



## **INSC 580 – Information Technologies, Fall 2018**

University of Tennessee, Knoxville

**Course Section:** DE and On Campus

**Meeting Time and Place:** Friday, 6:30 – 7:45\* pm EST on [Zoom](#)

**Course Credit Hours:** 3 Credits

\* This "hybrid" course meets for a shorter class period but requires asynchronous coursework & participation which equals the requirements of a regular graduate course.

### **Faculty Contact Information**

Faculty Instructor: Devendra Potnis, PhD

Office Hours: By appointment. Email me at [dpotnis@utk.edu](mailto:dpotnis@utk.edu) to schedule appointments.

Office Phone: 865-974-2148 Address: 1345 Circle Park Dr., Suite 451, Communications Building

### **Course Description/Information:**

Evolution, trends, capabilities, and limitations of technologies applied to information capture, storage, preservation, access, and distribution.

### **Value Proposition:**

INSC 580 is the foundation course in information technologies (IT) for library and information science (LIS) professionals. It is a required course for school library media students. This course builds IT vocabulary necessary to communicate and troubleshoot some of the most frequently experienced IT issues at work. This course introduces students to an evolving IT landscape and emerging IT applications for LIS professionals. This practitioner-oriented course covers a range of contemporary topics equipping students with the skills and knowledge

necessary to perform IT-related jobs advertised by public, academic, and special libraries, and other organizations hiring information science professionals. Hands-on training, real-world IT solutions, expert advice, cutting-edge IT concepts, case studies, research articles, case examples, short videos, and assignments covered in this course equip students for assuming a variety of IT positions in libraries and information-intensive work environments.

### **Student Learning Outcomes/Objectives:**

Students who complete this course will be capable of...

- Demonstrating awareness, knowledge, and understanding of website design using Unix, computer hardware and software, and a number of emerging technologies and applications in libraries.
- Assessing and implementing information technologies, systems, sources and services that serve users effectively and efficiently.
- Analyzing and applying information policies, and information-related laws that influence the delivery of information resources throughout society.
- Solving real-world technology issues at work.
- Managing a wide variety of technologies including emerging technologies at work.
- Applying lessons learned from real-world IT case examples in all types of libraries.

### **Programmatic Outcomes/Department Goals:**

- The student can assess and implement information technologies, systems, sources and services that serve users effectively and efficiently.
- The student can describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information in society.
- The student can comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.

### **Learning Environment:**

This course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All recommended readings are listed in the syllabus and will be uploaded on the course Canvas site at the beginning of the semester.

### **Discovery Learning Approach:**

A learning strategy that you can use in this course is called the discovery frame. The discovery frame emphasizes learning from your own experiences – discovering new knowledge rather than only importing it from someone else's knowledge base. The key characteristics of this frame are: (1) All resources necessary for learning are resident in the individual. (2) It is learning through doing. (3) It is information gathering

with evaluation. Ask yourself: "How did I do that? Can I do it again?" rather than "Did I do it right?" (4) It causes you to identify behavior patterns that make a difference for you. (5) It focuses on success and the use of feedback – you cannot succeed unless you stop and ask: "How did I succeed?" The use of the discovery frame highlights additional goals in this course: to help you learn how to learn, and to learn that learning can be fun. This course aims to teach you important concepts and procedures that will help you continue to learn about knowledge management from your own experiences. The amount of knowledge and skills you will gain from this course will depend on the amount of time and work you invest every week. Information sharing, interaction, and collaboration are essential components of this learning approach.

### **Course Communications:**

The course instructor is required to communicate with students through UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts. Feel free to contact me for questions or to share ideas! To ensure quick response, start your message subject line with **INSC 580**. I will reply to your messages as soon as I can. This course is offered in a virtual mode using Canvas & Zoom. The delivery of the course content will include lectures, videos, discussions, live demonstrations, and hands-on training activities. All lecture slides will be posted on Canvas. Read the class announcement posted on Canvas to stay current with course matters. Submit assignments on Canvas. Do not email them to the instructor. For technical issues, contact the OIT HelpDesk via phone (865) 974-9900 or online at <http://help.utk.edu/>.

### **How to Be Successful in This Course:**

Every week you are expected to invest at least seven hours of your time outside of the classroom on revising the course content, and preparing for the course deliverables such as weekly assignments, online discussion board entries, and reflection report.

