# Information Technologies

LIS-654-03  
Credits: 3  
Day and Time Wednesday 06:30PM - 09:20PM  
Location: Manhattan, Room 606  
Josh Hadro (please call me “Josh”)   
[josh.hadro@gmail.com](mailto:josh.hadro@gmail.com)  
(917) 428-4152

Office Hours: by appointment

**Tech Tutor(s) for Fall 2017:**

Email: [techtuto@pratt.edu](mailto:techtuto@pratt.edu)

**Hours:**

TBD (Best bet is to contact the SILS office)

Course Etherpad: <https://public.etherpad-mozilla.org/p/lis654fa17-1>

[increment last digit for subsequent class numbers, e.g. -2 for class session 2, -6 for class session 6, etc.]   
Course WordPress site: <https://lis654fa17.wordpress.com/> (invitations and logins to come)

Course hashtag: [#LIS654](https://twitter.com/search?q=LIS654) (optional)

## Course Description:

This course introduces the fundamental concepts of computing and networking, with an emphasis on the role these technologies play in creating, manipulating, storing, and accessing information. Topics essential to the work done by information professionals will be highlighted: web technologies, database concepts, markup languages, data management, and design and accessibility. Students will conduct frequent hands-on activities to acquire skills that are immediately applicable to working with information technologies. The course will explore recent trends in technology within information organizations, preparing students for their roles as information professionals and providing the foundation for future technology-related coursework.

1. **Objectives**

This course will explore the expression and support of library and information science principles through practical technologies.

Specifically, this course will:

* Develop a general understanding of Internet and web development principles
* Introduce fundamental concepts and applications of content storage and management systems
* Understand contemporary issues and trends in the development and changes of information technologies
* Examine the direct and indirect relationships between core library and information science principles and the predominant technologies used by library patrons and students.

1. **Student Learning Objectives**

Among other things, students will:

* gain a familiarity with prevailing technology issues, and the skill set for keeping current as those issues evolve.
* be able to assess web technologies, and edit web documents as necessary in many professional contexts.
* become familiar with vocabulary used to discuss the technological underpinnings of libraries and archives, in order to be conversant with peers and colleagues in a wide variety of roles.
* be able to identify and articulate connections between library science principles learned in this and other introductory classes and the tools in widespread use by patrons and students.

**LMS Program students:** please see attached page for New York State Learning Standards applicable to this course and information on observation conducted within the scope of this class.

**Important Note**: This is not a skills class. Although we will study and use specific technologies, such as HTML, CSS and other related tools, the focus of the course will be on the role of these technologies in the information professions, not necessarily on the skills themselves.

1. **Prerequisites**

This is a graduate-level technology course. Although there are no academic prerequisites, prior to enrolling in SILS, students must be proficient in the skills listed in “The SILS Student Technology Expectations” adopted and distributed to students since July 2006 (see attached at end of syllabus). The course will move along under this assumption and SILS faculty will provide no remedial assistance during or outside of class.

1. **Technology Tutoring**

Pratt SILS offers technology tutorial assistance to students taking 654 and other courses. Assistance with development components of assignments should be directed to the tutor. The tutoring service is managed through the SILS office and is available 20 hours a week either by walk-in or appointment. For information on hours of operation, contact the SILS office or see above.

## 

## Required Texts

There are no texts that are required purchases for this course. All required readings or provided directly.

## Suggested Texts, Sites, and Lists

Freeman, Elisabeth, and Eric Freeman. *Head First HTML with CSS and XHTML*, O’Reilly Media, 2nd edition, 2012

Krug, Steve. *Don't Make Me Think: A Common Sense Approach to Web Usability*, 2nd Edition New Riders, 2005.

Given that technology develops at such a rapid pace, online outlets are more suited to giving the background that will give students a useful understanding of current issues in the field. It is highly recommended that students follow at least some of the sites and lists provided below with some regularity.

