HQ1001N (North)
HQ1001C (City)
Information Literacy (Humanities)

Autumn Semester 2007/8

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ABOUT THIS MODULE

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AIMS

- To develop skills in locating, manipulating, retrieving, evaluating and presenting information through effective use of University ICT resources. The module covers not only the basic IT skills required to access learning resources, but also the critical skills required to process and use information effectively, and document presentation skills appropriate to Humanities subjects.
- To provide a general induction to the ICT facilities offered at the University, including the use of peripherals, operating system, email, and network utilities.

TEACHING AND LEARNING METHODS

This module is designed to offer a flexible approach to study. Depending on your existing knowledge and skills you can choose to attend taught sessions, to self-study, or to opt for a combination. In the first session you will be given a diagnostic questionnaire to help you decide which approach is best for you. **Please note** that students frequently overestimate their abilities; if in doubt, please seek advice from your tutor.

Beginners will need a high level of support, consisting of weekly seminars and substantial use of electronic learning materials outside the classroom in their own time.

Intermediate students with some IT experience can study the module more independently by working on their own through some or all the syllabus as required in order to submit the assignments, and making less use of seminars.

Advanced students who feel they have IT experience meeting **ALL** the learning outcomes may want to consider applying for exemption. Further information is available on the module website at http://learning.londonmet.ac.uk/busdev/hq1001nc/intro/exemption.htm

STUDY REQUIREMENT

HQ1001N/C typically requires **nine hours of study per week**, of which two hours take the form of timetabled seminars. The seminars include hands-on practical workshops as well as discussion about topics such as the social impact of computers and the most effective ways of using the Internet. The remaining seven hours should be used for private study, including use of the European Computer Driving Licence (ECDL) self-training software (see page 11).

LEARNING OUTCOMES

At the end of the module you should be able to:

1. Use essential features of the University's ICT facilities effectively and appropriately.
2. Integrate the skills of locating, evaluating, processing and presenting information, using both printed and online formats.
3. Apply basic research and document authoring methods to produce a web project demonstrating an understanding of the social and ethical dimensions of computers.
4. Demonstrate basic ICT skills in the context of ECDL standards.

BIBLIOGRAPHY

BRANSCOMB, HE *Casting your Net: A Student's Guide to Research on the Internet* (Allga & Bacon, 2001, 2nd edition)
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CLARKE, A *European Computer Driving Licence* (Hodder & Stoughton, 2001)
CLAYBOURNE, A & WALLACE, M *Usborne Computer Dictionary* (Usborne, 1999)
GILSTER, P *Digital Literacy* (John Wiley, 1997)
RADER, H B "Information Literacy and the Undergraduate Curriculum" in *Library Trends*, Fall 1995, pp.270-278 - available as counter offprint
Computrainer: ECDL (Educational Multimedia Corporation, 2000) - online and CDROM

COURSE OVERVIEW

The details of this programme are indicative only and may be subject to change.

HQ1001N/C is divided into two blocks. The first runs from Week 1 to Week 6 and aims to ensure all students have a good level of basic, practical IT skill. The second runs from Week 7 to Week 13 and is concerned with developing higher-level abilities such as finding and evaluating information sources, and analysing social and ethical implications of computers. The second block also includes some basic web authoring. There are two assignments, one for each block.

BLOCK 1

Week 1: Introductory session

- Introduction to the module.
- Diagnostic questionnaire to identify individual learning needs and plan study strategy.
- Familiarisation with the University IT facilities and the module website.

Weeks 2-5: Core IT skills

Seminars during weeks 2 to 5 will be hands-on demonstrations of key IT skills required in Humanities study generally and Assignment 1 in particular, including:

- Basic IT concepts and how to use the University computer system.
- Creating, saving and managing folders and files.
- Word processing, including structure, layout and design tools and styles.
- Working with numbers and images.
- Formatting information of different types such as headings, footnotes, references, lists, captions and quotations, relevant to the subjects that students are studying.
- Designing PowerPoint presentations.

Week 6: No seminar – independent work on Assessment One

Assessment One to be submitted by Friday of Week 6.

