LIS 610 Foundations of the Information Professions

FALL 2013

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Course Homepage:
    http://www2.hawaii.edu/~asaton

Office Hours:
    By Appointment (please send e-mail)

Classroom: HL 2K

Schedule: Tuesday from 1:00 pm to 3:40 pm

Course Catalog Description:

LIS 610/ Foundations of the Information Professions (3 credits)
Lecture/discussion/survey. History, information ethics, and the role of libraries
and information profession in today's changing technological society and
workplace. MLISc degree required course. Prerequisites: None

Required Textbook

Jean Preer, *Library Ethics* (Westport, CT: Libraries Unlimited, 2008). ISBN:
978-1591586364 (At the University Bookstore).

Additional Readings

Additional readings may be assigned. These required readings will be
available from *Laulima* https://laulima.hawaii.edu/portal or indicated in the
syllabus.

Note: If you need reasonable accommodations because of the impact of a
disability, please:

[1] contact the **Kokua Program** (V/T) at 956-7511 or 956-7612 in room 013
     of the Queen Liliʻuokalani Center for Student Services;

[2] speak with me privately to discuss your specific needs. I will be happy to
     work with you and the KOKUA Program to meet your access needs related
     to your documented disability.

Student Learner Outcomes (SLO) [revised May 2011]

This introductory survey course addresses the following SLO:

SLO 1
Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

- 1a) Apply LIS theory and principles to diverse information contexts
- 1b) Demonstrate understanding of the historical context of information services and systems
- 1c) Develop and apply critical thinking skills in preparation for professional practice
- 1d) Craft and articulate a professional identity

SLO 5
Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

- 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Course Learning Objectives

This is an introductory survey course, enabling you to:

1. Become acquainted with a variety of aspects of your chosen profession;

2. Develop an understanding of the relationships and roles that libraries and comparable information agencies fulfill in the larger society, throughout history and into the future;

3. Develop capacities for research and critical thinking, particularly in viewing major social issues and problems of concern to the profession;

4. Gain experience in making informative presentations to colleagues on topics of interest to the profession;

5. Understand professional ethics and be able to apply them to solve problems.

6. On a personal level, to understand the potential scope and dimensions of the careers for which you are preparing, in order to perceive your unique pathway to meaningful and rewarding work.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from "Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses":

- Interview (optional method)

- Historiography

Grading

Assignment 1: LIS Career Study & Personal Objectives	20%
Assignment 2: e-Portfolio	20%
Assignment 3: Historical or Biographical Study (Presentation + Summary)	10%

Assignment 4:
Issue Presentation
      Critical Analysis Paper (10%)
      Presentation (15%)
	25%

Online Class Discussions Online Group Discussion A (5%) Online Group Discussion B (5%) Online Group Discussion C (5%) Online Group Discussion D (5%)	20%
Class Participation	5%

Grading Scale:

100- 98 A+	97-94 A	93-90 A-
89 – 87 B+	86-83 B	82-80 B-
79 – 77 C+	76-73 C	72-70 C-
69 – 67 D+	66-63 D	62-60 D-

Grading Policy

(a) **Attendance**. Your attendance and participation is imperative. Your course grade will be deducted by **1%** per unexcused absence.

If you were late or absent because of **illness or another emergency**, please submit an **official document (e.g. doctor's note)**. You should notify your instructor in advance of excused absences, if possible.

(b) **Active participation** in classroom discussion. This means being engaged, but does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this category for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.

(c) In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence or passage from one of the assigned readings**. You should be ready to share that specific sentence or

idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I *may* call on a few students to give this.**

(d) Papers are due at the start of class. **One point per day late** will be subtracted from **overdue assignments** (starting from the time the assignment is due). However, you are allowed to hand in **one delayed-assignment without any penalty if you submit it within 3 days** (starting from the time the paper is due). No overdue assignments or extra credit projects will be accepted after the last day of the course.

You are permitted to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class.

Arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

Teaching Method

The course will be taught in both face-to-face and asynchronous-online environments. The schedule shows days that will be meeting in person with lectures and guest speakers, and other days that will feature online video lectures with online discussion. Oral and written assignments are designed to promote critical analysis and reflection on class materials. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

Course Schedule (Subject to Change)

I. Professional Careers: In-Class Session--Classes 1-3

[August 27]   *In Class Session*

CLASS 1:   Introduction

Objectives: a] Introductions
b] Review syllabus
c] Career Perspectives
d] Preparing for Assignment 1
"LIS Career Study & Personal Objectives"

Readings: None

Due: Nothing

[Sept. 3]   *In Class Session*

CLASS 2:   Recruitment and Placement Issues (1)

