LIS 7010 Introduction to Library & Information Science G01

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Office/Office Hours: CdC 51 | Tuesday 4-5pm or by appt

Class Hours: Fridays 5-10p (Sept 6, Sept 13, Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, Nov 29, Dec 13)
Class Location: CdC 355
Prerequisites: None

Disclaimer: 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

<table>
<thead>
<tr>
<th>MLIS SLOs</th>
<th>Relevant Assignments</th>
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<tr>
<td>Develop and apply critical thinking to solve information problems by integrating relevant models, theories, research and practices.</td>
<td>Weekly participation Ignite session Survey paper Advertisement paper Journal paper Issues panel Reflection paper</td>
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<td>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.</td>
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<td>Demonstrate information technology fluency</td>
<td>Weekly participation Survey paper Issues panel</td>
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<tr>
<td>Promote the professional values of ethical responsibility, intellectual freedom, and universal access to information.</td>
<td>Weekly participation Ignite session Survey paper Issues panel</td>
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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

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<tr>
<td>Subp. 3. A(6) demonstrate basic knowledge of digital communications applications, which can include graphics and multimedia production;</td>
<td>Weekly participation Ignite session Survey paper Issues panel</td>
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<td>Subp. 3. A(8) demonstrate ability to evaluate, select, and apply appropriate hardware, software, and other resources;</td>
<td>Weekly participation Ignite session Survey paper Advertisement paper Journal paper Issues panel Reflection paper</td>
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<td>Subp. 3. D(1) model and teach responsible and ethical access to and use of information;</td>
<td>Weekly participation Ignite session Survey paper Issues panel Reflection paper</td>
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<td>Subp. 3. D(3) disseminate pertinent information about educational and technological trends and legal developments;</td>
<td>Weekly participation Ignite session Survey paper Advertisement paper Journal paper Issues panel Reflection paper</td>
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**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 a study of children’s and young adult literature as they relate to social justice, in production, dissemination, promotion and content. As a 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 I think it is, then I encourage you to share your learning with each other and me throughout the course to make it even more rewarding. I am 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 signal to me that you are not engaged in the course content; additionally, it distracts other students and the instructor.

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 St Kate 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. Dahlen") 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://www.wellesley.edu/socialcomputing/Netiquette/netiquetteprofessor.html

ASSIGNMENTS, EXPECTATIONS & EVALUATION

Assignments, Expectations & Evaluation

Meeting deadlines and participating actively in all class meetings are indicators of professionalism; therefore, please be mindful of the following:

- Coming to class unprepared to discuss the readings or without having completed requirements for that week will affect your grade.
- You will not be able to make up points for being late to or missing class. Exceptions may be granted with explicit prior approval from the instructor.
- Late assignments will not be accepted without explicit 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.
- You must complete every assignment to pass the class.
- You do not earn points for coming to class. You will, however, lose 15 points per class meeting that you miss.
- There is no extra credit for this class.

Expectations for written assignments:

- 1-inch margins, 12 point font, double-spaced, page numbers
- Your name, assignment description, title and word count on the first page. No title page is required. Word counts do not include title page information or bibliographies.
- 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 (in other words, more than the author/illustrator’s website and book reviews).
- All written assignments should be in word doc or docx format and submitted to the appropriate D2L dropbox. When labeling your documents to upload, please use the following format: “LastNameFirstName-AssignmentDescription.docx.” For example: “DahlenSarah-ReflectionPaper.docx.” Do NOT make your essays into PDFs. I will use the
track changes and comments functions to evaluate your work.

For assistance, consult the SCU library, the O'Neill Center, or Purdue's Online Writing Lab (OWL). Writing well - and learning to improve your writing and write well - is your responsibility.