BLOCK 2

Weeks 7-11: Information ethics, searching and evaluation, web authoring

In this part of the course, you'll concentrate on researching topics relating to your subject discipline and the social and ethical aspects of computing using interactive multimedia materials and the Internet. Seminars will provide opportunities for discussion and introduce effective search skills. In independent study you'll practice search skills and the evaluation of Internet resources.

- Ethics and social implications: data protection, surveillance and privacy, social responsibility, virtual living, intellectual property.
- Search strategies and evaluation: effective web searching, University library resources, online newspapers, guide to referencing and plagiarism.
- Continuing your research on your chosen topic, you'll develop the skills to present your findings in the form of a basic website. Seminars will offer demonstrations, discussions and troubleshooting on your assignment. In independent study you'll practice web construction skills, use online learning materials, and continue to research your topic.
- The use of "hypertext" for electronic resources in the Humanities.
- Practical web authoring skills, including basic planning and design issues.

Weeks 12-13: No seminar – revision for Assessment Two

Assessment Two is a 2-hour in-class test in Week 13.

USING THE UNIVERSITY COMPUTER SYSTEM

Shortly after enrolment, your network account will be activated and you can log into the network. If you have any problems with your account, you must speak to the IT support staff.

To log in

1. Hold down the Control and Alt keys (bottom left of the keyboard)
2. Press the Delete key (middle-right)
3. Type in your username and password (the password will display as crosses):

- Username is shown on your Student ID card: 6 or 7 characters, the first three of which are your initials, for example abc012 or abc0123.
- Password is initially set to your birthdate, entered as 6 digits in the form *ddmmyy*, for example 150162 (15 January 1962).

To launch software

The network uses standard Windows software. In HQ1001N/C you will be using the following:

- *Word processing*: Microsoft Word
- *Web access*: Microsoft Internet Explorer or Mozilla Web Browser
- *File management*: My Computer; Windows Explorer
- *Web authoring*: Mozilla Composer, Frontpage Express, Softquad Hotmetal or Dreamweaver
- *Disk formatting*
- *Password control*
- *Logout*

Software applications can be accessed through the Start menu – Programs or through dedicated folders that have been set-up on the desktop, such as Internet Tools or Lab Applications (City campus). Your tutor will demonstrate the various routes to opening programs, which differ slightly depending on which location you are at.

To manage your work

The University provides all students with their own space on the computer system. This is accessed through the My Documents folder on the desktop. Within My Documents you should create a folder for your work on HQ1001N/C. To do this:

- Open My Documents
- Right click in the window that appears
- Select New – Folder
- Type in a name for the folder – e.g. HQ1001

Now open the new folder, HQ1001, and create another new folder within it for your work on Assessment One. Call this folder **Portfolio**. All your work for the first assessment should be saved into this folder. You can create a similar filing system for your work on Assessment Two and on other modules, if you wish.

THE MODULE WEBSITE

The module website can be found at http://learning.londonmet.ac.uk/busdev/hq1001nc/. You should bookmark this URL right away.

Important: All students are expected to familiarise themselves with the learning resources on the module website and to check the website regularly for updates and notices. The module website contains essential information and guidance for completing the assignments. **You cannot complete this module successfully without making regular and extensive use of the website.**

HOW THE MODULE IS ASSESSED

HQ1001N/C is assessed by one piece of coursework and an in-class assignment, detailed on the following pages. The module is assessed on aggregate, i.e. you need to attain an **overall** mark of 40% to pass the module; it is possible to fail one component and still pass overall. You must, however, submit both assignments in order to count as having completed the module.

Assessment 1: Portfolio of word processed documents
Portfolio of practical tasks demonstrating skills in word processing, information presentation (including PowerPoint) and the structure and design of print documents.
Weighting: 50%
Deadline: Friday of Week 6

Assessment 2: In-class test - research project (website)
A small research task on a topic relating EITHER to the subject you are studying OR to information ethics, with the findings presented in the form of a website. This assignment demonstrates skills in research, including locating, evaluating, processing and presenting information in a manner appropriate to the Web.
Weighting: 50%
Date: Week 13

Submitting your work
All assessed coursework will be marked by your seminar leader. It is therefore essential that you join one of the weekly seminars and ensure your name is on the class register. This means attending at least the first session, even if you thereafter decide to work independently.