#### Student's Responsibility

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code
- Must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Collaborate software.
- Must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).
- Must obtain a UT email account and subscribe to the SIS student listserv.
- Must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

#### Instructor's Responsibility

- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

**Texts/Resources/Materials:**

There is no required text for this course. Recommended text is as follows.

“New Perspectives on Computer Systems 2016, Introductory 18<sup>th</sup> edition” by Parsons, J. and D. Oja., Cengage Learning, '018 edition  
ISBN-13: 978-1305387751 ISBN-10: 1305387759

**Course Resources:**

All of the required resources such as lecture slides, readings, and course deliverables will be made available on the course Canvas site.

**Course Requirements, Assessments, and Evaluations:**

**Class Attendance Policy:**

It is assumed that each student be present and speak in class. Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade. Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class.

If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies

- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

### **Due Dates and Late Assignments:**

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will ONLY download course deliverables from Canvas ONCE.

- 10% of grade will be deducted for each 24-hour period the deliverable (e.g., assignments, online discussion entries, etc.) is not turned in.
- In case of emergency, please contact the instructor before the due date to avoid losing points for the late submission.

### **Incompletes:**

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

### **Course Feedback:**

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Deliverables that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

### **Plagiarism:**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

### Major Assignments and Exams

<b>Deliverables</b>	<b>Points → % of Total Grade</b>
Assignments (12 * 5%)	300 → 60%
Online Discussion Board Entries (5 * 4%)	100 → 20%
Your Comments on/Response to Classmates' Online Discussion Board Entries (5 * 3%)	75 → 15%
Self-Reflection Report (5%)	25 → 5%
<b>TOTAL</b>	<b>500 → 100%</b>

**Evaluation:**

It will be your responsibility to check your grades on Canvas. You will also be responsible to check my feedback on your submissions on Canvas. Semester grades will be assigned according to the following scale:

A	90≤	(4 quality points per semester hour) superior performance.
A-	87-89.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	85-86.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	80-84.99	(3 quality points per semester hour) satisfactory performance.
B-	77-79.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	75-76.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-74.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <a href="#">Graduate Catalog</a> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

**Computing Requirements:**

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Collaborate software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required). You must obtain a UT email account

and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

**Inclement Weather:**

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55) (<http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>). SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.

**CCI Diversity Statement:**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

**Academic Integrity:**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**University Civility Statement:**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

**Disability Services:**

“Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.



### **Your Role in Improving Teaching and Learning Through Course Assessment:**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

### **Key Campus Resources for Students:**

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

### **Course Outline/Assignments/Units of Instruction/Clinic Schedule:**

<b>Date</b>	<b>Topics &amp; In-Class Activities</b>	<b>Deliverables &amp; Recommended Readings</b>
Class 1 <b>Aug 24</b>	<ul style="list-style-type: none"><li>• Introduction<ul style="list-style-type: none"><li>○ Academic background</li><li>○ Share your IT experience</li><li>○ Expectations from INSC 580</li><li>○ Your strategy to succeed in this course</li></ul></li><li>• IT Skills in Demand in Libraries</li><li>• Analyzing “IT Job Titles” for Information Professionals<ul style="list-style-type: none"><li>○ Case Example 1: The Five Roles of Media Specialist</li><li>○ Case Example 2: Digital Innovator – PBS Wants You</li><li>○ Expert Advice 1: How to Become a School Librarian?</li></ul></li><li>• Overview of the Course Syllabus</li></ul>	