**Library-related outlets featuring significant technology coverage:**

<http://planet.code4lib.org/>   
<http://code4lib.org/>   
<http://weaveux.org/> [Disclosure: I serve on the advisory board for this open access publication]  
<http://hacklibraryschool.com/>   
<http://lisnews.org/>  
<http://www.inthelibrarywiththeleadpipe.org/>  
<http://scholarlykitchen.sspnet.org/>  
<http://www.dlib.org/>  
<http://firstmonday.org/>  
<http://www.libraryinnovation.org/>   
<http://lj.libraryjournal.com/category/technology/>   
<https://americanlibrariesmagazine.org/>

**Email lists and Newsletters:**

Center for the Future of Libraries: <http://www.ala.org/transforminglibraries/future>   
Code4lib: <https://lists.clir.org/cgi-bin/wa?A0=CODE4LIB>   
Current Cites: <http://currentcites.org/>

Above the Fold from OCLC: <http://www.oclc.org/research/publications/newsletters/abovethefold.html>

LJXpress and/or LJ Academic Newswire from Library Journal: <http://lj.libraryjournal.com/newsletters/>

**Podcasts:**

Open Paren: a podcast about libraries, librarians, and code: <http://openparen.club/>   
Library Bytegeist: <https://soundcloud.com/librarybytegeist>  
Cyberpunk Librarian: <http://cyberpunklibrarian.com/>   
LibUX: <https://libux.co/podcast/>

**Also recommended more general publications:**

<http://arstechnica.com/>  
<http://www.pewinternet.org/>   
<http://www.theverge.com/>  
<http://www.theatlantic.com/technology/>   
<http://www.nytimes.com/pages/technology/>   
<http://www.newyorker.com/magazine/annals-of-technology>   
<http://metafilter.com>   
<http://chronicle.com/section/Technology/30/>   
<http://www.insidehighered.com/news/focus/technology>   
<https://news.ycombinator.com/>   
<http://www.techdirt.com/>   
Twitter via Tweetdeck or other list-displaying programs or apps  
Flipboard

## Coding tutorials:

<http://lynda.com/> [Available to you for [free with an NYPL card](https://www.nypl.org/collections/articles-databases/lyndacom)!]

<https://www.codecademy.com/>

<https://code.org/>

<https://www.codeschool.com/>

<https://data-lessons.github.io/library-python/>

Class Schedule

**August 30 — Introduction and Library Technology Basics** **In class: set up a WordPress blog profile**

**September 6 — Internet, Networks, and Protocols**   
 Due: Technology and Service Inspiration Post 1

Readings:

A Brief History of the Internet

<http://www.internetsociety.org/internet/what-internet/history-internet/brief-history-internet>

A Little History of the World Wide Web

<http://www.w3.org/History.html>

As We May Think

<http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/?single_page=true>

The Cobweb: Can the Internet be archived?  
<http://www.newyorker.com/magazine/2015/01/26/cobweb>

Women in Programming: Erasure and Visibility  
<https://recompilermag.com/issues/issue-4/women-in-programming-erasure-and-visibility/>

**September 13 — Web Design Basics: HTML (LAB)** Due: Reflection Post 1

Readings:   
A history of HTML  
<http://www.w3.org/People/Raggett/book4/ch02.html>  
  
A Brief History of Markup  
<http://www.alistapart.com/articles/a-brief-history-of-markup/>

HTML5 and The Future of the Web  
<http://coding.smashingmagazine.com/2009/07/16/html5-and-the-future-of-the-web/>

HTML Beginner Tutorial  
<http://www.htmldog.com/guides/html/beginner/>  
  
The Group That Rules the Web  
<http://www.newyorker.com/tech/elements/group-rules-web>

A battle rages for the future of the Web  
<https://arstechnica.co.uk/information-technology/2017/02/future-of-the-www-timbl-drm/>

The Evolution of the Web (infographic)  
<http://www.evolutionoftheweb.com/?hl=en>

**September 20 — Web Design Basics: CSS (LAB)**

Readings:

What is code? (Note: longer piece, leave enough time to experience this!)  
<http://www.bloomberg.com/graphics/2015-paul-ford-what-is-code/>

The CSS Saga  
<http://www.w3.org/Style/LieBos2e/history/Overview.html>

CSS for Librarians  
<https://www.youtube.com/watch?v=OuWs8jNrbVQ>

CSS Basics  
<http://www.cssbasics.com/>

CSS Selectors  
<http://www.w3.org/wiki/CSS/Training/Selectors>

How to Center in CSS [Because it will definitely come up!]  
<http://howtocenterincss.com/>

**September 27 — Web Design Basics: Graphics and Multimedia** Due: Technology and Service Inspiration Post 2

Readings:  
Responsive Web Design – What It Is And How To Use It  
<https://www.smashingmagazine.com/2011/01/guidelines-for-responsive-web-design/>

The Comprehensive Guide to Saving Images for the Web  
<http://sixrevisions.com/web_design/comprehensive-guide-saving-images-for-web/>

Graphics Formats Explained  
<http://www.dansdata.com/graphics.htm>

Federal Agencies Digitization Guidelines Initiative (FADGI):  
<http://www.digitizationguidelines.gov/guidelines/>

Format Considerations in Audio-Visual Preservation Reformatting:  
<http://www.digitizationguidelines.gov/audio-visual/documents/IP_Fleischhauer_AudioVisual_Reformatting_isqv22no2.pdf>

H.264 is Magic  
<https://sidbala.com/h-264-is-magic/>

How JPG Works  
<https://medium.freecodecamp.com/how-jpg-works-a4dbd2316f35#.ae5mezr3h>

**October 4 — Structured Data, XML, JSON and Web Design Wrap-up** Due: Reflection Post 2

Readings:  
Getting started with XML: A workshop [Read Part I: "General introduction to XML"]   
<http://infomotions.com/musings/getting-started/getting-started.pdf>

How Does XML Help Libraries?  
<http://www.infotoday.com/cilmag/sep02/Banerjee.htm>

A Gentle Introduction to XML  
<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/SG.html>

XML and Databases [Sections 1-4, rest is optional]  
<http://www.rpbourret.com/xml/XMLAndDatabases.htm>

JSON Basics: What You Need to Know (don’t worry about the JavaScript and PHP parts, unless you’re interested!)<http://www.elated.com/articles/json-basics/>

**October 11 — Usability, User Experience, and Universal Design**

Readings:  
The User Experience  
<http://lj.libraryjournal.com/2010/01/opinion/aaron-schmidt/new-column-launch-the-user-experience/>

(Archives of the entire column run here: <http://lj.libraryjournal.com/category/opinion/aaron-schmidt/> )

Connected UX  
<http://alistapart.com/article/connected-ux>

Web Style Guide- Chapter 2*:* Universal Usability

<http://www.webstyleguide.com/wsg3/2-universal-usability/index.html>

Usability Testing Demystified   
<https://alistapart.com/article/usability-testing-demystified>

Wayfinding and Signage in Library Design  
<http://www.olis.ri.gov/services/ce/presentation/SJW-SignageDesignGuidelines.pdf>

An Alphabet of Accessibility Issues

<https://the-pastry-box-project.net/anne-gibson/2014-July-31>

Accessibility and Design resources:   
<http://www.libsuccess.org/Website_Design>   
<http://www.libsuccess.org/Website_Design#Accessibility>

**Optional: More on responsive design:**

The Difference Between Responsive and Adaptive Design  
<https://css-tricks.com/the-difference-between-responsive-and-adaptive-design/>

9 GIFs That Explain Responsive Design Brilliantly  
<https://www.fastcodesign.com/3038367/9-gifs-that-explain-responsive-design-brilliantly-2>

**October 18 — APIs, and Linked Data** Due: Personal homepage

Readings:

MARC, Linked Data, and Human-Computer Asymmetry | Peer to Peer Review  
<http://lj.libraryjournal.com/2015/02/opinion/peer-to-peer-review/marc-linked-data-and-human-computer-asymmetry-peer-to-peer-review/>

What Is An API & What Are They Good For?  
<http://www.makeuseof.com/tag/api-good-technology-explained/>

What is an API?  
<http://www.woodstitch.com/resources/what-is-an-api.php>

[Sir] Tim Berners-Lee: The next web [video, 16 minutes]  
<http://www.ted.com/talks/tim_berners_lee_on_the_next_web.html>

What is Linked Data? [video, 12 minutes]  
<http://www.youtube.com/watch?v=4x_xzT5eF5Q>

Linked Data for Libraries [video, 14 minutes]  
<http://lodlam.net/2012/08/09/linked-data-for-libraries-video-from-oclc/>

An Introduction to RDF for Librarians (of a Metadata Bent)  
<http://ruthtillman.com/introduction-rdf-librarians-metadata/>

**October 25 — The Ebook Question (Copyright, Licensing, Contracts, and First Sale in a Digital World)**

Readings:

Copyright Basics  
<https://www.lib.umn.edu/copyright/basics>

Libraries and publishers don’t have symmetrical interest in a conversation  
<http://www.idealog.com/blog/libraries-and-publishers-dont-have-symmetrical-interest-in-a-conversation>

The Rise of Reading Analytics and the Emerging Calculus of Reader Privacy in the Digital World  
<http://firstmonday.org/ojs/index.php/fm/article/view/7414/6096>

Libraries Are Screwed (Ebook Summit Presentation) [20 minutes]:   
<https://www.youtube.com/watch?v=KqAwj5ssU2c>  
<https://www.youtube.com/watch?v=bd0lIKVstJg>

On "friction" and ebooks:  
The Vexed Problem of Libraries, Publishers, and E-books  
<http://scholarlykitchen.sspnet.org/2011/03/21/the-vexed-problem-of-libraries-publishers-and-e-books/>

The Friction Fiction  
<http://agnosticmaybe.wordpress.com/2012/02/10/the-friction-fiction/>

Optional (but highly suggested):

Ebook Sanity  
<http://lj.libraryjournal.com/2010/07/opinion/ebook-sanity/>

From where I sit, you can’t actually “sell” an ebook  
<http://www.idealog.com/blog/from-where-i-sit-you-cant-actually-sell-an-ebook>

**November 1 — Open Source (and Open Access)** Due: Technology and Service Inspiration Post 3

Readings:

The Importance of Open Access, Open Source, and Open Standards for Libraries  
<http://www.istl.org/05-spring/article2.html>

Open Source Software for Libraries  
<http://www.libsuccess.org/index.php?title=Open_Source_Software>

Open Source, Open Mind  
<https://americanlibrariesmagazine.org/2011/09/27/open-source-open-mind/>

Are libraries resisting open source?  
<https://opensource.com/education/12/3/are-libraries-resisting-open-source>

A Primer in Risk  
<http://lj.libraryjournal.com/2008/11/ljarchives/a-primer-in-risk/>

Git and GitHub for Librarians  
<http://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1034&context=jj_pubs>

**November 8 — Blank Technology Canvas Pitch Presentations** Due: Blank Technology Canvas Pitch Presentation

**November 15 — Blank Technology Canvas Pitch Presentations** Due: Reflection Post 3

**November 22 — NO CLASS**

**November 29 — Content Management, Digital Asset Management, and The ILS/OPAC**

Readings:

Content Management Systems (CMS) for Libraries  
<https://www.libsuccess.org/index.php?title=Content_Management_Systems_(CMS)>

Library Systems Report 2017  
<https://americanlibrariesmagazine.org/2017/05/01/library-systems-report-2017/>

Library Systems Landscape 2017  
<http://lj.libraryjournal.com/2017/04/technology/open-future-library-systems-landscape-2017>