Assignment assessment will be based on the following criteria, where applicable:

- Adherence to the assignment description
- Intelligent analysis
- Creativity in design and execution
- Creativity and originality of thought
- Application and understanding of course material
- Application and understanding of other scholarly material
- Clarity of expression and communication skills, both oral and written
- Proper use of writing conventions including APA citation style

Letter grades are based on a 100-point scale:

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<th>Score</th>
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<td>94-100</td>
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<td>90-93</td>
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<td>C</td>
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<td>70-72</td>
<td>C-</td>
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<td>0-69</td>
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Incomplete Grades

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor’s discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean.

ASSIGNMENT DESCRIPTIONS

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

Weekly Participation

Attendance and active participation in class discussions and activities are crucial to your success in this course. Readings and assignments should be completed by the day they are assigned. They should build on each other and be referred to as we progress in the course. As well, I encourage you to seek more books, scholarship, websites and other resources that you find relevant to the topics we are discussing that day and bring them to class. Sometimes I will require you to do so on specific topics - some will be specified as “a scholarly article” while some just say “an article.” Scholarly articles must be found in academic, research-oriented journals that are peer-reviewed. “An article” can be from a popular or trade magazine, such as Star Tribune or Time.
Students must develop 3-5 questions for discussion about every text read, as well as mark favorite quotes and passages and be prepared to discuss what struck them about that particular quote or passage (we may not get to everyone, but be prepared just in case). Consider asking questions about implications for the future of the profession, power, privilege, race, class, gender, agency, authorship, perspective, history, etc. Do NOT include general recall questions, such as “Who was Melvil Dewey?” You might want to read with a pad of post-it notes and jot questions to tuck inside your book.

Edmund Burke said, “Reading without reflecting is like eating without digesting.” Please reflect upon the readings assigned for each class. This is a scholarly practice. Grant Wiggins writes the following about essential questions:
http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53

A question is essential when it
- causes genuine and relevant inquiry into the big ideas and core content;
- provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
- requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
- stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
- sparks meaningful connections with prior learning and personal experiences;
- naturally recurs, creating opportunities for transfer to other situations and subjects

You may also post comments to the appropriate D2L discussion forum before or after class on that week’s topic or other LIS-related topics.

At my discretion, you will lose points in your overall grade if you do not meet the following expectations:
- Come to class
- Come to class on time
- Bring every text to class (assigned books, articles, etc.) either in print or digital format
- Engage in in-class dialogue
- Demonstrate evidence of thoughtful engagement with the texts
- Be an active listener, audience member and participant during class presentations

IGNITE Sessions: LIS Topics & Issues (40 points)
Select an LIS topic of your choice from a list provided during the first class. You will give a 5-minute/20 slides (15 seconds per slide) Ignite presentation on the date designated. While you want to select a topic of interest to you, avoid researching the same topic you investigate for your Issues Panel assignment.

While giving a 5-minute presentation may seem easy, synthesizing and condensing your research requires great skill. The point of an Ignite presentation is to “enlighten us, but make it quick.” You will, however, have time after your presentation to address questions from the class.

Your presentation must include the following:
- A succinct definition or summary of the topic
- History of the topic, including changes over time
- Relevance of the topic today
- Relevance to LIS

Also
- Be exactly 5 minutes long
- Include 20 timed slides on ppt (15 seconds each)
- Submit your slides, script, and complete bibliography of three or more resources (not Wikipedia), to the dropbox. At least one of your resources must be a scholarly book or article (in a peer reviewed journal).
- Your ignite presentation should go beyond whatever readings are assigned for class.

Review this website before preparing your Ignite! presentation:
http://www.speakingaboutpresenting.com/content/fast-ignite-presentation/

Three Short Papers
The following three assignments are short papers that ask you to write formal essays on a specific topic. These formal essays must be well written and specific, and you must use evidence to support any claims you make. You must cite both course readings as well as outside research. Each paper must meet the following:
- Respond to the assignment description
- 1,250-1,500 words
- Cite relevant in-class readings
- Cite relevant additional scholarly resources
- Contain a coherent thesis statement
- Be free of errors (grammar, punctuation, spelling, style, etc.)