Objectives: a] Group Discussion: Share what you found in Assignment 1

                           b] Recruitment and Placement Issues

                           c]   Video: Dr.Dhanashree Date, TATA Consultancy Services

Video: Watch the assigned video below before class
"Kim Dority's Talk on Careers," [iTunesU] (1 hour)

Readings: -Barr, Catherine. Library Employment Sources on the
Internet. *Computers in Libraries, 32*(6) 2012: 9-12.
[Resources/Laulima]

                 -Shumaker, David. Embedded Librarians in Special Libraries.
www.infotoday.com/it/jul12/Schumaker--Embedded-Librarians-in-Special-Libraries.shtml

Due: **Assignment 1**: **LIS Career Study & Personal Objectives**

[Sept. 10]   *In Class Session*

CLASS 3:   Recruitment and Placement Issues (2)

Objectives: a] How to Make an Effective C.V.
b] How to Make a Professional *e-Portfolio*
c]   Guest Speaker: Monika Talaroc, Honolulu Museum of Art
"Developing a Personal Learning Network"

Readings: Dewan, Pauline. Looking for a Library Job? Create an E-Portfolio.
Feliciter, 56(4) 2010: 169-171. [Resources/Laulima]

                 Ward, Chris & Moser, Chris. E-portfolios as a Hiring Tool: Do
Employers Really Care? *Educausereview*. Nov. 2008.
www.educause.edu/ero/article/e-portfolios-hiring-tool-do-employers-really-care

Due: Nothing

II. History of Libraries: Online-Session--Classes 4 to 7

[Sept. 17]   *Online Session*

CLASS 4:   History of Libraries (1): Manuscript Culture, Ancient Libraries

Objectives: a] Lecture Video: Manuscript Culture, Ancient Libraries
IMPORTANT! [See Class 4 Instructions/Classes/Laulima first]

Videos: Watch the following videos with Question A in mind.

Question A: How does the history of communications help us think about the current situation and how libraries are being impacted?

Posting 1:
You should post your short response (up to 300 words) to this question at **"Discussion and Private Massages"/Laulima based on the contents of Classes 4 & 5 combined** (you only need to respond once over the two sessions). **The duedate is Tue. Oct. 1st at 1:00 pm.**

1. A Matter of Fact: Printing Transforms Knowledge (Day the Universe Changed – Ep. 4) (45 min). www.youtube.com/watch?v=2g70rGW2bwM
(start with this!)

2. BBC, Illuminations Treasures of The Middle Ages (30 min)
www.veoh.com/watch/v186724903QkjJCEp?h1=Illuminations+Treasures+Of+The+Middle+Ages+

OR

3. BBC, Illuminations: The Private Lives of Medieval Kings

PART 1
www.youtube.com/watch?v=_Wl7gPDAelY&feature=related
PART 2
www.youtube.com/watch?v=YwgD4Su8EOo&feature=plcp
PART 3
www.youtube.com/watch?v=X_gsN04j6To&feature=plcp
PART 4
www.youtube.com/watch?v=vclQtql7BU4&feature=plcp
PART 5
www.youtube.com/watch?v=s07u1dE8kno&feature=plcp
PART 6
www.youtube.com/watch?v=1IrI4yXQbWo&feature=plcp

AND

4. The Evolution of the Book (4min)
www.youtube.com/watch?v=PF9Q3LcOAQ8&feature=related

Due: Nothing

[Sept. 24]   *Online Session*

CLASS 5:   History of Libraries (2): Printing Revolution and Social Change

Objectives: a] Printing Revolution and Social Change
                IMPORTANT! [See Class 5 Instructions/Classes/Laulima first]

Readings: - Darnton, Robert. "The Future of Libraries," in Darnton, *The Case for Books: Past, Present, and Future* (New York: Public Affairs, 2009), 43-58. [e-book from Hamilton Lib]

- Eisenstein, Elizabeth L. "The *End of the Book*?" *American Scholar* 64 (Autumn 1995): 541-555. [Resources/Laulima]

Read assigned articles and watch videos below with the following question in mind.

Question A: How does the history of communications help us think about the current situation and how libraries are being impacted?

