EMPORIA STATE UNIVERSITY
School of Library & Information Management

Course Syllabus - Spring 2012
LI 801XR
Foundations of Library & Information Science
1/13-14, 3/2-3, & Internet

Faculty:	Mirah Dow
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Faculty Profile:	http://slim.emporia.edu/index.php/dr-mirah-dow/
Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Important Dates for Spring 2012

1/11: First day of class	*1/16: Martin Luther King Day (ESU closed)*	*1/25: Last day to drop*	*3/6: Midterm grades due*
3/19-3/25: Spring Break	*3/28: Last day to withdraw*	*5/4: Last day of classes*	*5/12: Commencement*
5/15: Final grades due by noon			

Office Hours

Dow Office Hours: Tuesday - Friday 10:00 a.m. - 4:30 p.m.

These are the days and hours that I am most likely to be in my office at SLIM. However, my schedule is effected by attending meetings virtually and on-campus, traveling to regional sites for teaching, and conference attendance.

The best way to reach me is by e-mail.

If you would like to visit me in-person, or speak to me on the telephone, it is best to schedule an appointment.

Class Weekend Schedule

First Class Weekend: January 13-14; Second Class Weekend: March 2-3

Friday	6:00 p.m. - 9:00 p.m.
Saturday	8:30 a.m. - 4:30 p.m.

Additional Information

Please bring a copy of this syllabus to class with you.

Final, official grades will be posted and can be viewed by student in ESU Buzz-IN.

Course Description

An introduction to information agencies and professions, this course examines the philosophical and ethical underpinnings, roles and societal contexts, and current issues of the global information society. Students explore the role of information in society, change as reflected in paradigm shifts, the theory and processes of information transfer, and the characteristics of information professionals and professional practices.

(Required - Recommended for all MLS student in their first semester.)

Course Learning Outcomes (7)

Upon completion of this course, the learner will at the introductory level be able to:

Course Outcomes	Related Class Assignment(s)	MLS Program Outcomes	ALA Core Competency(ies)
1. describe the missions and values of libraries and information organizations from past to present	1, 9	1	1
2. identify and discuss current and developing issues in library and information management taking into account a variety of political, economic, technological, and social forces	2, 9	1, 7	1
3. explain and apply the information life cycle	5, 9	1	1
4. demonstrate knowledge of the basic principles of information ethics and the ability to apply a model for ethical decision-making	3, 8, 9	1	1

5. identify and integrate personal values, beliefs, and behaviors with core tenets of the library and information management profession	4, 9	1, 7	1
6. develop a vision of professional service and demonstrate adaptability and openness to new ideas	4, 6, 7	7, 8	1
7. work effectively and collaboratively with others, online, one-to-one, and in large and small groups.	8, 9	7, 8	1

Note: Save your course syllabi and learning products (artifacts) for use in development of your MLS Capstone E-portfolio (LI880).

Course Format

This course will be held face-to-face on the above-stated weekends in Overland Park, KS.   This course will also utilize (all enrolled students) Blackboard (Bb) throughout the semester.

Expected Participation

Students are expected to stay actively engaged in this class and on time with readings and assignments. Students are expected to participate in all scheduled class sessions. Students are expected to contribute individually, as well as in small groups. Except in the case of an emergency that is immediately communicated to the professor, no incompletes will be given. Students are likely to have a variety of backgrounds and experiences. Students are likely to have a variety of different kinds and quantity of prior knowledge and experiences. All students are expected to welcome and value all classmates' participation. Students are expected to be flexible, tolerant and effective participants in this hybrid course delivery system.

Professor's Responsibilities

My responsibility is to provide students with ongoing instruction, resources, strategies, guidance as needed to facilitate intellectual, professional, and interpersonal growth. My goal is for you to experience a positive and productive learning experience during this course, and ultimately beyond this class while earning the Master of Library Science degree.