	<ul style="list-style-type: none"> <li>• Expert Advice 2: Types of Technology Information Sources</li> <li>• Glossary of IT Terms and Concepts</li> <li>• School Librarians as Technology Integration Leaders</li> </ul>	
Class 2 Aug 31	<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• Components of System Unit <ul style="list-style-type: none"> <li>○ Motherboard: Processor, A/V Cards, &amp; Memory</li> <li>○ Power Supply: AC &amp; DC</li> <li>○ Drive Bays</li> <li>○ Ports &amp; Connectors</li> <li>○ Bus: Data &amp; Address</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Assignment 1 on Why Stay on Top of Technology Trends? (5%)</b></p> <p><b>Online Discussion Board Entry #1A on Evolution of IT in Libraries (4%)</b></p>
Class 3 Sept 7	<ul style="list-style-type: none"> <li>• Communication &amp; Networks <ul style="list-style-type: none"> <li>○ Types of networks: PAN, MAN, LAN, &amp; WAN</li> <li>○ Network topologies: bus, ring, mesh, &amp; star</li> <li>○ IEEE 802.X Standards</li> <li>○ Communication devices: modems, routers, etc.</li> <li>○ Client-server architecture, &amp; Peer-to-peer communication</li> <li>○ Protocols: TCP/IP, SMTP, &amp; FTP</li> <li>○ Virtual Private Network, Intranet, &amp; Mobile n/w</li> </ul> </li> <li>• Internet &amp; World Wide Web <ul style="list-style-type: none"> <li>○ Types of Connections &amp; Access Providers</li> <li>○ Analysis of a Website address/URL</li> </ul> </li> <li>• Types of Addresses: Physical, Virtual (IP), &amp; Port</li> <li>• Case Example 3: Successfully Planning a Scalable and Effective Patron Wireless Network</li> <li>• Expert Advice 3: Build It and They Will Come</li> </ul>	<p style="text-align: center;"><b>Assignment 2 on Current Technology Trends (5%)</b></p> <p><b>Online Discussion Board Entry #1B (3%)</b></p>
Class 4 Sept 14	<ul style="list-style-type: none"> <li>• Setting up Unix Account</li> <li>• File-transfer (local – server) Basics: Hands-on Training</li> <li>• Website design using web editor vs. Wix</li> </ul>	<p style="text-align: center;"><b>Assignment 3 on Big Talk from Small Libraries: Small Libraries Doing Big Things (5%)</b></p>

		<p><b>Online Discussion Board Entry #2A on Evaluating Emerging Technologies in Libraries (4%)</b></p>
<p>Class 5 Sept 21</p>	<ul style="list-style-type: none"> <li>• Storage: Capacity, Access time, &amp; Types of Storage</li> <li>• Case Example 4: Redefining Our OPAC Computers with Google Chromebox</li> <li>• Input Devices: Audio, Video, Text, Graphics, &amp; Biometrics</li> <li>• Output Devices: Monitors, Speakers, Headphones, 3D Printers, Projectors, &amp; Tactile devices</li> <li>• Expert Advice 4: 3-D Printing Worth the Hype – The Maker Issue</li> <li>• RFID Technologies for Libraries</li> <li>• Robots for Libraries</li> <li>• Case Example 5: Machinery Than Can Transform Your Lending Services</li> </ul>	<p><b>Assignment 4 on Troubleshooting (5%)</b></p> <p><b>Online Discussion Board Entry #2B (3%)</b></p>
<p>Class 6 Sept 28</p>	<ul style="list-style-type: none"> <li>• Database and Information Management Systems</li> <li>• Designing a Database from scratch using ER Diagram</li> <li>• Demo for Relational DBMS: Tables, Forms, Queries, &amp; Reports <ul style="list-style-type: none"> <li>○ Data Warehouse &amp; Web Databases</li> </ul> </li> </ul>	<p><b>Assignment 5 on Networking and Internet (5%)</b></p> <p><b>Online Discussion Board Entry #3A on Assistive Technologies in Libraries (4%)</b></p>
<b>FALL BREAK</b>		
<p>Class 7 Oct 12</p>	<ul style="list-style-type: none"> <li>• Fundamentals of usability, user experience management, human-computer interface design, &amp; online user support</li> <li>• Evaluating mobile apps for libraries</li> <li>• Developing and using Quick Reader (QR) codes for libraries</li> <li>• Case Example 6: QR Codes Go to School, QR Codes Connect Students to Books, &amp; QR Codes in the Library</li> <li>• Augmented reality in libraries</li> </ul>	<p><b>Assignment 6 on Website Design (5%)</b></p> <p><b>Online Discussion Board Entry #3B (3%)</b></p>

