from the module with instructions. You should expect to devote at least 9 hours per week to the work for this course. Many of you have full-time commitments outside of your educational pursuit (job, families, etc.). Please plan and prepare accordingly.

Course Prerequisites

None

Course Objectives

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

1. Describe basic concepts and findings from learning sciences research and how those apply to the design and implementation of learning environments and experiences, such as libraries and other information settings.
2. Evaluate contemporary library environments, services, and programs for evidence of research-based practices that facilitate learning.
3. Examine the cultures within a community through various lenses, for the purpose of designing relevant library services.
4. Outline library services, programs, and resources based on knowledge of learning sciences research and community needs and interests with appropriate tools for measuring outcomes.
5. Propose a design-based intervention for a library or other information setting.

Materials

Materials for this course include one required text, a number of required articles, and articles located by course participants, plus recommended readings. The required text is available for purchase from the [UNT bookstore](https://unt.bncollege.com/shop/unt/home) (<https://unt.bncollege.com/shop/unt/home>)

Required Text

- Lee, V. R., & Phillips, A. L. (2019). *Reconceptualizing libraries: Perspectives from the information and learning sciences*. S.I: Routledge.

Recommended Texts

- Council, N. R. (2000). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. [Available as [a free PDF](#). Chapters will be available in Canvas for download.]

- National Academies of Sciences, E., & Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. [Available as [a free PDF](#). Chapters will be available in Canvas for download.]
- Nasir, N. S., Lee, C. D., Pea, R. D., & McKinney de Royston, M. (2020). *Handbook of the Cultural Foundations of Learning*. Taylor Francis Books. [Available [as an ebook](#) from the UNT library. Select chapters will be available in Canvas for download.]

Supplementary materials, both required and optional, will be located in each module in the Canvas course.

Teaching Philosophy

Great teaching comes with a commitment to learn, especially as students join in the spirit of co-learning. I believe the most effective teachers will always be those who want to motivate and guide students to recognize their own knowledge and skills and plan ways of expanding that knowledge. The activities in this course are designed to bring you into the librarian community of practice through the deliberation of relevant issues and the creation of practical products. As a teacher, I strive to create with you all a course experience that is **relational, respectful, real, reflective, and responsive**.

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Webcam
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Recording and editing videos

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT IT Help Desk

Email: helpdesk@unt.edu

Live Chat:

<https://it.unt.edu/helpdesk/c>

[hatsupport](#)

Phone: 940-565-2324

In Person: Sage Hall, Room 330

Hours and Availability: Visit <https://it.unt.edu/helpdesk> for up-to-date hours and availability

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that you may not be aware of. For useful tips in navigating on online course, visit ["How to Succeed as an Online Student."](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (<https://clear.unt.edu/teaching-resources/online-teaching/succeed-online>).

Course Requirements

Assignment	Points Possible	Percentage of Final Grade
Personal Reflections	30 points	3%

Assignment	Points Possible	Percentage of Final Grade
<ul style="list-style-type: none"> • Pre-Course – 15 points • Post-Course – 15 points 		
Library Appraisals – 3 @ 10 points each	30 points	3%
Program Observations – 2 @ 15 points each	30 points	3%
Informational Interviews – 2 @ 15 points each	30 points	3%
Document Discussion – 16 discussions @ 10 points each	160 points	16%
LS + IS Discussion – 15 discussions @ 10 points each	150 points	15%
Shared Bibliography – 8 submissions @ 10 points each	80 points	8%
Community Data Gathering	70 points	7%
Community Investigation Profile	70 points	7%
Mission & Goals & Outcomes	70 points	7%
Learning Environment Resources & Tools	70 points	7%
Learning Event Plan	70 points	7%
Program Calendar	70 points	7%
Research Partnership Proposal	70 points	7%
Total Points Possible	1000 points	100%

Grading Policies

Final Grade Scale

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 500-599

There are opportunities to collect **extra credit** during the course. I will also accept **late work**. More information on assignments can be found below under Course Policies.

Capstone Project

If you are earning a Master's degree in Library Science or Information Science, and you began coursework in Fall 2019 or later, you are required to create an electronic portfolio as your Capstone Project. This electronic portfolio is a project that you should be working on every semester as you progress through your coursework. The Community of Information Professionals site in Canvas is designed to provide information and resources to help you create your ePortfolio. The ePortfolio creation requires you to use a template that is only available in that Canvas site. Also, the ePortfolio creation process includes a review of your work every semester. If you have not received an invitation on Canvas to join the Community of Information Professionals, please contact Dr. Tricia Kuon at tricia.kuon@unt.edu.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Evaluations become available on November 15th and close on December 2nd.

Course Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance Policy

Students are required to log into the course through Canvas daily to view class announcements, check grades, and complete assignments. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Class Participation

Interaction with course material is critical to your own learning. Your learning achievement will be magnified if you engage with your fellow students. Participating in discussions and other assignments **in a timely manner** will create a learning community that benefits us all. This is especially important in the case of the discussions.

Late Work

I understand that there will occasionally be extenuating circumstances that impact your ability to turn in an assignment on time. **I do accept late work up to the last day of instruction. Assignments not turned in at the time of grading will receive zero points. Your assignment score will be updated after you are able to submit.** Remember that keeping pace with the course will create the best learning experience for yourself and your classmates.

Examination Policy

There are no examinations in this course.