Survey Analysis Paper (25 points)
The purpose of this assignment is to give you a snapshot of some of the library and reading habits of the people around you at this point in time, analyze them in light of what we have learned in class thus far.

Conduct a small, informal survey of at least ten people in your community, analyze your data, and write a paper addressing your analyses and conclusions. This survey is meant to give you some insight into the reading practices of some of those around you; it is not meant to be statistically significant, so don’t waste space in your paper by writing about how you can’t draw conclusions from your limited data set.

Procedure: Make copies of the survey questions or create an online survey. 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/) or Google Forms, 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 additional comments. Come to class prepared to share and discuss your findings and to compare them to others’ results.
**Product:** The final product is a 5-6 page (1,250-1,500 words) 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 and use appropriate table/figure headings.

You are required to cite sources for this paper. For example, you should cite *Reading Matters* or the Pew Survey: http://libraries.pewinternet.org/2013/06/25/younger-americans-library-services/ as they relate to your findings and analyses.

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

**Survey Questions**

1. How important is the library to you?
   A. Extremely important
   B. Very important
   C. Somewhat important
   D. Not important

2. How often do you use the library (in person or online)?
   A. Several times a week
   B. Weekly
   C. Monthly
   D. Sometimes (3-6 times/ year)
   E. Rarely (less than once a year)
   F. Never (If the answer is "Never," skip questions 4, 5, 6, and 10.)

3. If you rarely or never use the library, please explain why.

4. How do you use the library?
   A. Check out materials
   B. Do research, homework, or study
   C. Read newspapers or magazines
   D. Use the Internet
   E. Ask the librarian a question
   F. Other

5. How frequently do you use the physical library to borrow or use materials?
   A. Weekly
   B. Monthly
   C. Several times a year
   D. At least once a year
   E. Not even once a year
   F. Used to, but no longer do
   G. Never
6. How frequently do you use the library web portal to borrow or use materials?
   A. Weekly
   B. Monthly
   C. Several times a year
   D. At least once a year
   E. Not even once a year
   F. Used to, but no longer do
   G. Never

7. If you borrow books from the library, which format(s) do you prefer?
   A. Print
   B. Audio (CD or Playaway)
   C. Audio download
   D. Ebook

8. When you read a book for pleasure, which do you usually do?
   A. Buy a print copy
   B. Buy an ebook
   C. Borrow from a friend or family member
   D. Check it out from the library
   E. Download ebook from the library
   F. Download audio book from the library
   G. Read a book you already have
   H. Don’t read books for pleasure

9. How often do you search for information on the Internet?
   A. Daily
   B. At least weekly
   C. At least monthly
   D. Occasionally
   E. Never

10. The next time you need a source/place for information, which would be your first choice?
    A. Search engine
    B. Physical library
    C. Online database
    D. Physical bookstore
    E. Online bookstore
    F. A person

11. If you use the Internet at the library, what do you use it for? Select as many as apply.
    A. Emailing
    B. Social networking (Facebook, etc.)
    C. Finding information
    D. Shopping
    E. Job seeking
    F. Watching movies
    G. Listening to music
H. Gaming
I. Other _______________________________

12. Personal data
Age
A. under 13
B. 13 – 17
C. 18 – 22
D. 23 – 34
E. 35 – 50
F. 51 – 65
G. over 65

Gender
A. Female
B. Male
C. other

Position
A. K-12 student
B. post high school education student
C. military personnel
D. full-time employee
E. self-employed
F. homemaker or stay-at-home parent
G. retiree
H. unemployed
I. other _______________________________

13. Are there any additional comments you would care to make?

Advertisement Analysis Paper (25 points)
The purpose of this assignment is to help you determine the courses and experiences you will need to fulfill certain job requirements. It will also give you a snapshot of the current job market for the LIS positions available in various kinds of libraries.