Posting 1:
You should post your short response (up to 300 words) to this question at **"Discussion and Private Massages"/Laulima**, **based on the contents of Classes 4 & 5 combined** (you only need to respond once over the two sessions). **The duedate is Tue. Oct. 1st at 1:00 pm.**

Videos:

1. OpenLearn: History Unit -- The Enlightenment #1
http://www.open.edu/openlearn/history-the-arts/history/history-art/the-enlightenment/content-section-2.2

2. Guttenberg - The Machine that Made Us

Part 1
www.dailymotion.com/video/xdtq64_the-machine-that-made-us-1-3_shortfilms

Part 2
www.dailymotion.com/video/xdtq7m_the-machine-that-made-us-2-3_shortfilms?search_algo=1

Part 3
www.dailymotion.com/video/xdtqj3_the-machine-that-made-us-3-3_shortfilms?search_algo=1

Printing 101
www.youtube.com/watch?v=CN_KhB9SjVs

Printing History
www.youtube.com/watch?v=wyDpWtw2EqI&feature=related

Due: Nothing

[October 1]   *Online Session*

CLASS 6:   History of Libraries (3): Precursors to Modern Libraries in America
                      IMPORTANT! [See Class 6 Instructions/Classes/Laulima first]

Objectives: a] Lecture Video: Precursors to Modern Libraries in America
Social, Public, Academic, School, Special Libraries

Readings: Read assigned articles and watch the lecture video with the following question in mind.

Question B: How are libraries today an extension of the pioneering libraries you read about? How do these pioneering libraries shape libraries today in terms of perception/ philosophy/ collections/ etc.
Should our history be a burden or help us to reconsider new approaches?

Posting 2:
You should post your short response (up to 300 words) to this question at
"Discussion and Private Massages"/Laulima, based on the contents of
Classes 6 & 7 combined (you only need to respond once over the two sessions).
The duedate is Tue. Oct. 15th at 1:00 pm.

-Graham, Patterson Toby. Public Librarians and the Civil Rights Movement: Alabama, 1955-1965. *Library Quarterly* 71(2001): 1-27. [Resources/ Class 6/Laulima]

-Morris, Betty J. *Administering the School Library Media Center* (Libraries Unlimited, 2004) p. 1-29. [Resources/Laulima]

-Wiegand, Wayne and Donald G. Davis. Social Libraries. *Encyclopedia of Library History* (Garland Publishing, 1994) p. 582-585. [Resources/Laulima]

Due: **Posting 1 (your response to Question A based on Classes 4 & 5)** [Discussion and Private Massages/Laulima]

[October 8] *Online Session*

CLASS 7: History of Libraries (4): Library Profession
IMPORTANT! [See Class 7 Instructions/Classes/Laulima first]

Objectives: a] Library Profession—Melvil Dewey, ALA, Library Journal, Dewey Decimal, Library Bureau,

b] Library Education—Andrew Carnegie, Williamson Report

Readings: Read the assigned articles below with the following question in mind.

Question B: How are libraries today an extension of the pioneering libraries you read about? How do these pioneering libraries shape libraries today in terms of perception/ philosophy/ collections/ etc.
Should our history be a burden or help us to reconsider new approaches?

Posting 2:

-Bobinski, George. Carnegie Libraries: Their History and Impact on American Public Library Development. *ALA Bulletin*, 62 (1968): 1361-1367. [Resources/Laulima]

- Wiegand, Wayne A. The Development of Librarianship in the United States. *Libraries & Culture* 24 (1989): 99-109. [Resources/Laulima]

- Wiegand, Wayne A. Dewey Declassified: A Revelatory Look at the "Irrepressible Reformer" *American Libraries* 27 (1996): 54-56, 58, 60. [Resources/Laulima]

- Lynch**,** Beverly P. Library Education: Its Past, Its Present, Its Future. *Library Trends* 5 (2008): 931-953. [Resources/Laulima]

- Pawley, Christine. Hegemony's Handmaid: The Library and Information Studies Curriculum from a Class Perspective. *Library Quarterly* 68 (1998): 123-144. [Resources/Laulima]

Video: Illinois Innovators: The Women Who Went West   (9 min) www.youtube.com/watch?v=8No-dW3tP9w

Due: Nothing

[October 15]   *In Class Session* **[Student Presentations]**

CLASS 8:   **Presentations on Library History**

Objectives: a] Student Presentations [a 7 min. Oral Presentation either with or without PowerPoint slides]

*Please submit your PowerPoint slides to "Assignments/Laulima", if you wish to use it for your presentation **by the day before your presentation**.

*Please also submit a **3-4-page summary of your study** to "Assignments/Laulima" by the duedate.

