

LIS 7010 (10249 G01 & 10250 G02) Introduction to Library & Information Science / Fall 2012

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Class Hours:

10249 G01 Wed 6-9pm from Sept 15 – December 20

10250 G02 Sat 8a-1p Sept 8, 15, 29, Oct 13, 27, Nov 3, 17, Dec 1, 15

Class Location: CdC 355

Prerequisites: None

Disclaimer: The paper syllabus is a draft syllabus. You will receive an email invitation to join our course D2L page; please check D2L regularly for the most updated schedule, assignments, etc. This syllabus is subject to change at any time at the discretion of the instructors. Changes will be noted.

Course Overview

An overview of the history, philosophy, purpose, functions and processes, users, collections and evaluation of academic, public, school and special libraries and information centers; of the history and trends of books and other media, publishing and information technology; of the principles and basic elements of the collection development process; of relevant legal and ethical topics - intellectual property (copyright), access, confidentiality of records, intellectual freedom and censorship; and of current professional issues. This is the recommended first course for all MLIS students. 3 cr.

SCU MLIS Student Learning Outcomes

http://www.stkate.edu/academic/mlis/pages/student_learning_outcomes.php

MLIS SLOs	Relevant Assignments
Develop and apply critical thinking to solve information problems by integrating relevant models, theories, research and practices.	

Communicate information and knowledge from library and information studies and related disciplines in a variety of formats, including effective use of oral, written, and technological presentations.	
Demonstrate information technology fluency	
Promote the professional values of ethical responsibility, intellectual freedom, and universal access to information.	
Demonstrate awareness of culturally diverse groups, and serve them with respect and understanding.	
Articulate and apply a philosophy of service that incorporates an awareness of the functions and legacy of libraries and information centers and of the factors influencing the creation, dissemination, and use of knowledge and information now and in the future.	

Minnesota SLMS Standards

<https://www.revisor.mn.gov/rules/?id=8710.4550>

Minnesota SLMS Standards	Relevant Assignments
Subp. 3. A(6) demonstrate basic knowledge of digital communications applications, which can include graphics and multimedia production;	
Subp. 3. A(8) demonstrate ability to evaluate, select, and apply appropriate hardware, software, and other resources;	
Subp. 3. D(1) model and teach responsible and ethical access to and use of information;	
Subp. 3. D(3) disseminate pertinent information about educational and technological trends and legal developments;	

Course Objectives

Students successfully completing this course will be able to do the following:

- Summarize the history of libraries and the organization of information.

- Describe the function of various kinds of librarians/information specialists and libraries/information centers.
- Recognize the information and literacy needs of diverse users.
- Express multiple viewpoints surrounding legal and ethical topics in the library and information field.
- Understand professional issues and trends in a global information society.

Learning Strategies

This course is as an overview of the exciting and dynamic field of Library and Information Science. As a new member of this professional field, it is expected that you will take responsibility for your learning and participate in class, in the MLIS program at St. Catherine University, and in the library community. Teaching/learning strategies employed in this course may include readings, large and small group discussion, online discussions, collaborative/cooperative learning, guest speakers, student presentations, site visits and written assignments. If learning is its own reward, and we think it is, then we encourage you to share your learning with each other throughout the course to make it even more rewarding. We are looking forward to learning a lot!

Academic Honesty

The mission of St. Catherine University provides for excellence in education through the search for truth and justice. In accordance with the mission, the University expects all students and faculty to uphold the highest standards of academic integrity, and acts of academic dishonesty will not be tolerated. See *Le Guide* (section "Student Conduct and Community Expectations") for a detailed description of expectations, policies and procedures.

Accommodations

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact me and the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at 651-690-6563 to discuss academic adjustments or accommodations.

Philosophy on Learning Environments

All members of the campus community are entitled to live, learn and work in an environment in which the dignity and worth of each individual is acknowledged and appreciated. As such, the faculty are committed to maintaining an educational environment that promotes respect for cultural values and racial differences, and will not knowingly discriminate on the basis of race, color, national or ethnic origin, sexual orientation, age, religion, creed, disability, body size, or gender. It is expected that students will join in this endeavor.