It is my practice to read e-mail almost every day except on some occasions when I am traveling or when I take a day or two off during the work week. I expect to respond to your e-mail within 48 hours. In the rare event that I am not able to write as much as is needed, I will tell you when I will be back to you.

I will send a message to the class many Mondays called "Monday from Mirah." The purpose of this weekly message is to guarantee you a steady and continuous flow of instruction/information from me throughout the semester. Please make a practice of reading all the "Monday from Mirah" messages, which I will post in course announcements. These messages rarely require a direct response to me. It is

my practice to give students feedback throughout the semester. Each student will receive scores and/or comments from me using the rubrics that are in Bb.

Student's Responsibilities

Your responsibility is to complete all course requirements on time.   It is your responsibility to diligently read and reflect on course readings and related materials and to be competent in your face-to-face participation and/or with various forms of technology-assisted instruction. It is your responsibility to ask for assistance when you feel it is needed. It is your responsibility to organize and manage resources from this class in a knowledge management system befitting a professional in the library and information management field. It is your responsibility to file and save artifacts from this class (and others) for use in your MLS Capstone Portfolio (LI880). It is your responsibility to check your ESU email several times each week. It is your responsibility to communicate via e-mail in an appropriate manner consistent with the structure and outline of this course.

Course Materials

All course materials are listed in this section. In summary, course materials for this course are in six categories including:

1. two required textbooks;
2. additional books referenced in the course that you are <u>not</u> required to purchase but   may want to check out;
3. journal articles that are available for you in ESU's William Allen White Library Electronic Course Reserves (some to read before the first weekend, and the rest to read before the second weekend);
4. Mirah's Film List (reflective journal assignment);
5. Mirah's Book List (reflective journal assignment; and
6. Online research guide titled "Participatory Librarianship."

Below is a section that explains each of these five categories of course materials.

1. Required Reading - Textbook

Rubin, R. E. (2010). *Foundations of library and information science (3rd ed.)*. New York: Neal-Schuman.

Assigned reading: Read the Rubin preface and Chapters 1-5 in preparation for the January 13-14 weekend; read Chapters 6-10 before the March 2-3 weekend.

Buchanan, E. A., & Henderson, K. A. (2009). *Case studies in library and information ethics*. Jefferson NC: McFarland.

Assigned reading: Begin reading this as soon as you can. I will talk about the book during the first weekend. You will use it following the first weekend in preparation for the second weekend.

This textbook will be available through the ESU Memorial Union Bookstore

http://www.emporia.edu/memunion/bookstore.htm

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2. Additional Books Referenced in the Course
(You are not required to purchase these, but you might want to check them out.)

American Psychological Association. (2009). *Publication manual of the American
    Psychological Association* (6th ed.). Washington, D.C.: Author.

Greer, R. C., Grover, R. J., & Fowler, S. G. (2007). *Introduction to the library and information
    professions*. Westport, CN: Libraries Unlimited.

Severson, R. J. (1997). *The principles of information ethics*. Armonk, NY: M. E. Sharpe.

Shontz, P. K., & Murrary, R. A. 2007. (Eds.). *A day in the life: Career options in library
    and   information science*. Westport, CN: Libraries Unlimited

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3. Required Reading - ESU's William Allen White Library Electronic

Course Reserves (Dow, Mirah, Journal Articles
There is a link in LI801 Bb course (left menu bar) for "Course Reserves."
Just click on this link and you will go to these articles.

This list of required readings is outlined by topical issue, which will be covered during either first or
second class weekend. The weekend for each topic is indicated. Please read articles before each
indicated class weekend.

Reading all that is outlined for the first weekend may be difficult given the early date of the first class
meeting. Do the best that you can. Also, since this is a "foundations" course, your required reading
purposefully includes a combination of old and new publications.