<p>Class 8 Oct 19</p>	<ul style="list-style-type: none"> <li>• Automated library system &amp; Integrated library systems</li> <li>• Library information systems and digital library management <ul style="list-style-type: none"> <li>◦ Kuali OLE, SirsiDynix Symphony, CONTENTdm, Digital Commons, and Acqweb</li> </ul> </li> <li>• Major ILS Products</li> </ul>	<p style="text-align: center;"><b>Assignment 7 on Database Basics (5%)</b></p>
<p>Class 9 Oct 26</p>	<ul style="list-style-type: none"> <li>• Web 2.0 and social software for libraries – Library 2.0</li> </ul>	<p style="text-align: center;"><b>Assignment 8 on Usability (5%)</b></p>
<p>Class 10 Nov 2</p>	<ul style="list-style-type: none"> <li>• Making Smart IT Choices: Evaluating, Buying, and Implementing Technology for Libraries <ul style="list-style-type: none"> <li>◦ Criteria for purchasing e-Book platforms</li> </ul> </li> <li>• Strategic Management of IT in Libraries</li> <li>• Case Example 8: 21<sup>st</sup> Century School Library Media Center</li> <li>• Google Analytics for Libraries</li> <li>• Analytics, Goals, and Strategy for Library’s Social Media Presence</li> <li>• How Can Libraries Measure the Return on Investment in IT?</li> <li>• Repository Analytics</li> <li>• Expert Advice 7: RFID Costs, Benefits, and ROI</li> <li>• A Comparative Analysis of the Effect of ILS on Staffing Models in Academic Libraries</li> <li>• Expert Advice 6: Data with a Soul</li> <li>• Case Example 7: Top Trends for Schools</li> </ul>	<p style="text-align: center;"><b>Assignment 9 on Social Media Policies (5%)</b></p> <p style="text-align: center;"><b>Online Discussion Board Entry #4A on Hacking (4%)</b></p>
<p>Class 11 Nov 9</p>	<ul style="list-style-type: none"> <li>• <b>GUEST SPEAKER: Daryl Grabarek</b>, School Library Journal</li> <li>• Writing a Technology Plan for Libraries</li> <li>• Expert Advice 8: The Hole Truth</li> <li>• Expert Advice 9: Tech IT to the Limit – Maker Space in School Libraries</li> </ul>	<p style="text-align: center;"><b>Assignment 10 on Library 2.0 and Mobile Apps (5%)</b></p> <p style="text-align: center;"><b>Online Discussion Board Entry #4B (3%)</b></p>

	<ul style="list-style-type: none"> <li>● Expert Advice 10: Ten Tips for School Library Media Specialists</li> </ul>	
Class 12 Nov 16	<ul style="list-style-type: none"> <li>● Protecting Technology and Technology Users</li> <li>● Security, Safety, Ethics, &amp; Privacy <ul style="list-style-type: none"> <li>○ Vulnerability vs. Threat, Security Risks, &amp; Cybercrime</li> <li>○ Firewall, Antivirus, &amp; Intrusion Detection</li> <li>○ Encryption &amp; Digital Signature</li> </ul> </li> <li>● Copyright, Intellectual Property Rights, Green Computing, Information Privacy, &amp; Employee Monitoring</li> <li>● Expert Advice 5: 3-D Printers Understanding Copyright Fair Use and More</li> </ul>	<p style="text-align: center;"><b>Assignment 11 on Practical Ways to Incorporate New Technology Trends (5%)</b></p> <p style="text-align: center;"><b>Online Discussion Board Entry #5A on Future of Libraries (4%)</b></p>
THANKSGIVING		
Class 13 Nov 30	<ul style="list-style-type: none"> <li>● Technology in School Library Media <ul style="list-style-type: none"> <li>○ Mobile Apps, E-Books, Robots, Lego Boost, Video Games, and Online Comics</li> </ul> </li> <li>● Case Example 9: New York Comic Con 2011</li> <li>● Case Example 10: Cool Tools</li> <li>● Case Example 11: Getting to E</li> <li>● Case Example 12: Britannica School</li> <li>● Case Example 13: Resources to Learn Coding</li> <li>● Case Example 14: Robots</li> <li>● Expert Advice 11: J for Javascript</li> <li>● Expert Advice 12: Open eBooks</li> </ul>	<p style="text-align: center;"><b>Assignment 12 on Engaging with Local Library with Focus on Security (5%)</b></p> <p style="text-align: center;"><b>Online Discussion Board Entry #5B (3%)</b></p>
No Class Dec 7	<ul style="list-style-type: none"> <li>● <b>Self-Reflection Report (5%)</b></li> </ul>	

*The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.*