Technology

While I welcome the use of laptops, iPads, Kindles and other devices to enhance your learning, you should not use Facebook, Email, Twitter, chat, etc. during class except as directed (for example, if I say, "Please go online and check the tweets with the hashtag "#ALA.") Violations of this expectation signals to me that you are not engaged in the course content; additionally, it distracts other students and the instructors.

Communication *Adapted from Steph Pituc, PhD candidate at UMN*

As your instructor, I will do my best to clearly communicate all course requirements and material in a timely manner. This will include announcements during class, email announcements, and postings on the class website. In addition to attending class, you are expected to check your email and the class website daily, and contribute to online discussions.

With the changing uses of technology in our lives, norms around communication appear to shift as well. I expect that we will communicate with each other in a respectful and professional manner. For example, I expect that emails have some form of greeting (such as "Dear Dr. Park" or "Dear Dr. Yoon") and conclude with some closure and name (such as "Sincerely, Jane" or "Best, Jane.") In addition to this being good practice for professional development, sometimes my email program filters out improperly addressed emails as spam. As well, emails should be written using proper grammar and punctuation.

If you have not heard back from me within 48 hours of your email, please feel free to drop me a reminder.

Also see for general guidelines: <http://productivegeek.com/articles/how-to-email-your-professor-and-get-a-quick-response/>

Assignments

Meeting deadlines and attending all class meetings are indicators of professionalism. You will not be able to make up participation points for being late to or missing class. Late assignments will not be accepted without prior approval from the instructor. If you must miss class the day an assignment is due, you must make prior arrangements to get your assignment turned in on time; otherwise you will lose 1 point per day that it is late. Coming to class unprepared to discuss the readings or without having completed requirements for that week will also affect your grade. There is no extra credit for this class.

Follow these guidelines for your assignments:

- 1-inch margins
- 12 point font
- Double-spaced
- Your name, assignment description, title and word count on the first page. No title

page is required.

- Page numbers
- APA style
- Proofread everything before turning in your assignments.
- You may list Wikipedia as a resource, but it cannot be the only or primary resource. You are expected to consult academic journals for your additional readings and research.
- When labeling your documents to upload to D2L, please use the following format: “LastNameFirstName-AssignmentDescription.docx.” For example: “ParkSarah-ReflectionPaper.docx.”

For assistance, consult the [SCU library](#), the O’Neill Center, or Purdue’s Online Writing Lab ([OWL](#)) website.

Assignment assessment will be based on the following criteria:

- Adherence to the assignment
- Intelligent analysis
- Creativity and originality of thought
- Application and understanding of course material
- Clarity of expression
- Good communication skills (oral presentations)
- Proper use of writing conventions including APA citation style (written assignments)

Letter grades are based on a 100-point scale:

94-100 A	83-86 B	73-76 C
90-93 A-	80-82 B-	70-72 C-
87-89 B+	77-79 C+	69-69 F

Thoughtful completion of the following assignments will help you succeed in this course:

- **Attendance and Participation (10 points per Wed | 20 points per Sat)**

Attendance and active participation in class discussions and activities are crucial to your success in this course. Readings should be completed by the day they are assigned. Lost participation points due to tardies and absences cannot be made up; you are, however, still responsible for acquiring the content you missed and/or arranging to have assignments turned in by the set deadline. Accommodations may be made on a case-by-case basis.

- **Weekly Presentation and Discussion (25 points)**

You are required to present and co-lead class ONE 45-60-minute discussion during the semester by choosing a topic that is of interest to you. You may lecture, lead discussion and/or facilitate activities to help your classmates learn about the issue.

You will be evaluated on:

- Critical examination of all sides of the issues
- Ability to express your ideas clearly
- Evidence of a literature review of at least 3-4 scholarly articles
- Creativity and originality, including the design of your presentation

If you choose to use the LCD projector for your presentation (and you are not required to do so), please keep the following in mind:

- visual (don't put too much text on one slide)
- ethical use of sources (cite your sources, quotes, images, and so on)
- preparation (test your technology; for example, if you're showing a DVD or YouTube video, make sure it works!)
- audience engagement (don't read long quotes straight from your slides)

Turn in one copy of your outline/bibliography/ppt printout to the instructor the day of your presentation. You may sign up for a topic on the first day of class.