How OPACs Suck, Part 3: The Big Picture  
<http://web.archive.org/web/20091001235807/http://www.alatechsource.org/blog/2006/05/how-opacs-suck-part-3-the-big-picture.html>

Catalogs and Context  
<http://kcoyle.net/catcon.html>

DAMs Vs. LAMs: It’s On!  
<https://blogs.loc.gov/digitalpreservation/2012/10/dams-vs-lams-its-on/>

The Case for Building a Digital Preservation Network <http://www.educause.edu/ero/article/case-building-digital-preservation-network>

Analysis of Current Digital Preservation Policies: Archives, Libraries and Museums  
<https://blogs.loc.gov/digitalpreservation/2013/08/analysis-of-current-digital-preservation-policies-archives-libraries-and-museums/>

**December 6 — Relational Databases (and SQL Primer)**

Readings:   
What is a Database, really? Data Storage for Librarians <http://otherlibrarian.wordpress.com/2008/10/23/what-is-a-database-really-data-storage-for-librarians/>

Introduction to Relational Databases. <http://www.databasejournal.com/sqletc/article.php/1469521/Introduction-to-Relational-Databases.htm>

I Dreamed of a Perfect Database  
<https://newrepublic.com/article/124425/dreamed-perfect-database>

Chapter 1. Introduction to Relational Databases  
<http://docstore.mik.ua/orelly/linux/sql/ch01_01.htm>

SQL: The Prequel (Excel vs. Databases)  
<https://schoolofdata.org/2013/11/07/sql-databases-vs-excel/>

An Introduction to SQL for Librarians  
<http://ruthtillman.com/an-introduction-to-sql-for-librarians/>

Extra reading (useful to try in conjunction with reading directly above):  
 Introduction to SQL (Interactive Tutorial)  
 <http://sqlzoo.net/wiki/SQL_Tutorial>

**December 13 — The Library of the Future, and Wrap-up**

Due: Blank Technology Canvas Final Report Site

Readings:

Can We Create a National Digital Library?  
<http://www.nybooks.com/articles/2010/10/28/can-we-create-national-digital-library/>

Library Services in the Digital Age, Part 5: The present and future of libraries  
<http://libraries.pewinternet.org/2013/01/22/part-5-the-present-and-future-of-libraries/>

Torching the Modern-Day Library of Alexandria  
<https://www.theatlantic.com/technology/archive/2017/04/the-tragedy-of-google-books/523320/>

What Happened to Google's Effort to Scan Millions of University Library Books?  
<https://www.edsurge.com/news/2017-08-10-what-happened-to-google-s-effort-to-scan-millions-of-university-library-books>

Library as Platform

<http://lj.libraryjournal.com/2012/09/future-of-libraries/by-david-weinberger/>

Can’t Buy Us Love: The Declining Importance of Library Books and the Rising Importance of Special Collections <http://www.sr.ithaka.org/sites/default/files/files/SR_BriefingPaper_Anderson.pdf>

How Do Institutional Philosophies Manifest in Online Collections?  
<https://www.sfmoma.org/read/how-do-institutional-philosophies-manifest-online-collections/>

The Robot Army of Good Enough — May 13, 2014  
<http://ascii.textfiles.com/archives/4285>

**Possible Optional Site Visit, Date TBD: New York Public Library Digital Imaging Unit**

# Assignments

All graded assignments must be added to the class WordPress blog or emailed to the instruction before class on the due date (unless otherwise noted). If there is a medical or personal reason for absences or late homework assignments, you must present your excuse in advance and in writing, via email. Students who do not give advance notice and receive approval will be subject to a **10% of grade per-day penalty** on late homework assignments. Late assignments will receive a grade, but may not receive feedback. Assignments more than 4 days late will not be graded (and will earn a “0”) unless you have prior written approval from your instructor.