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. Also, visit a library, archive, or other LIS institution related to your interests, observe the space and operations, and chat with people - employees or patrons. Answer the following questions based primarily on the job ads, and also on your conversations, observations, and analyses:

- What do employers require for positions in your area of interest in terms of experience, educational qualifications, background, skills, other relevant requirements?
- What are some things you observed or learned in the LIS institution that you want to learn more about while you are in this program, and how will you do so?
- 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? Be specific. For example, if you say you will take technology-related courses, which ones and why?

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
- Minnesota Library Association
  - http://mnlibraryassociation.org/jobs-resources/
- Katieclick
  - http://stkateu.experience.com/er/security/login.jsp

**Product:** The final product is a 5-6 page (1,250-1,500 words) 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).

**Journal Review and Analysis Paper (25 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 2012 and into 2013. 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 5-6 page (1,250-1,500 words) paper summarizing and analyzing your results, and answering the questions above. This paper should stimulate the reader (and writer, hopefully) to think about the current state and future of the profession.

**eFolio Minnesota Account (5 points) | Due Oct 18**
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://heidihammond.efoliomn.com/home
Initially, make your eFolio public and email the link to me by the due date. After I have verified that you’ve created your account, you may make your site private, if you wish.

**Meet with your academic advisor (5 points) | Due Dec 13**
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 by the due date listed above.

http://www.stkate.edu/~mlisweb/current/advising.php

**Issue Panel (90 points) | Due Dec 13**
The final is in two parts: individual essay (40 points) and team poster presentation (40 points). In teams of three or four, you will explore the following current issues relating to LIS:
- Censorship and Intellectual Freedom
- Privacy and First Amendment
- Literacy
- Access
- Technology
- Archives and Preservation

Each issue is multifaceted, and team members will do individual research. Your team will synthesize the research and develop a panel presentation addressing the following elements as they relate to the assigned issue:
- 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

**Part I: INDIVIDUAL ESSAY (40 points)**. Research the topic you selected for your Issues Panel. After your preliminary research, narrow your topic to one of most interest to you. Write a 6-8 page (1,500-2,000 words) paper addressing how librarians and information professionals can prepare for the future considering 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

Your essay should meeting the following expectations:
- Respond to the assignment description
- 1,500-2,000 words
- Cite relevant in-class readings
• Cite relevant additional scholarly resources
• Contain a coherent thesis statement
• Be free of errors (grammar, punctuation, spelling, style, etc.)

Part II: PANEL INTRODUCTION (10 points). The final presentation will begin with each individual member of a team providing introductory comments about the team’s topic. The introduction should be accompanied by a slideshow (ppt, prezi, etc) and last no more than 5 minutes.

Part III: POSTER PRESENTATION (40 points). Immediately after the panel introduction, each team member will present their poster and give a 4-5-minute talk about their specific research topic (based on the individual essay). The poster must be 20x30 inches and meet the following expectations:
• Be of professional quality and design
• Have clear topics and headings
• Be readable
• Be organized
• Cite relevant course and additional resources
• Be free of errors (grammar, punctuation, spelling, style, etc.)
• Include the student’s name, email address, and institutional affiliation
• Consider organizing your paper around the essay considerations listed above.
• A PDF of the poster must be submitted to the dropbox.

You may find this information about team presentations from Cengage Learning helpful as you prepare.

Part IV: TEAM REFLECTION. Provide the instructor with a reflection of the team work process and brief summary of what each panel member contributed to the research and presentation (250 words). Consider the challenges and ease of working with each other, balance of responsibilities, how you resolved issues, and if any issues remained unresolved. This reflection is confidential and will not be graded, but the content may impact each person’s panel introduction presentation grade.

Every member of the team will receive the same grade for the presentation, and individual grades for the poster presentation and individual essay.

Submit a 300-word group proposal by Oct 18.

