LIS5255 INFORMATION, TECHNOLOGY, AND OLDER ADULTS
SECTION(S)
SUMMER 20XX, 6 WEEK SESSION X
COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
MODE OF INSTRUCTION:

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:
Examines the information and technology needs, uses, and seeking of older adults, with attention to aging in society, successful longevity, lifelong learning, health information, information service provision and evaluation, technology and interface design, technology affordances, and information use environments of older adults.

COURSE OBJECTIVES:
At the end of the course, the student will be able to:
1. Explain the factors that influence information and technology use by older adults
2. Assess the information and technology needs and seeking of older adults
3. Plan information and technology services for older adults
4. Evaluate information and technology with respect to design for use by older adults

COURSE MATERIALS:
All required and recommended readings will be provided via the course website, or available online.

COURSE ASSIGNMENTS AND EVALUATION:

EVALUATION (40 points)

- **Evaluation of information or technology system or service (20 points)**
  You will complete an evaluation, approximately 1,000 words in length, of an information or technology system or service of relevance to older adults. Your evaluations should be structured based on the

course material and readings that introduce the process of evaluation. Your evaluation may be on but is not limited to web sites, library services, library programs, technology training programs, digital libraries, health information systems, and information technologies.

- **Evaluation discussion leading (20 points)**
  You will each lead a class discussion for 20-30 minutes on your evaluation of an information or technology system or service. Your discussion should include a summary of the system or service and the evaluation, questions for fellow students, and time for questions from the class.

COURSE PROJECT (60 points)

- **Project proposal (10 points)**
  You will write a brief (approximately 500-word) proposal for the course project they intend to complete. The proposal will include three parts. First, describe the topic you wish to cover in your project this semester, including why you want to do it. Second, tell us clearly and concretely what outputs you will produce by the middle, and end, of the course. Third and finally, explain how the outputs will be useful to you in your education and career as an information professional.

- **Project mid-term output (20 points)**
  You will complete approximately half of your course project, turning in one or more outputs (previously agreed on in the proposal and resulting feedback) to be given feedback and check your progress. Possible mid-term outputs include but are not limited to a portion or draft of a synthesized literature review (using at least three sources outside of course readings), a short literature review and method outline for a research proposal, a portion of a Web site or service, or requirements gathering for an information system or service.

- **Project final output (30 points)**
  You will complete your entire course project, turning in the outputs you committed to in your proposal and in consultation with us. As noted above, possible outputs include but are not limited to a synthesized literature review paper (using at least six sources outside of course readings), a research proposal paper, a prototype of a Web site or service, or a design brief for an information system or service.

GRADE CALCULATION:

EVALUATION

Evaluation of information or technology system or service	20 points
Evaluation discussion leading	20 points
EVALUATION TOTAL	**40 points**

COURSE PROJECT

Project / paper proposal	10 points
Project / paper mid-term output	20 points
Project / paper final output	30 points
COURSE PROJECT TOTAL	**60 points**

FINAL GRADE TOTAL	**100 points**

GRADING SCALE:

A	93 - 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
F	0 – 59

6 WEEK COURSE SCHEDULE (SUMMER):

WEEK	TOPICS TO BE COVERED
1	**Introduction to information, technology, and older adults Information and technology services evaluation**
2	**Information and technology service design Aging in society**
3	**Interface design; Lifelong learning, recreation, and leisure**
4	**Health information**
5	**Technology affordances and disabilities**
6	**Social factors, Conclusions, and synthesis**

COPYRIGHT STATEMENT:
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARRASSMENT POLICY:
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:
A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen

circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Free Tutoring from FSU
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors

trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."