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## ***T&L 2900 – Information Literacy for Instructors***

### **Course-at-a-Glance**

**Instructor/Presenter:** Elizabeth Van Kleek, Dan Kuemmel, Heather Slee

**Instructor of Record:** Sarah Holder. *Note: A reader and Learning Coach may also be assigned to the learner to read and provide feedback on written assignments.*

**Length:** 15 hours for one PD credit

**Dates:** Enroll Anytime – Complete in 4 months

**Professional Development Credit Options:** 1

### **Introduction**

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In this course, you'll learn the basics of copyright for students and teachers. We'll talk about the history of copyright, and the purpose of copyright law as it's described in the U.S. Constitution. We'll look at the actual protected rights of copyright holders, and what constitutes infringement of those rights. In addition to copyright, we'll talk about the concepts of public domain and open licensing, and how open licensing developed in reaction to copyright law. We'll take a close look at the doctrine of fair use, especially as it applies in an educational setting. We'll also explore how to determine if a web resource is credible, how to cross-check sources for accuracy, differentiate between fact and opinion, and determine whether a source is timely, objective, and may have a conflict of interest.

Never before in our history have we had such quick and easy access to seemingly unlimited information. Because of this, it's never been more important to improve our research skills.

### **Getting Started and Course Directions**

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**Directions for Completing UND Professional Development Courses Using Hoonuit Content** are available upon the student's receipt of the welcome email from Hoonuit 3-8 days after online course registration.

### **Course Objectives**

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This course discusses efficient ways to find the information you're seeking, helps you to evaluate that information to ensure its credibility, and gives you tips on how to clearly and responsibly communicate that information to others.

## Learning Objectives

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The Learner will address:

- Define copyright and describe its original purpose.
- Discuss infringement of copyright in an educational setting.
- Discuss the role of public domain and open licensing in the creation of new works.
- Evaluate the balance between current copyright law and the rights of the public to use existing works to create new works.
- Describe common types of fake and misleading information
- Determine the purpose of an author
- Differentiate between fact and opinion
- Determine whether a source is objective
- Discern whether information presented by a source is timely
- Discover ways to more efficiently search for information online.
- Know how to properly evaluate resources for credibility and bias.
- Understand the components of information literacy.

## Course Materials

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[Copyright, Copyleft & Fair Use](#) (4 hours)

[Evaluating Web Resources](#) (4 hours)

[Research Essentials](#) (4 hours)

Professional Development Reflection (3 hours)

Total Hours 15

### Module Topics

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#### [Copyright, Copyleft & Fair Use](#)

In this module, you'll learn the basics of copyright for students and teachers. We'll talk about the history of copyright, and the purpose of copyright law as it's described in the U.S. Constitution. We'll look at the actual protected rights of copyright holders, and what constitutes infringement of those rights. In addition to copyright, we'll talk about the concepts of public domain and open licensing, and how open licensing developed in reaction to copyright law. We'll take a close look at the doctrine of fair use, especially as it applies in an educational setting.

Digital technologies and the innovation they bring have challenged copyright, with developments like peer-to-peer file-sharing, remix culture, and mashups. We'll talk about how these new ways of creating and sharing over digital networks have affected copyright law and created new societal expectations.

Copyright can be complicated, so we lay out steps you need to take to find and legally use copyrighted works – and to protect your own creative work. In a separate section, we clarify the importance to teachers of thinking about copyright, and provide some suggestions for how to introduce copyright concepts to students. Finally, you'll have access to links to resources for both students and teachers to find useable sources and to follow up and dig a little deeper into some of the concepts in this module.

#### A. Getting Started

1. What you'll learn in this module
2. What is copyright?
3. What is public domain?
4. History of copyright law
4. What are protected rights?
5. What is copyright infringement?
6. Plagiarism vs. copyright infringement
7. Open licensing: Copyleft and Creative Commons

#### B. Fair Use

1. Fair Use: General principles
2. Fair Use cases
3. Fair Use in education
4. TEACH Act
5. Fair Use: A day in the life of a college student

#### C. Copyright Law and New Technologies

1. Digital technologies
2. Peer-to-peer file sharing
3. copyright law and social media

#### D. Finding Stuff I Can Use

1. First steps
2. What can I take off the Internet?
3. Is the work in public domain?
4. Is the work available under open licensing?
5. Can I get permission to use the work?
6. Does the work fall under Fair use?
7. Protecting your creative work

#### E. Innovation & Copyright

1. Innovation and infringement
2. Remix culture
3. Mashup
4. Future of copyright

#### F. Copyright for Educators

1. Why do I have to worry about copyright?
2. What should I teach my students about copyright?
3. Open Educational Resources (OER)

#### G. Resources

1. Public Domain and Open Licensed materials for students
2. Resources

### [Evaluating Web Resources](#)

In this learning module, we'll explore how to determine if a web resource is credible. We'll cover how to cross-check sources for accuracy, differentiate between fact and opinion, and determine whether a source is timely, objective, and may have a conflict of interest. We'll also cover plagiarism, how to spot fake and/or misleading information, and some tips for using search engines.

#### A. Getting Started

1. What you'll learn in this module
2. Checklist
3. What is credibility?

#### B. Misleading and Fake Information

1. Identifying misleading information
2. Why can't I only rely on Google?
3. Tips for spotting fake and misleading information
4. Categories of misleading information

#### C. Author and Source

1. Determining the author and source
2. Researching the author and source
3. Primary and secondary sources
4. Why can't I use sources like Wikipedia?