When will this be discussed?	Topic Issue- What is this about?	Required Reading
Weekend One	What kind of a learner am I prepared to be?	Burgan, M. (2006). In defense of lecturing. *Change, 38*(6), 30. Retrieved from http://fp.arizona.edu/geog695c/PDFs/In%20Defense%20of%20Lecturing.pdf Hansen, E. J. and Stephens, J. A. (2000). The ethics of learner-centered education: Dynamics that impede the process. *Change, 33*, 41-47.
Weekend One	Librarianship in a world where information is self-	Bennington, A. (2008). Dissecting the web through Wikipedia. *American Libraries*, 46-48. Lessig, L. (2010, January 26). For the love of culture: Google, copyright, and our future. *The New Republic*. Available at http://www.tnr.com/article/the-

	correcting, self-organizing and never finished	love-culture
Weekend One	Research in Library and Information Studies (LIS): Examples	Chatman, E.A. (1985). Diffusion theory: A review of a test of a conceptual model in information diffusion. *Journal of the American Society for Information Science, 37*(6), 377-386. Agosto, D. E., & Hughes-Hassell, S. (2006). Toward a model of everyday life information needs of urban teenagers, Part 1: Theoretical model. *Journal of the American Society for Information Science and Technology*, 57(10), 1394-1403.
Weekend Two	Information ethics	Dow, M. J. (2008). Teaching ethical behavior in the global world of information and the new AASL Standards. *School Library Media Activities Monthly,* 25(4), 49-52. Lamb, A. (2010). Everyone does it: Teaching ethical use of social technology. *Knowledge Que*st, 39, 62-67. (see the pdf format) Munoz, R. E., A legal analysis of the ALA's support of the Freedom to Read Protection Act. Journal of Information Ethics, 13(2), 58-77.
Weekend Two	Roles of the information professional	Mason, R. O. (1990). What is information professional? *Journal of Education for Library Information Science, 31*(2), 122-138. Ajiferuke, I. (2003). Role of information professionals in knowledge management programs: Empirical evidence from Canada. *Information Science Journal*, 6, 247-257. Retrieved from http://inform.nu/Articles/Vol6/v6p247-257.pdf Ridway, E. (2009). Teaching with primary sources: Professional development from the Library of Congress at your fingertips. *Knowledge Quest, 38*(2), 60-61. Dow, M. (2010). School librarians teach subject area 10: Computer and information sciences. *School Library Monthly, 27*(2), 5-8.
Weekend Two	Moving the focus from malpractice to good practice	Cannan, J. (2007). Are public law librarians immune from suit? Muddying the already murky waters of law librarianship. *Law Librarian Journal, 99*(1), 7-32.

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4. Required Viewing for Reflective Journal - One <u>Film</u> from "Mirah's List"

As part of assignment #2 (reflective journal), you are **required** to view one of the following videos and

reflect on it (one entry in journal) in relationship to aspects of LI801 course content. Please read the complete instructions for assignment #2 in Bb course documents.

MIRAH'S LIST

Desk Set; In the Name of the Rose; Teacher's Pet, Stand and Deliver; Stanley and Iris; Party Girl; Shooting the Past; Mona Lisa Smile; The Mummy; The Mummy Returns

You must reflect on one film and one book in your reflective journal.

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5. *Required Book Reading for Reflective Journal - One <u>Book</u> from "Mirah's List"*

<u>As part of assignment #2 (reflective journal)</u>, you are **required** to read one of the following books and reflect (one entry in journal) on it in relationship to aspects of LI801 course content. Please read the complete instructions for assignment #2 in Bb course documents.

MIRAH'S LIST

Budd, J. (2007). *The present and future of librarianship*. West Port, CN: Libraries Unlimited.

Frankl, V. E. (1997). *Man's search for meaning*. Boston, MA: Bacon Press. (There are many editions of this book. All are acceptable.)

Kuhn, T. S. (1996). *The structure of scientific revolutions*, 3rd. Ed. Chicago, IL: University of Chicago Press.

Man, J. (2002). *Gutenberg: How one man remade the world with words*. New York, NY: John Wiley and Sons.