- **Survey Results and Analysis (15 points)**

Conduct a small, informal survey of at least ten people in your community, asking them the following questions:

1. How often do you obtain information on the Internet? a) Daily; b) At least weekly; c) At least monthly; d) Occasionally; e) Never
2. How frequently do you use the library to borrow books? a) Weekly; b) Monthly; c) Several times a year; d) At least once a year; e) Not even once a year; f) Never have used; g) Used to go, but no longer do – explain why?
3. How frequently do you ask a librarian for assistance with a question? a) Weekly; b) Monthly; c) Several times a year; d) At least once a year; e) Not even once a year; f) Never have used; g) Used to, but no longer do – explain why?
4. The next time you need a source/place for information, which would be your first choice? Why? a) Search engine; b) Physical library; c) Online library; d) Physical bookstore; e) Online bookstore; f) A person
5. When I want to read a book for fun, I usually: a) Buy one; b) Borrow it from a friend or family member; c) Check it out from the library; d) Read a book I already have; e) Don't read books for pleasure; f) Download it.
6. Personal data:
 - Age group: a) under 13 b) 14-18 c) 19-23 d) 24-35 e) 35 - 50 f) 51 - 65 g) over 65 h) prefer not to answer
 - I consider myself: a) a K-12 student b) a college/university student c) a full-time employee d) a retiree e) other – fill in the blank f) prefer not to answer
 - I consider myself: a) female b) male c) other d) prefer not to answer
 - I consider myself: a) white b) Asian American c) Black American d) Latin@; e) Native American e) other – fill in the blank f) prefer not to answer

- I live in a) a rural community b) an urban community c) a suburban community d) other – fill in the blank e) prefer not to answer

Procedure: Make copies of the above survey questions. Select ten or more people and ask each of them the survey questions. Use a separate copy of the form for each person interviewed. Fill in the form as the person answers. Jot down any relevant comments. Record the responses accurately. You may interview more people, if you wish. You may choose family members, friends, co-workers, students or strangers. You may include any age group. If you would like to convert the survey to an online survey tool such as Survey Monkey (<http://www.surveymonkey.com/>), you are welcome to do so. It might be possible to reach a larger sample with less effort that way. If you choose to employ an online survey tool, please include options for Come to class prepared to share and discuss your findings and to compare them to others' results.

Product: The final product is a 4-6 page (1,000-1,500 words) double-spaced paper summarizing the results for each question, including personal data, describing your findings and any conclusions you have drawn from those findings. You must represent your data graphically.

If you need help creating graphs, our MLIS IT Coordinator, Nick Steffel, can help you. You may also find this article on data visualization useful:

<http://www.uwlax.edu/faculty/brooks/bus230/handouts/designing%20graphs.pdf>

- **Journal Review and Analysis Paper (15 points)**

The purpose of this assignment is to give you an opportunity to delve deeply into one specific LIS academic or professional publication.

Procedure: Choose one professional or academic publication that is of interest to you. Review every article from 2011. As you review the articles, note the following, and cite specific articles to support your findings:

- What is the focus of the publication? What is its purpose?
- Who is the audience for the publication?
- What is of importance to the profession as noted in the publication you chose?
- What are the key themes the organization/publication considers to be important?
- Which future trends does this organization identify as important?
- What is the relevance of this publication to library and information science?

Product: The final product is a 4-6 page (1,000-1,500 words) double-spaced paper summarizing and analyzing your results, and answering the questions above. This paper should stimulate the reader (and writer, hopefully) to think about the future of the profession.

- **Advertisement analysis (15 points)**

Analyze at least 5 library and information science job ads relating to one of your areas of professional interest to determine what the requirements are for positions in the field. Answer the following questions based on your analysis:

- What do employers require for positions in your area of interest in terms of experience, educational qualifications, background, skills, other relevant requirements?
- What specific educational and co-educational experiences will prepare you to enter the professional job market and enhance your employability following the awarding of your advanced degree?