Coursework must be submitted via the Undergraduate Registry office at one of these locations:
Holloway Road: Room M133 Tower Building
Calcutta House: Room G12
Moorgate: Room M101

The coursework must be accompanied by a Standard Coursework Cover Sheet. The University has strict policies on deadlines and claims for mitigating circumstances (for further information, ask the Undergraduate Registry).

Receiving feedback and marks
Your seminar leader will provide feedback and a provisional grade on the relevant part of the Standard Coursework Cover Sheet. Feedback on first assignment coursework will be provided in class. Your tutor will inform you of arrangements for returning feedback on the in-class assignment – for example via email (City) or through the Undergraduate Centre (North).

Final marks for the module are formally approved at an Assessment Board at the end of the Semester and then published on the course noticeboards at different locations. Students at North can find their results on the board opposite room **TM156**. Results also appear on Evision.

Plagiarism
The tutors for this module take an active approach towards reporting suspected cases of plagiarism. Plagiarism consists in unacknowledged use of content from other sources, or in submitting work which is not your own, e.g. assignments which you have not produced yourself or chunks of writing you have copied from a website. The University has clearly laid-down procedures for dealing with plagiarism and the penalties can be severe. Every year several cases of plagiarism are identified in HQ1001N/C coursework, resulting in students being failed and required to retake the module. You are urged to acquaint yourself with the regulations on plagiarism and to make sure that you do not breach them – see Student Handbook.

ASSESSMENT 1: PORTFOLIO OF WORD PROCESSED DOCUMENTS

This assignment consists of building up a portfolio of documents demonstrating practical skills in word processing and in presenting and structuring information in print documents. The tasks reflect the common office-type skills required for undergraduate study in Humanities and in employment. You will have opportunities to work on and obtain help with your portfolio during Block 1 seminar sessions but you will also need to put in work outside class time.

COMPONENTS OF THE ASSESSMENT
There are four components to the portfolio. They are all compulsory and failure to submit any one of the components may result in failure of the assessment as a whole. The four components are:

1. Title page
2. CV
3. PowerPoint presentation on a set topic from one of your subject modules (on disk)
4. A word processed discussion (500 words) of the above presentation, with printouts of the slides and a tutor's email indicating receipt of PP presentation (via email) before the deadline

The detailed requirements for each component are set out below. Page 7 gives information on how to present and submit your portfolio and on assessment criteria and grades.

1. TITLE PAGE
The title page must contain the following information:

- Your name and student id number
- A working email address that you read regularly and where your tutor can contact you
- The module code, the module title and the name of your seminar leader
- The assignment number, title and required submission date
- Your degree subject
- A contents list with the titles and page numbers of the other documents in the portfolio
- Optional: a suitable graphic inserted from clipart

❑ Format the text in a style (font, size etc) appropriate to the space available and to the context of an academic assignment.

2. CV
Use your preferred word processor to produce a curriculum vitae, organised and formatted to the following template. See the module website for examples and discussion of CV layout. If you already have a CV in word processed format, you may adapt this to the template below. **A CV previously created to a different format will NOT be accepted.**

What to put in your CV:
1. Personal details (name, contact details, nationality)
2. Education and qualifications in reverse chronological order (i.e. most recent first)
3. Work experience, listed in reverse chronological order
4. A statement of your skills in at least three of the following areas and how you have acquired them:
- communication
- teamwork
- problem solving and analysis
- organisation
- IT
- other (if appropriate)
5. Interests; together with any achievements or further information (if appropriate)
6. Name and position of 2 referees; together with their contact details (or statement of availability).

Optional: you may also include a personal profile or photograph

How to format your CV:
- The document must consist of 2 sides of A4
- Dated information must be laid out in columns
- Choose a sensible base font for the main text, e.g. Arial or Times 11 point
- Make appropriate *and consistent* use of heading styles, margins, alignment, line spacing, and spacing between paragraphs
- Check your text for spelling, grammar, punctuation, and a suitable page break

3. POWERPOINT PRESENTATION
On the module website you will find links to presentation topics in different Humanities subjects. Choose the topic that applies to the main subject you are studying and prepare a **5-minute PowerPoint presentation** using a range of formatting tools that your tutor will introduce in class.