Reflection Paper | DUE Dec 14
Part I. The Course. Discuss the impact this course has had on you. Consider the following questions:
• How has this course changed how you think about the library and information profession? Be specific about what you believed before and what you believe now.
• What readings and/or discussions challenged or impacted you the most?
• What challenges do you continue to face?
• What do you want to learn more about?
Where will you go from here?

Part II. MLIS Event. As part of your first semester, you are required to attend at least one MLIS event, such as a student group meeting or event, invited speaker event, MLA conference, the unconference, etc. In your reflection paper, address the following:

- What did you expect going into this event?
- What did you learn from this event? How did your attendance and participation enhance your MLIS experience?
- Where will you go from here?

*Note:* You may want to write up this part of your paper immediately after you attend the event.

Submitting Your Assignment:
- You must cite relevant resources discussed in class (textbook chapters, articles, blog entries, other readings, class discussions, etc.)
- Word count: 750-1,000
- Submit to Reflection Paper dropbox by 11:55p on December 14.
- Post some thoughts from your reflection to the corresponding D2L forum.

**Required Readings**


**Censorship Book (pick one)**

- *The Hunger Games*
- *The Absolutely True Diary of a Part-Time Indian*
- *It's Perfectly Normal*

*Note:* Make sure you search early for the books. “I couldn't find a copy” is not an acceptable excuse.

**COURSE SCHEDULE**

**Week 1 | Sept 6 | Introduction**

**Unit: Introduction to LIS**

**Readings**

- ALA Library Bill of Rights
  - [http://www.ala.org/advocacy/intfreedom/librarybill/](http://www.ala.org/advocacy/intfreedom/librarybill/)

**Unit: Philosophical Foundations for LIS**
Readings

  o http://www.bartleby.com/130/2.html

Assignments Due

- Turn in your MLIS Student Handbook policy form

Week 1.5 | Sept 13 | Library: History, Construction and Destruction

We will meeting at 6:00 pm for a tour of the St. Kate library. After the tour, we will return to our classroom and have class for about one until - until approximately 9:15pm.

Unit: Academic Library and Reference

- (6:00-8:00 pm) Library orientation by Emily Asch
- (8:00-8:15) Break
- (8:15-9:15 pm) *Library: An Unquiet History* & Carnegie discussion

Unit: Library: History, Construction and Destruction

- *Library: An Unquiet History* (all)
  o http://www.npr.org/2013/08/01/207272849/how-andrew-carnegie-turned-his-fortune-into-a-library-legacy
- Find, read and bring to class a scholarly article about reference librarianship as it relates to your particular area of interest.

Week 2 | Sept 20 | Reference; The Library Profession

Unit: The Evolving Profession, the Maturing Reader

- Ross, McKechnie, and Rothbauer. (2006). *Reading Matters*. Chapter 3 “Young Adults and Reading”; Chapter 4 “Adult Readers”

Unit: Library Education

- 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. Do not just look at the most recent issue and pick a random article – pick one that is of genuine interest to you.

Unit: Professional Organizations

- Familiarize yourself with the ALA Code of Ethics statements prior to class:
  o http://www.alaw.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 examine 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](http://www.sla.org/content/learn/comp2003/index.cfm)
- Medical Library Association code of ethics for health sciences librarianship: [www.mlahq.org/about/ethics.html](http://www.mlahq.org/about/ethics.html)
- American Society for Information Science and Technology professional guidelines: [www.asis.org/AboutASIS/professional-guidelines.html](http://www.asis.org/AboutASIS/professional-guidelines.html)
- American Association of Law Libraries ethical principles: [www.aallnet.org/about/policy_ethics.asp](http://www.aallnet.org/about/policy_ethics.asp)

2-minute presentation LIS Biographies Presentation. This is an ungraded, in-class assignment that is meant to give you a no-stakes chance to give a public presentation. It will be peer reviewed.