McLeod, M. (2007). *Freedom of expression: Resistance and repression in the age of intellectual property*. Minneapolis, MN: University of Minnesota Press. (Foreward by Lawrence Lessig)

Raber, D. (1997). *The ideology of the public library inquiry*. West Port, CN: Greenwood Press.

Shera, J. H. (1970). *Sociological foundations of librarianship*. Asia Publishing House.

Wiesel, E. (2010). An ethical compass: Coming of age in the 21st century. Yale University Press.

Wilson, P. (1977). *Public knowledge, private ignorance: Toward a library and information policy*. Westport, CT: Greenwood Press.

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6. *Research Guide - William Allen White Library*

Participatory Librarianship, (Dow) at <u>http://libguides.emporia.edu/participatorylibrarianship</u>

This research guide is optional reading. This is a technologically modern way to share news and/or articles that you come across (instead of bringing them to class in print).

This electronic research guide is a "tool" that offers you the opportunity to access recent publications that are relevant to this course and the MLS librarian. Please do take a look at this and read as many articles as you would like to. Also, I hope you will "participate" by adding worthwhile content that you discover this semester.

<center>End of Course Materials</center>

Assignments (Number, Name, Points)

Instructions and Rubric document for each assignment posted in Bb "Assignments"

Assignment #1 - #6 - Reflective Journal - Final Due Date: April 9; 50 points total
Schedule for Reflective Journal Posts

Assign #	Due Date	Journal Entry #	Points
Assign 1	February 13	Journal Entry One - Reflect on missions of libraries past and present What impresses you about evolving missions of libraries overtime past and present? What do you think about the idea of neutrality of librarianship? Speculate of the future of the mission of libraries, particularly related to the current trend of commodification of information that some feel will turn information commons into privatized, commercialized zones? (Course Learning Outcome 1)	8 Points 350 words
Assign 2	February 27	Journal Entry Two - Topic of Your Choice Pick a topic from your reading. Reflect on your leaning about the topic. Related to that topic, identify and discuss current and developing issues in library and information management taking into account political, economic, technological and/or social forces as they effect or impact issues relevant to your topic. (Course Learning Outcome 2)	8 Points 350 words
	March 6	**Mid-term Grades Due - You must have 2 appropriate and well-done posts to earn an "A" or "B" at Mid-term.**	
Assign 3	March 12	Journal Entry Three **-** Film Post Reflect on your film viewing from the perspective of library and information management. Watch for issues that can be framed as information ethics issues. Reflect	9 Points 350 words

		on your own thinking about the issue as you consider application of strategies for ethical decision-making. (Course Learning Outcome 4)	
Assign 4	March 26	Journal Entry Four - Topic of Your Choice Pick a topic from your reading. Reflect on your learning about the topic. In the reflection identify and integrate personal values, beliefs and behaviors with core tenets of library and information management. (Course Learning Outcome 5)	9 Points 350 words
Assign 5	April 9	Journal Entry Five - Book Post Reflect on your book reading from the perspective of library and information management. Think about the information life cycle (creation, recording, reproduction, dissemination, bibliographic control, organization by disciplines, diffusion, utilization, preservation, deletion) using it as a lens to apply, analyze, synthesize, and/or evaluate ideas in your selected book. (Course Outcome 3)	8 Points 350 words
Assign 6	May 1	Journal Entry Six - Write about your learning this semester; What are two big concepts that are new to you? What is one thing that you changed your mind about? Describe your commitment to librarianship. (Objective 6)	8 Points 350 words

Assignment #7 - Professional Interview - Due Date: February 17; 30 points total
(You must have appropriately completed this assignment earning an A or B and post ON TIME to receive an "A" or "B" at Mid-Term, March 6, 2012)

Assignment #8 - Small Group Work, Ethics Case Presentation - Due Date: March 3; 10 points

Assignment #9 - Individual Class Participation - Score recorded May 4, 2012; 10 points total

Course Calendar of Activities

Date	Activities
January 11	Semester Begins Read syllabus and assignment instructions (4) Before first class weekend, begin readings outlined in the syllabus for first weekend. There is very little time for reading before coming to class. I also recognize that some may not be able to get the textbooks by this time. Do

	the best you can. DO NOT "stress-out" about it. Mirah will take this into account and help you to nevertheless have a productive first weekend. There are NO on-line discussions that take place prior to first class weekend.