Besides the web sites listed below, you may also find jobs posted on web sites of specific professional organizations or in their professional journals.

- ALA Joblist
 - <http://joblist.ala.org/index.cfm>
- Minnesota Libraries Jobline
 - <http://www.metronet.lib.mn.us/res/jobline.html>
- Minnesota Library Association
 - <http://mnlibraryassociation.org/jobs-resources/>
- Katieclick
 - <http://stkateu.experience.com/er/security/login.jsp>

Product: The final product is a 4-6 page (1,000-1,500 words) double-spaced paper summarizing and analyzing your results, and addressing the questions noted above. Include a table listing the position title, the institution hiring and the salary range (if available).

- **Meet with your academic advisor (10 points)**

Meet with your academic advisor to begin discussing your MLIS course plan. You will be provided with a course planning form that you should fill in with tentative plans before you meet your advisor. The MLIS website Advising page has information on special areas of librarianship called "pathways," as well as courses aligned with those pathways. Please check this page for background information. You are also encouraged to speak informally with your other professors if you have questions regarding a particular area of interest. You must show the completed and signed advising form to the instructors of this course. <http://www.stkate.edu/~mlisweb/current/advising.php>

- **eFolioMinnesota Account (10 points)**

Create an electronic portfolio at eFolioMinnesota <http://www.efoliominnesota.com/>. Completion of the electronic portfolio is a requirement for graduation. As you progress through the MLIS program, you will add to your portfolio. For this course, the only requirement is to establish your account with the following tabs:

MLIS students: *Home, Reflection, Artifacts, Resume*

- Example <http://derekjohnson2.efoliomn.com/example2/Home>

MLIS/SLMS or SLMS only students: *Home, Philosophy, Resume, Standards, Student Teaching, Reflections, Artifacts*

- Example <http://heidiammond.efoliomn.com/home>

Initially, make your eFolio public and email the link to Dr. Park by the due date. After I have verified that you've created your account, you may make your site private, if you wish.

▪ **Final Project (50 points)**

The final is in two parts: individual essay (25 points) and group presentation (25 points). Pick an issue below and answer the following question:

Given the historical context of your chosen issue, how can librarians and information professionals prepare for the future? Consider the following:

- *Description of the issue and relevant aspects of the topic*
- *Background of the issue and historical context*
- *Importance of the issue to the library and information science community*
- *Specific ways the issue is addressed or managed by librarians and information professionals*

Topics

- Presidential Libraries
- Censorship and Intellectual Freedom
- Privacy and First Amendment
- Internet, Ethics and Access
- Youth, Information and Access
- Archives and Preservation

PRESENTATION Your group will include the other people who chose the same topic. A group must have a minimum of 4 people and a maximum of 6 people. Your group presentation should be 20 minutes, include active participation by each group member, synthesize the research that you have done – as individuals – to prepare for your essay, include some form of multimedia, and include an additional 5 minutes for Q&A. Prepare a handout to distribute to the class as an aid to understanding your issue/presentation. Be creative!

In addition to the oral presentation, please provide the instructor a list of references (APA format) used in preparation by the panel, the handout distributed to the class, and a brief summary of what each panel member contributed to the presentation. Evaluation criteria will be provided, and every member of the group will receive the same number of points. You may find this information about group presentations from Cengage Learning helpful as you prepare.

http://www.cengage.com/custom/enrichment_modules/data/Group_Speaking_049573604X_watermark.pdf

ESSAY You must make connections to our class readings and show evidence of outside research. The individual essay must be double spaced, 1-inch margins, 1250-1750 words, with page numbers. Use APA or Chicago bibliography style.

Submit a group proposal by TBD date.

Both are due on the last day of class.

Required Readings

- Battles, Matthew. *Library: An Unquiet History*. New York: W.W. Norton, 2003.
- Rubin, Richard E. *Foundations of Library and Information Science* (3rd edition). New York: Neal-Schuman Publishers, Inc., 2010.