#### D. Purpose

1. How do we define purpose?
2. How do I determine the purpose?
3. Types of Web resources

#### E. Objectivity

1. What is objectivity?
2. Separating fact from fiction
3. Determining objectivity

#### F. Accuracy

1. Defining accuracy
2. What is relevance?
3. Determining if a source is accurate
4. Cross checking a source for accuracy

#### G. Timeliness

1. Defining timeliness
2. Determining if information is timely
3. What if the information is outdated?
4. Checking for timeliness

#### H. Appearance

1. Why is appearance of a Web resource important?
2. Checking for appearance

#### I. Plagiarism

1. What is plagiarism?
2. Consequences of plagiarism
3. Avoiding plagiarism
4. Spotting plagiarism

#### J. Search Tools

1. Types of available search tools

2. How to conduct a Boolean search
  3. Using search tools: Best practices
- K. Final Checklist
1. Use the checklist
  2. Checklist

## Research Essentials

Never before in our history have we had such quick and easy access to seemingly unlimited information. Because of this, it's never been more important to improve our research skills. This module discusses efficient ways to find the information you're seeking, helps you to evaluate that information to ensure its credibility, and gives you tips on how to clearly and responsibly communicate that information to others.

### A. Getting Started

1. Introduction
2. Information literacy defined

### B. Research Essentials

1. Determining scope
2. Primary and secondary sources
3. Finding sources online
4. Finding non-digital sources
5. Evaluating sources
6. Interview techniques
7. To Wikipedia or not to Wikipedia
8. Incorporating selected information into one's own knowledge base
9. Using the information effectively
10. Using the information responsibly

## Professional Development Reflection

1. What new ideas or concepts did you learn?
2. What teaching practices or concepts were reinforced?
3. When applying the strategies and concepts you learned in this course into your daily practice, what went well?
4. What would you change?
5. How will students benefit from this course?
6. What resources or ideas do you want to explore further? What questions or concerns do you still have?

## Course Requirements

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- A. Complete all the components for the required learning modules and electives relevant to you.
  1. Read all contents included
  2. View the module
  3. Activity and Assessment – at the end of each module you will find a Dolt and Provelt. You must complete each and upload your Dolt as a Sharelt and comment on at least one other Sharelt.
  4. Upon completion of all required modules included in the course, the student will write a reflection. The reflection is included on the syllabus.

## **Assignments & Grading Percentages toward Final Grade**

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### One Credit Option

#### The Learner Will:

1. Review all content within each module. (10% of grade)
2. Complete each module Dolt activity and upload as a Sharelt. (40% of final grade)
3. Comment on at least one other Sharelt per module. (20% of final grade)
4. Complete module Provelt with a score of 80% or greater. (20% of final grade)
5. Complete an end of course survey/reflection that follows the specifications provided (10% of final grade)

## **Grading**

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**This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.**

Hoonuit courses will be graded on an S/U basis unless a special request is made by a district or because of a learner's district of employment's requirements for a letter grade to earn a lane change for pay increases or other significant reasons.

If a letter grade is selected, the learner must complete work to earn a minimum grade of B.

To earn a B, the learner must earn at least 13-15 points on the following rubric for one credit.

To earn an A, all Provelts must have a score higher than 90% and earn at least 16-20 points on the rubric for one credit.

| <b>Rubric</b>   |   |  |  |  |                    |
|---|---|--|--|--|--------------------|
| <b>Indicators</b>   | <b>Beginner<br/>1</b>   | <b>Developin<br/>g<br/>2</b>   | <b>Accomplishe<br/>d<br/>3</b>   | <b>Exemplary<br/>4</b>   | <b>Point<br/>s</b> |
| Demonstration of topic knowledge.                                       | The learner does not demonstrate adequate knowledge of the topic.                         | The learner is beginning to adequately understand the topic.                 | The learner shows topic competency.                                      | The learner shows topic mastery.   |                    |
| The project/text has been created at a professional level.              | The final project/text has numerous errors, is unorganized, or has problems with clarity. | The final project/text needs attention to errors, organization, and clarity. | The final project/text is mostly error-free, clear, and organized.       | The final project/text is error-free, clear, and organized.  |                    |
| All elements of the Dolt instructions have been completed thoughtfully. | The learner does not meet the majority of the Dolt requirements.                          | The learner meets most of the Dolt requirements.                             | The learner meets all of the Dolt requirements.                          | The learner goes above and beyond Dolt requirements.   |                    |
| Providing feedback to others: Demonstration of activity knowledge.      | The commenter does not demonstrate knowledge of the project/text.                         | The commenter has demonstrated a basic understanding of the project/text.    | The commenter has demonstrated they have read and evaluated the ShareIt. | The commenter demonstrates that they understand the purpose and scope of the project, and have read and evaluated the ShareIt. |                    |

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|-------------------------------|--|--|---|---|--|
| Providing feedback to others. | The commenter has provided unhelpful or unkind feedback. | The commenter has provided basic feedback. | The commenter has provided kind, authentic/genuine feedback, including a minimum of two positive comments, and one needs-improvement comment. | The commenter provides kind, authentic/genuine feedback, and provides more than three suggestions/statements of feedback with a balance between positive and needs-improvement. |  |
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**Scholastic Dishonesty**

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior, such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>