January 13-14	**First Class Weekend**
	
	Topics:
	
	        Writing in the MLS program: Required writing Style; plagiarism
	
	        American libraries
	
	        Educational, recreational, and information infrastructure
	
	        Information transfer cycle
	
	        Library and information studies
	
	        SLIM, MLS program and curriculum
	
	        What does it mean to be "learner-centered?"
	
	        What must learning-centered education overcome?
	
	        What kind of learner are you prepared to be?
	
	        How is the Internet changing everything?
	
	        What is the economic, political and/or educational future for today's kids?
	
	        What makes Google a company like no other?
	
	        Librarianship in a world where information is self-correcting, self-organizing and never finished
	
	        Library and information professionals
	
	        Research in library and information studies
	
	        Information ethics
	
	        History and mission of libraries
	
	Following class weekend, begin reading and writing post in first reflective journal (assignment #2); and, conduct your interview and write up interview paper (assignment #1)

February 13	First reflective journal post is due today (350 words maximum) Continue reading; be sure to select a book from "Mirah's List" and begin

	reading it in addition to other resources mentioned in the syllabus; be sure to select a video from "Mirah's List" and obtain it.
February 17	Interview paper (Assignment 7) must be posted in BB today (body of paper 2 double-spaced, word processed pages, no more) Continue reading and reflecting
February 27	Second reflective journal post is due today (350 words maximum) Continue reading, select video from "Mirah's List" if you have not already

March 2-3	**Second Class Weekend**
	
	Topics:
	
	      Features that distinguish the work of the information professiona
	
	      Information transfer and the work of the information professional
	
	      Core values
	
	      Critical characteristics of the new Information professional
	
	      Role of the new Information professional: Sponsoring change
	
	      Ethics and standards: professional practices in library and information science
	
	      Copyright
	
	      In-class writing assignment: Short Answers to 12 Questions
	
	      MLS Capstone - advice about e-portfolios
	
	Saturday, March 3, small group ethics case presentations
	
	Continue reading and reflecting

March 6	Mid-Term Grades Due
March 12	Third reflective journal post is due today (350 words maximum) This journal post must be about the film you viewed from "Mirah's List." Continue reading and reflecting
March 26	Fourth reflective journal post is due (350 words maximum) Continue reading and reflecting
April 9	Fifth reflective journal post is due (350 words maximum) This journal post must be about the book you read from "Mirah's List."

	Continue reading and reflecting
May 1	Journal Entry Six - Write about your learning this semester: What are two big concepts that are new to you? What is one thing that you changed your mind about? Describe your commitment to librarianship. (350 words maximum)
May 4	Last day of classes at ESU; Final grades due at ESU May 15

Grading Policy

All work, including Blackboard postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity.

Grading Scale

Mid-term grades are due on March 6.

To earn a grade of A or B at mid-term, you must complete all assigned work on time. (Letter grade will be based on participation, professional interview, and first two reflective journal posts.)

Assignment #1- #6 - Reflective Journal - 50 points

Assignment #7 - Professional Interview - 30 points

Assignment #8 - Small Group Work, Ethics Case Presentation - 10 points

Assignment #9 - Individual Class Participation - 10 points

Total Points - 100

SLIM Grading Scale*

96 –100 A	77 – 79 C+
90 – 95 A–	74 – 76 C
87 – 89 B+	70 – 73 D
84 – 86 B	0 – 69 F
80 – 83 B–	

The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/grad/docs/policyhandbook2.pdf).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]*

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:
Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

4025
Emporia, KS 66801

Technical questions:
slimhelp@emporia.edu