SCHEDULE: READINGS and ASSIGNMENTS

Week 1 Wed Sept 5 | Week 1 Sat Sept 8 | Introduction

Readings

- Rubin, R.E. *Foundations of LIS*. Introduction and Chapter 1 “The Educational, Recreational, and Informational Infrastructure.”
- “Library Bill of Rights”
 - <http://staging.ala.org/ala/aboutala/offices/oif/statementspols/statementsif>
- Mill, John Stuart. 1869. Chapter II: Of the Liberty of Thought and Discussion. *On Liberty*.
 - <http://www.bartleby.com/130/2.html>

Week 2 Wed Sept 12 | Week 1 Sat Sept 8 | History of Libraries

Readings

- Rubin, R.E. *Foundations of LIS*. Chapter 2 “From Past to Present: The History and Mission of Libraries” and Chapter 3 “Library and Information Science: An Evolving Profession”
- Battles, M. *Library: An Unquiet History*. Chapters 1-7 (all).

Assignments

- DUE: Survey Results Paper (Wednesday students)

Week 3 Wed Sept 19 | Week 2 Sat Sept 15 | Reference Services and Organization of Information

Readings

- Rubin, R.E. *Foundations of LIS*. Chapter 4 “The Organization of Information: Techniques and Issues”
- Knowlton, Steven A. 2005. Three Decades Since Prejudices and Antipathies: A Study of Changes in the Library of Congress Subject Headings. *Cataloging and Classification Quarterly* 40(2): 123.
 - <http://sanfordberman.org/whatsnew/whatsnew.htm>

Assignments

- DUE: Survey Results Paper (Saturday students)
- Find, read and bring to class an academic article about reference work (whether in a public, academic, special or other kind of library or information institution) that was published between 2009 to the present day.

Week 4 Wed Sept 26 | Week 2 Sat Sept 15 | Collection Development**Readings**

- Rubin, R.E. *Foundations of LIS*. Chapter 5 “The Library as an Institution: An Organizational Perspective”
- Baker, N. 1996 Oct 14. The Author Vs. the Library. *The New Yorker*, p50. (StKate periodical stacks)
- St. Catherine University. Collection Development Policy
 - www.stkate.edu/library/techserv/collpol.html
- Hennepin County Library. Collection Development Policy
 - http://www.hclib.org/pub/info/board_policies/collection_development_and_management.cfm
- Dodge, Chris. 2008 Winter. Collecting the Wretched Refuse: Lifting a Lamp to Zines, Military newspapers, and Wisconsiniana. *Library Trends* 56(3): 667.
- LaRue, Jamie. 2008 July 14. Uncle Bobby’s Wedding. *Myliblog*.
 - <http://jaslarue.blogspot.com/2008/07/uncle-bobbys-wedding.html>

Assignments

- DUE: Job Analysis Paper (Wednesday students)

Week 5 Wed Oct 3 | Week 3 Sat Sept 29 | Information Science, Technology and the Library**Readings**

- Rubin, R.E. *Foundations of LIS*. Chapter 6 “Redefining the Library: The Impact and Implications of Technological Change”
- Bailey, Kieren. (2011). Online public access catalog: the Google Maps of the library world. *Computers in Libraries*, 31(6), 31-34.
- DeRosa, C. et al. (2011). Perceptions of libraries 2010: Context and community. Dublin, OH: OCLC.
 - <http://www.oclc.org/reports/2010perceptions.htm>

Assignments

- Make sure you've scheduled a meeting with your academic advisor by now.
- DUE: Job Analysis Paper (Saturday students)

Week 6 Wed Oct 10 | Week 3 Sat Sept 29 | Copyright and Intellectual Property**Readings**

- Rubin, R.E. *Foundations of LIS*. Chapter 8 “Information Policy: Stakeholders and Agendas” Section IV
- Read as much as you can from Stanford University Libraries’ Copyright and Fair Use page:

- <http://fairuse.stanford.edu/>
- SOPA Explained: What It Is and Why It Matters:
 - http://money.cnn.com/2012/01/17/technology/sopa_explained/index.htm

Assignments

- DUE: Journal Analysis Paper (Wednesday students)
- Find, read and bring to class an academic article or an article from a popular magazine or journal about copyright and intellectual property, either as it relates to your particular area of interest or a general article, that was published between 2009 to the present day.