Your presentation must be 5-6 pages long and should contain three sections:
1. **Title page** indicating the title of your presentation, your name and ID number
2. **Topic** - 3-4 pages addressing your chosen topic and paying particular attention to the use of:

- Text formatting, e.g. heading and font styles
- Slide layout, information content, presentation structure and citation of sources
- Graphics, images and other visual elements

Optional: you may also include animation, charts or tables, where appropriate.

3. **Bibliography**, appropriately referenced

The presentation will be submitted on a disk and in the form of printouts. However, you **MUST** send either a draft or completed presentation as an email attachment to your tutor well before Friday of week 6 in order to receive the tutor's email response before the deadline. **Your tutor may reject this component without the tutor's email and printouts of slides.**

4. DISCUSSION
Write a 500-word discussion of your design decisions and how the PowerPoint tools and features you used were helpful in enhancing the quality of the work you produced (This means improving the academic standard of the work, not just making it look good.) You may also have tested your presentation and made changes as a result: you could discuss these changes and the reasons for them.

You may, for example, discuss the use of handouts; or how you managed to keep within the time limit; or how the notes, slide or master functions helped you to structure content and organise your thoughts; or how chart or table functions allowed you to present numbers or other data in a more meaningful way. Even a simple tool such as text formatting or highlighting might be academically important if you used it to identify direct quotations and avoid plagiarism.

It should be word-processed (e.g. in MS Word) and formatted as follows:
- Head the document with an appropriate title
- Add your name and ID number in a footer
- Double line-space the text
- Use Verdana throughout, with the main text set to size 10
- Use appropriate and consistent headings and sub-headings, and differentiate these using bold, size, etc
- Set the left and right margins to 3cm
- Identify the start of a new paragraph by a line space (carriage return)
- Spell-check the text and proof-read it for punctuation and grammar

Tutors will demonstrate a range of advanced word-processing and PowerPoint features in class. Examples may include:

Master tools
Slide Transition
Styles and formatting
Drawing tools
Tables
Bullets and numbering
Borders and shading
Headers, footers and page numbers
Footnotes
Chart and graph tools
Symbols, foreign-language fonts and formulae
Spell and grammar checker
Word count
Hyperlinks
Font formatting

NB Although you will not be marked - in HQ1001N/C - on the subject content of your assignment but on the information architecture and presentation, a poorly conceived assignment will be much harder to format successfully. It is therefore important to choose a topic you feel confident about.

SUBMITTING ASSESSMENT 1

Print out your portfolio and staple it together – ONCE - in the right order with the title page on top. If it is too bulky to staple then you may use a flat file (NOT a ring binder). Submit with a coversheet to the Undergraduate Registry by Friday of week 6. Check that you have included all documents:

- Title page
- CV
- Printout of PowerPoint presentation slides
- 500-word discussion of PP presentation together with
    - tutor's email
    - PPT file on disk (suitably protected and within an A4 envelope)

ASSESSMENT CRITERIA

- Appropriate use of software to enhance academic and communicative quality of print and presentation documents
- Evidence of critical and original thinking about IT in the context of your academic studies
- Attention to detail and overall presentation of finished documents
- Degree of completion of tasks

GRADES

A (70%+): All items completed to a high standard, following instructions accurately and showing insight and thought in the discursive elements (in components 3 and 4).
B (60-69%): An overall good attempt at all items but with a few areas needing further development.
C (50-59%): All items attempted, some to a high standard, but with others in need of significant improvement.
D: (43-49%): All items attempted to a basic level but some incomplete or poorly executed.
E (40-42%): A borderline pass. A rudimentary attempt at the four components, but word processing skills barely adequate and little evidence of reflection.
F (39% and below): An inadequate attempt. One or more items missing or completely misinterpreted, or a failure to achieve even a basic level of IT proficiency.

Important: Students achieving grades E and F in assessment 1 are in danger of failing the module. If this happens to you, please see your tutor urgently – he or she will be able to help you devise an effective study strategy for the second half of the module.

ASSESSMENT 2: IN CLASS TEST - RESEARCH PROJECT (WEBSITE)

This assignment goes beyond the basic IT skills covered in the first part of the module, to develop your information literacy in terms of research (searching and evaluation skills), deeper understanding of computing in a Humanities context, and web authoring. The assignment gives you an opportunity to research issues both in a personal way and informed by the course materials.