Pick an LIS figure and create one PPT slide containing the following:

- Brief biography
- Major contribution(s) to LIS
- Picture

When you provide feedback to your classmates on their presentation, consider the following:

- Clarity and organization (does the presentation make sense? Is there a clear introduction and conclusion?)
- Preparedness (too many “um,” do they appear familiar with the material?)
- Voice (tone, volume, speed, etc)
- Enthusiasm (monotonous?)
- Format of PPT slide (too much text? Not enough? No graphics? Info is organized or unorganized?)

**Week 3 | Oct 4 | Organization of Knowledge; Collection Development; Privacy**

**Unit: Organization of Information**

  - [http://sanfordberman.org/whatsnew/whatsnew.htm](http://sanfordberman.org/whatsnew/whatsnew.htm)

**Unit: Privacy**

• Find, read and bring to class an article about how the Internet is changing our notions of privacy. Consider bringing an article as it relates to different generations; increased risk; how-to guides to stay safe, etc.

**Unit: Collection Development**

• St. Catherine University. Collection Development Policy.
  o www.stkate.edu/library/techesrv/collpol.html
• Hennepin County Library. Collection Development Policy
  o [http://www.hclib.org/pub/info/board_policies/collection_development_and_management.cfm](http://www.hclib.org/pub/info/board_policies/collection_development_and_management.cfm)
• Brannen, Sarah S. *Uncle Bobby's Wedding* (picture book)

**Ignite Topics**

• Digital divide
• OCLC
• Worldcat
• Folksonomies
• Social networking, security & privacy
• Technostress

**Week 4 | Oct 18 | Copyright & Intellectual Property; Scholarly Communications; Technology**

**Unit: Copyright & Intellectual Property**

• Rubin, R.E. (2010). *Foundations of LIS*. Chapter 6 “Redefining the Library: The Impact and Implications of Technological Change”; Chapter 8 “Information Policy: Stakeholders and Agendas” Section IV
• “Copyright & Fair Use” by the Stanford University Libraries. Read at least a few subsections in each section.
  o [http://fairuse.stanford.edu/overview/](http://fairuse.stanford.edu/overview/)

**Unit: Scholarly Communications**

  o [http://henryjenkins.org/2008/04/why_academics_should_blog.html](http://henryjenkins.org/2008/04/why_academics_should_blog.html)
• Covey, Denise Troll. (2009 Summer/Fall). The Ethics of Open Access to Research: A Call for Civil Disobedience and Moral Courage. *Progressive Librarian* 33, 26-42.

**Unit: Technology**

• Zickur, Kathryn, Lee Rainie and Kristen Purcell. (2013 January 22). Library Services in the
  o http://libraries.pewinternet.org/2013/01/22/library-services/

  o http://www.youtube.com/watch?v=udAw4T69esY

- Find, read, and bring to a class a scholarly article that addresses racism, sexism, classism, etc. in gaming (video games, computer games, board games, etc).

Ignite Topics
- Copyright & fair use
- Creative Commons
- Academic publishing / scholarly communications

Week 5 | Nov 1 | Literacy; Censorship & Intellectual Freedom; Information Science

Unit: Literacy
- ACRL Information Literacy Standards for Higher Education. 2000.
  o http://www.rala.org/acrl/standards/informationliteracycompetency

Unit: Censorship & Intellectual Freedom
  o http://www.alaa.org/alaa/aboutala/offices/oif/statementspols/ftrstatement/freedomr eadstatement.cfm
  o http://www.mlala.org/offices/oif/basics/notcensorship
- Read one of the following and be prepared to make arguments for and against removing the book from a library’s collection:
  o The Hunger Games
  o The Absolutely True Diary of a Part-Time Indian
  o It’s Perfectly Normal

Unit: Information Science
  

  
  o [http://www.asis.org/Bulletin/Feb-10/FebMario_Burnett_Erdelez.pdf](http://www.asis.org/Bulletin/Feb-10/FebMario_Burnett_Erdelez.pdf)

• Find, read and bring an article about recent artificial intelligence development that is related to information processing, search and interaction. It should give us an idea where we are in terms of AI technology. An example is IBM’s Watson that played jeopardy and beat the best human players.