Week 7 Wed Oct 17 | Week 4 Sat Oct 13 | Literacy

Readings

- Rubin, R.E. *Foundations of LIS*. Chapter 7 “Information Science: A Service Perspective”
- Freire, Paulo. 1970 May. The Adult Literacy Process as Cultural Action for Freedom. *Harvard Educational Review* 40: 205-225. (StKate periodical stacks)
- ACRL Information Literacy Standards for Higher Education. 2000.
 - <http://www.ala.org/acrl/standards/informationliteracycompetency>
- Abrams, Stephen. 2012 June 9. Illiteracy in America: INFOGRAPHIC. *Stephen’s Lighthouse: Illuminating Library Industry Trends, Innovation, and Information*.
 - http://stephenslighthouse.com/2012/06/09/illiteracy-in-america-infographic/?utm_source=rss&utm_medium=rss&utm_campaign=illiteracy-in-america-infographic

Assignments

- DUE: Journal Analysis Paper (Saturday students)
- Find, read and bring to class an academic article about literacy either as it relates to your particular area of interest or a general article, that was published at any time.

Week 8 Wed Oct 24 | Week 4 Sat Oct 13 | Access, Censorship and Intellectual

Freedom

Readings

- Rubin, R.E. *Foundations of LIS*. Chapter 8 “Information Policy: Stakeholders and Agendas” Section V
- Rubin, R.E. *Foundations of LIS*. Chapter 9 “Information Policy as Library Policy: Intellectual Freedom”
- American Library Association. The Freedom to Read Statement.
 - <http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftstatement/freedomreadstatement.cfm>
- Select any edition of one of the following to read and be prepared to make arguments for and against removing the book from a library's collection:
 - Cormier, Robert. *The Chocolate War*.
 - Anderson, Laurie Harlse. *Wintergirls*.

Week 9 Wed Oct 31 | Week 5 Sat Oct 27 | Information, Access, and the Government; Privacy and the First Amendment

Readings

- Rubin, R.E. *Foundations of LIS*. Chapter 8 “Information Policy: Stakeholders and Agendas” Section I – III and VI-IX
- TBD – see D2L

Assignment

- Find, read and bring to class an academic article about privacy and the First Amendment as it relates to information access, as it relates to your particular area of interest or a general article, that was published between 2009 to the present day.

Week 10 Wed Nov 7 | Week 5 Sat Oct 27 | Digitization of Information; Archives

Readings

- Maher, William J. 2006 Aug 3. Copyright for Archivists: An Introduction. Ten Things Every Archivists Needs to Know about Copyright.
 - <http://www.library.uiuc.edu/archives/workpap/TOPTEN2006.pdf>
- TBD – see D2L

Assignments

- Find, read and bring to class an academic article about archives or conservation and preservation, either as it relates to your particular area of interest or a general article, that was published at any time.

Week 11 Wed Nov 14 | Week 6 Sat Nov 3 | Library Education and Associations

Readings

- Rubin, R.E. *Foundations of LIS*. Chapter 10 “The Values and Ethics of Library and Information Science”
- Wiegand, Wayne A. 1999 Jan. Tunnel Vision and Blind Spots: What the Past Tells Us About the Present; Reflections on the Twentieth-Century History of American Librarianship. *Library Quarterly* 69(1): 1-32.
- Jenkins, Henry. 2008. Why Academics Should Blog.
 - http://henryjenkins.org/2008/04/why_academics_should_blog.html
- Familiarize yourself with the ALA Code of Ethics statements prior to class:
 - <http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>
- Pick an ALA affiliate, division or other sub-group or professional association that is of interest to you (it can be the same association that you examined for your Journal Analysis Paper). Read its About statement, code of ethics statement, professional guidelines, etc. Bring to class and be prepared to discuss. Some examples:
 - Special Libraries Association competencies for information professionals of the 21st Century: www.sla.org/content/learn/comp2003/index.cfm
 - Medical Library Association code of ethics for health sciences librarianship: www.mlahq.org/about/ethics.html