COMPONENTS OF THE ASSESSMENT

In the 2-hour in-class test, you will be provided with a set of instructions for creating a website, consisting of two linked pages on a given topic:

1. Title page: The instructions (provided at the start of the test) will list the information required on this page of the website. This will include personal information and a brief paragraph outlining the focus of your response to the topic. Your tutor will provide you with examples and practice in taught classes. You will be offered a choice of topics: EITHER relating to your degree subject OR relating to computers and society. If you decide to work on the latter, you will find the Ethics section of the IL module website a good indication of the kind of research required.

2. Internet resources page: You are required to provide a set of 3 useful resources available via the Internet and relating to your topic and the focus of your argument, with brief evaluations of their strengths and weaknesses in terms of both content and usability. Your page needs to correctly reference these 3 different resources and to demonstrate that you are familiar with the variety of Internet media – not just static websites, but also, for example, academic databases, e-journals, archives, news groups, bulletin boards or listservs. If appropriate, one resource may contain primarily visual or audio material; not all your resources have to be text-based. You will be required to demonstrate familiarity with the University Library Catalogue by using it to locate paper or other resources relating to your topic. Optional: you may include up to 5 resources.

You will need to research the topic. Having indicated the focus of your argument on the title page, your research will be conducted by using the Internet to locate relevant websites and archive/database material.

In taught sessions, your tutor will introduce you to the range of different resources available on the Internet, and to search and evaluation techniques for identifying high quality information sources. There are also extensive materials available to help you in the 'Researching your Topic' section of the IL module website.

NB You are expected to demonstrate awareness of the basic research skills and processes set out in the 'Introduction to Research' pages of the module website.

For each resource you must write a proper bibliographic reference, including a URL and hotlink, if appropriate. (See module website for referencing conventions.) In addition, for each of the three resources you must write a brief paragraph of evaluation commenting on positive and/or negative features. This should cover a variety of criteria, such as the following:

Relevance – How much does the resource refer specifically to your topic?
Reliability – How credible is the material and how can you tell?
Originality – Is the material unique, primary data or a repetition of what is found in other places?
Currency – How up-to-date is the source, and how do you know?
Scope – What range of opinion and information is represented in this resource; does it cover all aspects of the topic or only some?
Authority – Who is/are the author/s and are they in a good position to provide information and opinions on your topic? Do they have a possible bias that you need to take into account?
Level – Is the material at the right level or is it too technical, too simplistic or too detailed?

Usability - Is the source easily accessible (e.g. in the case of a website: does it load quickly, is it easy to read and navigate; if it is a large site, does it contain a search tool)?

Your website should be written in your own words. Any direct quotation or paraphrase from other sources must be clearly cited at the relevant point (e.g. with quotation marks and/or a hotlink) and bibliographical references provided, if appropriate.

SOFTWARE OPTIONS
Various web authoring tools are available at different locations around the University. Your tutor will introduce these in class and offer advice on which to use in the in-class test. There is further advice and information on the IL module website. You may use a web authoring tool that generates clean HTML, or you may write directly in HTML, if you wish.

NB Assignments that have not been created using web authoring tools, but which have been 'saved as HTML' or saved as Webpage' from MS Word or any other applications will NOT be accepted!

ASSESSMENT CRITERIA
a. Technical skills: structure, navigation and layout (40%)
- The website consists of the required two pages, each of which is linked to the other.

Files must be named in accordance with web conventions – i.e. lowercase, no spaces, stops or slashes; home page to be called index.htm or index.html
HTML code should be clean and functional – no tags should display in the browser, for example.
- Internal and external links all work and enable easy navigation by the reader.
- The website demonstrates effective use of text formatting, page layout, colour and graphics, according to the instructions given.
- Marks will **not** be awarded (and may even be deducted) for excessive use of graphics, colours, or text styles, or the use of a template. More advanced features, e.g. tables or anchors, may also be used but this is not required.

b. Quality of research and discussion (60%)
The text of your website should:
- Contain all the required information according to the instructions given.
- Present a coherent and balanced outline of your focus and argument on the given topic.
- Demonstrate the ability to conduct Internet searches and to identify a variety of core online resources.
- Demonstrate the ability to evaluate information sources in terms of both content and usability, applying a range of criteria as appropriate.
- Be clearly expressed, with attention to detail in the use of paragraphs, spelling, punctuation, grammar, etc.
- Adhere to consistent academic conventions for citations and bibliographic references.