Assignment Policy

Assignments are due by 11:59pm Central Time by the end of the module or the date listed in the syllabus. You will submit all assignments through Canvas. Do not email assignments unless instructed otherwise.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All assignments are expected to conform to basic standards for scholarly writing. In this course, you are expected to follow American Psychological Association (APA) 6th edition manual of style in all of your reference and citation formatting for this course. Proper documentation of sources is the best defense against plagiarism. When citing references (books, journal articles, and websites) in any assignment, you must adhere to the APA citation guidelines.

Instructor Responsibilities and Assignment Feedback

As your instructor, it is my responsibility to:

- Help you grow and learn as an information professional
- Provide clear instructions for projects and assignments
- Answer questions about assignments in a timely manner
- Identify additional resources as necessary
- Provide grading rubrics
- Review and update course content
- Provide assignment feedback

For assignments turned in on-time, we strive to provide feedback within two weeks through Canvas. If the assignment is late, you will receive feedback at our convenience. Feedback on your work may take the form of an overall narrative comment, specific comments on particular areas of your work, both, or some other form. Grading rubrics, when used, will be provided with the assignment so that students may use them to assess their own work in advance of submission. If you are unsatisfied with your grade on an assignment, you may submit a revised version within a week of receiving feedback. **All assignments, revised or original, must be turned in by 11:59pm on the last day of class to receive credit.**

Syllabus Change Policy

As the instructor, I reserve the right to make changes to this syllabus if needed. Notices will be posted in the course announcement section in advance of changes being made.

Copyright Notice

Some or all of the materials on this course website may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials

without the expressed and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

The materials on this site are provided solely for the use of students enrolled in this course, and for purposes associated with this course; except for material that is unambiguously and unarguably in the public domain, these materials may not be retained or further disseminated.

Any students who use university equipment or services to access, copy, display, perform, or distribute copyrighted works (except as permitted under copyright law or specific license) will be subject to appropriate disciplinary action by the university as well as to those civil and criminal penalties provided by federal law.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not

require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)

- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)

- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

Calendar of Modules and Assignments:

- Unless otherwise stated, course work is due by 11:59pm CST on the last day of the weekend (Sunday).
- **Initial discussion and Flipgrid posts must be made by Thursday at 11:59pm.**
- Major holidays indicated in date column with parenthesis.
- “Textbook” refers to Lee, V. R., & Phillips, A. L. (2018). *Reconceptualizing Libraries: Perspectives from the Information and Learning Sciences*. New York, NY : Routledge, 2019: Routledge. ISBN: 978-1-138-30956-2 (pbk), 978-1-315-14342-2 (ebk).
- Additional required and optional readings indicated on module pages in Canvas course site.

Wk	Dates	Module	Readings	Document Discussion	LS + IS Discussion	Activities
1	8/23 - 8/29	Introduction	Articles in Canvas	Self-Intro	What is learning?	Pre-Course Reflection
2	8/30 - 9/5	Learning	Textbook: Intro & Ch 14; Articles in Canvas	Mission Statements	What can learning scientists offer?	Shared Bibliography (begin)
3	9/6 - 9/12 (Labor Day) (Rosh Hashanah) (September 11)	Learning	Textbook: Ch 8; Articles in Canvas	Program Calendars	What is teaching?	Library Appraisal #1
4	9/13 - 9/19 (Yom Kippur)	Learning	Textbook: Ch 6; Articles in Canvas	Physical & Virtual Sites	What tools do we use for learning?	Library Appraisal #2
5	9/20 - 9/26 (Sukkot)	Learning	Textbook: Ch 9 ; Articles in Canvas	Program Observation #1	What does learning require?	Library Appraisal #3
6	9/27 - 10/3	Learning	Textbook: Ch 12; Articles in Canvas	Program Observation #2	How do we measure learning?	Program Observation #1
7	10/4 - 10/10	Community	Textbook: Ch 10	Informational Interview #1	What role do we serve in our community?	Program Observation #2

8	10/11 - 10/17 (Indigenous Peoples' Day)	Community	Textbook: Ch 2 ; Articles in Canvas	Informational Interview #2	How can we engage our community?	Informational Interview #1
9	10/18 - 10/24	Community	Articles in Canvas	Community Data Gathering	How do we learn about our community?	Informational Interview #2
10	10/25 - 10/31 (Halloween)	Community	Textbook: Ch 3; Articles in Canvas	Community Investigation Profile	How can we be relevant to our community?	Community Data Gathering
11	11/1 - 11/7	Design	Textbook: Ch 4; Articles in Canvas	Mission & Goals & Outcomes	What does it look like to design with families?	Community Investigation Profile
12	11/8 - 11/14 (Veteran's Day; Diwali)	Design	Textbook: Ch 5; Articles in Canvas	Learning Environment Resources & Tools	What does it look like to design with youth?	Mission & Goals & Outcomes
13	11/15 - 11/21	Design	Textbook: Ch 7; Articles in Canvas	Learning Event Plan	How do we go into the unknown?	Learning Environment Resources & Tools
14	11/22 - 11/28 (Thanksgiving)	Design	Textbook: Ch 11; Articles in Canvas	Program Calendar	How do we design with & for our community?	Learning Event Plan
15	11/29 - 12/5 (Hanukkah) Last Week of Classes	Design	Textbook: Ch 13; Articles in Canvas	Research Partnership Proposal	What does it look like to be partners?	Program Calendar
16	12/6 - 12/10* (Finals Week)	Conclusion	Textbook: Ch 1 & Conclusion	Well Wishing		Shared Bibliography (completed); Research Partnership Proposal; Post-Course Reflection; Extra Credit - Due Friday, 12/10 at 11:59pm CST

*Note: This week's work concludes on a Friday, instead of the usual Sunday.