1. Reflection Posts (25%)
2. Technology and Service Inspiration Posts (10%)
3. Personal Homepage (20%)
4. Blank Technology Canvas Presentation (10%)
5. Blank Technology Canvas Report (25%)
6. Class discussion and participation (including News of the Week, In-class labs, guest speaker preparedness etc.) (10%)

**Reflection Posts (25%)**Students will contribute three significant posts to the class blog over the course of the semester. Initial topic suggestions and a non-exhaustive list of potential sources will be distributed the first day of class. The posts should be a minimum of 700 words in length, and must include: an excerpted portion, quote, or embed (with Fair Use criteria in mind see Fair Use appendix below) and direct link to the source; a brief summary or explanation of the material with comment on how the material was discovered; and the student's reflection, drawing connections and parallels to material covered in class and/or ongoing concerns to the library and archives communities. A separate assignment sheet with specific blog post and format criteria will be distributed the first day of class.

**Technology and Service Inspiration Posts (10%)**Students will contribute three brief (150 word minimum) posts to the class blog over the course of the semester. The posts should include: an excerpted portion, quote, or embed (with Fair Use criteria in mind; see Fair Use appendix below) and direct link to the source; and a brief summary or explanation of the connection of the technology inspiration source to the provision of service in an information resource setting. A separate assignment sheet with specific blog post and format criteria will be distributed the first day of class.

**Personal Homepage (20%)**Using skills, tools, and technique introduced in class, students will create a linked series of web documents featuring biographical information, images, and outbound links relevant to student interests. Required elements will include: a home page, three additional linked pages, an external style sheet, hidden commented code in both HTML and CSS documenting sections and style choices, at least one web-optimized image on each page, inclusions of alt tags for accessibility, and at least one HTML table element. The personal homepage should demonstrate the cumulative knowledge of coding and design skills covered in the course, as well as the integration of design considerations from other sites and examples discussed in class. Students will host all files on the server space provided by the Pratt Institute. A separate assignment sheet with explicit requirements will be distributed in class.

**Blank Technology Canvas Pitch Presentation (10%)**The ability to pitch ideas effectively to a group and to integrate feedback are essential skills in this profession. As a precursor to the Blank Technology Canvas Proposal Report, students will prepare a five-minute in-class presentation, covering a proposed vision for the space, their inspirations, and other relevant elements supporting their proposal. Students will have the option of using PowerPoint, Prezi (free education version), or other tools (upon approval) to create the presentation. A separate assignment sheet will be distributed in class.

**Blank Technology Canvas Proposal Site (25%)**For this exercise, students will draft a proposal to develop a large information service space for a user demographic of their choice. Students will work under the assumption that a parent organization has set aside space dedicated for this purpose, and have already secured funding to award to a meritorious proposal. Basic IT and broadband infrastructure are a given, but further potential uses for the space will stem from the student’s vision. The proposal should take into account the specific needs of a particular target user demographic, and will also require that students consider potential partner organizations as well as areas of potential expansion. Likewise, students will include with the proposal examples of sites – real or conceptual – that served as inspiration. Students will receive feedback on their proposed ideas in class before embarking on the final proposal report. A separate assignment sheet detailing specifications and requirements will be distributed in class.

# Attendance/Participation

Attendance at all class meetings is required. A student who must be absent from a class meeting still has certain responsibilities:

* To inform the instructor in advance, or if advance notice is not possible, as soon after the absence as possible to arrange for delivery to the instructor of any assignment due at the class meeting.
* To obtain notes, handouts, etc. from a classmate (in anticipation of this need, each student is advised to exchange telephone numbers with one or two others in the class).
* Points are deducted for: unexcused absences, coming late to class, or leaving class early.
* Active participation includes, but is not limited to the following:
  + Being involved in class discussions.
  + Asking relevant questions, debating, or challenging points.
  + Suggesting new ways of looking at things.
  + Volunteering to take notes, organizing activities and helping other students.

## Written Work:

Students should always keep copies of all assignments that are turned in. In the case of a piece of written work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy.