SUBMISSION
Times, dates and IT studios for the in-class test in Week 13 will be given on the module website in Week 11. If you cannot attend at the given time, you MUST contact the module leader promptly in order to attend an alternative slot. **No in-class tests will be timetabled after Week 13!**
Your website must be submitted on a floppy disk (supplied by the invigilating tutor) labelled with your name and ID number.

Very important:
Before handing in your work you are strongly advised to **test your website** to see that it functions correctly, e.g. that graphics display and links work. Files stored on the hard drive will **not** be accessible to your tutor. Ensure that the disk is correctly labelled and that file names conform to web conventions. There should be no files on your disk other than the web pages and graphics belonging to your website.

APPENDIX I: THE ECDL TUTORIAL SOFTWARE

This is approved tutorial software, written by Educational Multimedia to support students working towards the European Computer Driving Licence certificate. During HQ1001N/C, you can use this software to develop your core IT skills in word processing, file management, PowerPoint presentation, Internet and email and spreadsheets (optional).

After the course you can use it as a reference tool, or to prepare yourself for the ECDL certificate tests if you choose to take them (they are not part of HQ1001N/C module assessment).

How to access the ECDL software

1. Launch your preferred browser (Mozilla or Explorer)
2. Go to http://learning.londonmet.ac.uk/ecdl/

OR

3. Click on the ECDL Course Materials link on the IL module website at http://learning.londonmet.ac.uk/busdev/hq1001nc/ecdl/computrain.htm
4. To begin using the software, click on the bottom green bar that says **START**
5. Select a module relevant to your needs and level (your tutor can advise)
6. Within your chosen module select a section relevant to your needs
7. Follow the pages within the section, each of which contains a sequence of demonstrations, explanations, and interactive exercises
8. At the end of the section you can take a test to see how much you have learned

Exiting the software

When you have finished studying a section, click on **EXIT** in the bottom right corner. Or if you're taking a test, you can exit the test by clicking on **End Test** and then **EXIT**.
You will now see an '**End of Current Activity**' window. Close this window.

To study another section, on the CompuTRAINER window select a section, or go back to the module list to enter a different module.
To finish your ECDL session, navigate away from the ECDL page or exit the browser and logout from the computer.

Tests

These are for your own learning and do not form part of the assessment of HQ1001N/C. You can take the tests:

- **After working through a section**, to check on what you have learned – as you reach the final page of the section it will prompt you to take the test.
- **As a diagnostic tool** to help you identify whether, or how much, you need to study the section; click on the last page of the section to receive the test prompt.

APPENDIX II: THE LEARNING DEVELOPMENT UNIT

A Centre for the Development of Academic Success

http://www.londonmet.ac.uk/college-of-london/ldu/

The Learning Development Unit (LDU) runs a comprehensive range of short courses and drop-in workshops designed to help all students to develop their academic skills and maximise their study potential while at London Metropolitan University.

There are courses and drop-in workshops on topics such as essay writing, report writing, stress management and motivation, researching for assignments, giving oral presentations, revision and exam strategies, academic writing and communication, maths, IT, statistics and more.

These courses and drop-in sessions are **free**.

For a detailed outline of courses and drop-in sessions – and when and where they are running this semester – students should pop in to the LDU and pick up a course programme. If you are serious about your studies, sign up today.

N.B. Students are free to attend workshops and courses at either Campus.

CONTACT DETAILS

City Campus LDU: Pam Dorrington or Christina Hamlin, CM2-22, Calcutta House, Old Castle Street, London, E1 7NT. Tel: 0207 320 1125. Email: ldu.city@londonmet.ac.uk

North Campus LDU: Amaechi Echedolu or Stephen Collins, LC2-12, The Learning Centre, Holloway Road, N7 6PP. Tel: (0207) 133 2276 or 2971. Email: ldu.north@londonmet.ac.uk

'The Learning Development Unit is committed to encouraging students to develop and enhance their academic skills and offers support to students of all levels of ability, at all stages of study'