- Society of American Archivists code of ethics for archivists: www.archivists.org/governance/handbook/app_ethics.asp
- American Society for Information Science and Technology professional guidelines: www.asis.org/AboutASIS/professional-guidelines.html
- Association of Independent Information Professionals code of ethical business practice: <http://www.aiip.org/Default.aspx?pageId=88881>
- American Association of Law Libraries ethical principles: www.aallnet.org/about/policy_ethics.asp
- Find, read and bring to class an article in *JELIS (Journal of Education for Library and Information Science)* that was published at any time during the journal's life or any academic article published in another journal on the topic of LIS education. Please do not just look at the most recent issue and pick a random article – pick one that is of genuine interest to you.

Assignment

- You should have met with your academic advisor by now.

Week 12 Wed Nov 21 | NO CLASS | Official SCU Holiday

Week 13 Wed Nov 28 | Week 6 Sat Nov 3 | Diversity and the Profession

Readings

- Honma, Todd. 2005. Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies. *Interactions: UCLA Journal of Education and Information Studies* 1(2).
 - <http://repositories.cdlib.org/gseis/interactions/vol1/iss2/art2/>
- Chu, Clara. 1999. Immigrant Child Mediators (ICM): Bridging the Literacy Gap in Immigrant Communities. *The New Review of Children's Literature and Librarianship* 5: 85-94.
 - http://libres.uncg.edu/ir/uncg/f/C_ChunImmigrant1999.pdf
- Mehra and Braquet. 2007 Fall. Library and Information Science Professionals as Community Action Researchers in an Academic Setting: Top Ten Directions to Further Institutional Change for People of Diverse Sexual Orientations and Gender Identities. *Library Trends* 56(2): 542-65.
- Berman, Sanford (former head of cataloging at Hennepin). 2006 Feb. Classism in the Stacks: Libraries and Poor People. *Street Spirit, a publication of the American Friends Service Committee*.
 - <http://www.thestreetspirit.org/feb2006/libraries.htm>
- Two brief articles in *Atlantic Free Press*:
- Engelhart, Tom. How the Public Library Became Heartbreak Hotel
- Ward Chip (just retired Asst Director of the Salt Lake City Public Library). What They Didn't Teach Us in Library School: The Public Library as an Asylum for the Homeless.
 - <http://www.atlanticfreepress.com/content/view/1306/32/>

Assignments

Week 14 Wed Dec 5 | Week 7 Sat Nov 17 | Our Profession: Future, Issues and Trends

*The Saturday class will meet for only a portion of our scheduled class time. After our formal class meeting, you will have time to meet in your final groups.

Readings

- TBD

Assignments

- **DUE:** Report on meeting with academic advisor
- Recently, there have been many articles in newspapers and on the web regarding the role of public libraries in a recession. Some say the public library is a burden to taxpayers, while others argue that the public library is even more necessary in a down economy. Find, read and bring in one article that is pro and one that is con. These articles do not need to be academic; they can be from popular magazines, journals, blogs, etc.

In Class

- Students will have time to meet with their final groups after class ends.

Week 8 Sat Dec 1 | Library Science and Information Science

Readings

- Saracevic, T. (2010). Information science. In M. J. Bates (Ed.), *Encyclopedia of Library and Information Sciences (3rd edition)*, (pp. 2570-2585). New York, NY: CRC Press.
 - <http://comminfo.rutgers.edu/~tefko/Courses/Zadar/Doctoral%2ostudies/Saracevic%2oinf%2oscience%2oELIS%2oorig%2o2010.pdf>
- Carr, N. (2008 July/Aug). Is Google Making us Stupid? *The Atlantic*.
 - <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>

In Class

- Students will have time to meet with their final groups after class ends.

Week 16 Wed Dec 19 | Week 9 Sat Dec 15 | Conclusion

Assignments

- **DUE:** Final group presentation and final paper