## Communication

The best way to contact me is by email ([josh.hadro@gmail.com](mailto:josh.hadro@gmail.com)). I typically respond within 24 hours and usually sooner. Should that change, you will be notified in advance. For questions pertaining to upcoming assignments, make sure to contact me well in advance of the deadline such that you can receive the necessary help prior to the deadline.

## Student Agreement:

Attendance at this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the class.

# Appendix: On Fair Use

Fair use is an extremely important facet of the information industry, and is an essential component of the law to understand and be able to clearly communicate to patrons, researchers, students, and anyone else who might benefit from fair use.

## 17 U.S. Code § 107 - Limitations on exclusive rights: Fair use

<http://www.law.cornell.edu/uscode/text/17/107>

Notwithstanding the provisions of sections [106](http://www.law.cornell.edu/uscode/text/17/106) and [106A](http://www.law.cornell.edu/uscode/text/17/106A), the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

1. **the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;**
2. **the nature of the copyrighted work;**
3. **the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and**
4. **the effect of the use upon the potential market for or value of the copyrighted work.**

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

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The following are the best and most succinct informal criteria for fair use I’ve heard:

1. Are you using the material to illustrate a specific point that you’re trying to make?
2. Are you only using so much as is necessary to make that point?
3. Is it clear to the audience what that point is?

As quoted in “[Fair Use Panel Cautions Against Adopting Georgia State Ruling as Definitive](http://lj.libraryjournal.com/2012/06/shows-events/ala/fair-use-panel-cautions-against-adopting-georgia-state-ruling-as-definitive-ala-annual-2012/)”, *Library Journal*, June 26, 2012.

**Read more:**Copyright: Fair Use: <http://www.copyright.gov/fls/fl102.html>

Measuring Fair Use: The Four Factors  
<http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html>

Pratt School of Information & Library Science

**Student Technology Expectations**

Aptitude in the use of Microsoft Windows-based personal computers, the Microsoft Office Suite and core Internet technologies is expected prior to enrollment. Proficiency with the skills listed below is assumed and will not be taught by SILS faculty or staff. Remedial and refresher texts are available in the Pratt Manhattan Library.

**A. Microsoft Windows**

1. Proficiency using **Windows-based computers**. Presently, Apple computers are not supported within the SILS curriculum.
2. **File Management** using Microsoft Windows (directories, folders, files, extensions, backing up files, install and uninstall programs).
3. Basic **software troubleshooting** using online help and by following instructions in software manuals.

**B. Microsoft Office**

1. Proficiency in word processing using **Microsoft Word.**
2. Design and creation of effective electronic presentations using **Microsoft PowerPoint.**
3. Familiarity with the principles for simple database design using **Microsoft Access** (set up, edit, save, sort, search for and manipulate data)

**C. Internet**

1. Use of **e-mail** (sending, receiving, replying, forwarding, backing up & deleting messages, as well as sending and opening file attachments)
2. **Web browsing** and **searching** (connecting to website, bookmarking, using Yahoo and Google for searching)
3. Downloading and uploading files using **FTP.**

# LMS Addendum

***New York State Standards***

**This course addresses the following New York State Pedagogical Core Requirements:**

**General Requirements:**

vi) Uses of technology, including instructional and assistive technology, in teaching and learning – and skill in using technology and teaching students to use technology to acquire information, communicate and enhance learning.

**This course responds to The New York State Teaching Standards:**

**Standard VI: Professional Responsibilities and Collaboration**

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element V1.1: Teachers uphold professional standards of practice and policy as related to students rights and teachers’ responsibilities.

Performance indicator:

d. Teachers advocate, model and manage safe, legal and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.

Element V1.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance indicators:

e. Teachers collaborate with others both within and outside the school to support student growth, development and learning.

f. Teachers collaborate with the larger community to access and share learning resources.

***LMS Program Students:***

*If you conduct field observation in a school library as part of this course, you may be eligible to receive credit toward your 100 hours of observation. If you have questions about whether an observation counts toward this requirement, please contact Professor Jessica Hochman, LMS coordinator jhochman@pratt.edu*