**Ignite Topics**

• Island Tree v Pico (1982)
• School libraries - history, role, issues, etc.
• Federal Depository Library Program
• Presidential libraries
• PATRIOT Act and the role of libraries in relation to national security

**Week 6 | Nov 15 | Diversity in LIS**

**Unit: Cultural Competence and Diversity Programming in LIS**


  
  o [http://repositories.cdlib.org/gseis/interactions/vol1/iss2/art2/](http://repositories.cdlib.org/gseis/interactions/vol1/iss2/art2/)

  


• Find, read, and bring to class an article about librarianship in prisons.

**Unit: Classism in Libraries**

  
  o [http://www.thestreetspirit.org/Feb2006/libraries.htm](http://www.thestreetspirit.org/Feb2006/libraries.htm)

• Two brief articles in *Atlantic Free Press*:
  
  o Engelhart, Tom. How the Public Library Became Heartbreak Hotel
  
  o Ward Chip (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.
  
  o [http://www.atlanticfreepress.com/content/view/1306/32/](http://www.atlanticfreepress.com/content/view/1306/32/)

• Browse this website:
  
Unit: International Librarianship

- Find, read, and bring to class an article about librarianship in a country outside the US. Consider how library education is taught, educational philosophies, the culture of information and access, etc.

Ignite Topics

- Libraries and the homeless
- Recruiting and retaining a diverse LIS workforce
- LGBTQ services and issues in LIS
- White privilege in LIS

Week 7 | Nov 29 | Government Documents; Archives (class meets online)

Class discussion will occur entirely online this week. You are expected to read all of the assigned readings as listed below by November 29; post comments and questions to the appropriate D2L forum; and post articles and your analyses to the appropriate D2L forum. You are also required to read and respond to at least 3 of your classmates’ comments in each respective forum. By the end of the weekend (11:55p on Sunday, Nov 30), you should have spent at least 5 hours posting and responding to classmates and me on the discussion forums. Of course, if you finish the readings earlier, you may post earlier than November 29.

Unit: Government Documents

  - [http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB179/](http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB179/)
- Explore this website: Open the Government: Americans for Less Secrecy, More Democracy.
  - [http://www.whitehouse.gov/open](http://www.whitehouse.gov/open)
- Find and read a scholarly article in *GODART* that is of interest to you. Paste the citation (and link, if available) to the appropriate D2L forum with a brief summary and your analysis of the article. What are the implications of this study to LIS? To American citizens? Other thoughts?
- Find and read several articles about Edward Snowden (not just wikipedia). What are your thoughts on this situation? Is Snowden an American patriot or traitor? Other thoughts? Post your thoughts to the appropriate D2L forum.

Unit: Archives

- Explore this website: 23 Things for Archivists
  - [http://23thingsforarchivists.wordpress.com/](http://23thingsforarchivists.wordpress.com/)
- Find and read a scholarly article about archives. Try to find one that pertains to your area of interest (government librarianship, children’s librarianship, archiving special
collections, etc.) Paste the citation (and link, if available) to the appropriate D2L forum with a brief summary and your analysis of the article. What did you learn about the breadth and depth of archives from this article? What are some of the challenges facing archives according to this study? Other thoughts?

**Week 9 | Dec 13 | Wrap Up; Issues Panel Presentations**

**Readings**
  - [http://www.oclc.org/reports/2010perceptions.htm](http://www.oclc.org/reports/2010perceptions.htm)
- Find, read and bring to class an article addressing the future of libraries given 1) financial situation 2) digitization 3) changing perceptions, etc.

**Assignments**
- Issue Panel
- Reflection Paper (due Dec 14)