Readings: -None

Due: -**Posting 2 (your response to Question B in Classes 6 & 7)** [Discussion and Private Massages/Laulima]

-**Assignment 3: Historical or Biographical Study, 3-4 page summary** [deposit to Assignments/Laulima]

III. Professional Ethics: Online Sessions--Classes 9 to 12

[October 22]   *Online Session*

CLASS 9:   Professional Ethics (1): Professionalism, Identity, and Values
                IMPORTANT! [See Class 9 Instructions/Classes/Laulima first]

Objectives: a] Lecture Video: Introduction
                b] Professionalism, Identity, and Values
                c] Service: By Whom
                d] Service: For Whom
                e] **Case Study A for Online Class Discussion (see Class 9
                Instructions)** **Due next week at 1:00 pm.**

Readings: **-**Preer, Chapter 1-3

                -Marcum, Deanna B. and Elizabeth W. Stone. Literacy: The Library
                Legacy. *American Libraries* (March1991): 202-205.
                [Resources/Laulima]

                -Adkins, Denice. Immigration and language policy: An examination
                of the effects of popular sentiment on provision of library services.
                Library Research Seminar V, College Park, MD. 2010.
                www.lrsv.umd.edu/abstracts/Adkins.pdf

Due: Nothing

[October 29]   *Online Session*

CLASS 10:   Professional Ethics (2): Access
                IMPORTANT! [See Class 10 Instructions/Classes/Laulima first]

Objectives: a] Access: What Information
                b] Access: Which Format
                d] **Case Study B for Online Class Discussion (see Class 10
                Instructions).** **Due next week at 1:00 pm.**

Readings: - Preer, Chapter 4 & 5

                -The First Amendment of the Bill of Rights
                www.law.cornell.edu/constitution/first_amendment

                -Library Bill of Rights
                www.ala.org/advocacy/intfreedom/librarybill

-Freedom to Read Statement
www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement

-ALA Code of Ethics
www.ala.org/advocacy/proethics/codeofethics/codeethics

- Children's Internet Protection Act (CIPA)
www.fcc.gov/guides/childrens-internet-protection-act

-ALA Statement on Access to Digital Information, Services, and Networks
www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessdigital

-ALA Intellectual Freedom Toolkits
www.ala.org/advocacy/intfreedom/iftoolkits/intellectual

Discussion Closing Date: **Online Group Discussion A (Case Study A in Class 9) at 1:00 pm**

[November 5] *Online Session*

CLASS 11: Professional Ethics (3): Conflicts of Interest
IMPORTANT! [See Class 11 Instructions/Classes/Laulima first]

Objectives: a] Conflicts of Interest: Philosophical
b] Conflicts of Interest: Financial
c] Confidentiality
d] **Case Study C for Online Class Discussion (see Class 11 Instructions) Due next week at 1:00 pm.**

Readings: -Preer, Chapter 6-8

-Hawaii Attorney General Opinion on Library Privacy
www.wku.edu/~bryan.carson/librarylaw/hawaii%2Bag.html

Discussion Closing Date: **Online Group Discussion B (Case Study B in Class 10) at 1:00 pm**

[November 12] *Online Session*

CLASS 12: Professional Ethics (4): Indigenous Materials & Archives
IMPORTANT! [See Class 12 Instructions/Classes/Laulima first]

Objectives: a] Indigenous Materials
b] Archives
d] **Case Study D for Online Class Discussion (see Class 12 Instructions) Due next week at 1:00 pm.**

Readings: - "Librarianship and Traditional Cultural Expressions: Nurturing Understanding and Respect"
DRAFT ALA statement on library principles concerning the management and protection of traditional cultural expressions (2009). [Resources/Laulima]

- IFLA Statement on Indigenous Traditional Knowledge
www.ifla.org/publications/ifla-statement-on-indigenous-traditional-knowledge

-Morse, Bradford. Indigenous human rights and knowledge in archives, museums, and libraries: some international perspectives with specific reference to New Zealand and Canada. *Archival Science* 12 (2012):113-140. [Resources/Lulima]

- Laszlo, Krisztina. Ethnographic Archival Records and Cultural Property. *Archivaria*, 61 (2006): 299-307.

-Wareham, Evelyn. From Explorers to Evangelists: Archivists, Recordkeeping, and Remembering in the Pacific Islands. *Archival Science* 2 (2002): 187-207. [Resources/Laulima]

-Stevens, Amanda. A Different Way of Knowing: Tools and Strategies for Managing Indigenous Knowledge. *Libri* 58 (2008): 25-33. [Resources/Laulima]

Video: -The Googlization of Everything (And Why We Should Worry) by Siva Vaidhyanathan. May 2011. 1 hour 30 min.
www.youtube.com/watch?v=AwLwaB7pJC4

Discussion Closing Date: **Online Group Discussion C (Case Study C in Class 11) at 1:00 pm**

III. Professional Ethics: In-Class Session--Classes 13 & 14

[Nov. 19]   *In Class Session*

CLASS 13   Professional Ethics (5): Intellectual Freedom for Information Professionals

a] Intellectual Freedom: Neutrality vs. Social Responsibility
b] Professional Ethics & Standards

One of the following ethics statements will be assigned to each student prior to class. The expectation is that you will familiarize yourself with it in order to facilitate an intelligent class discussion:

- American Library Association
- Special Libraries Association
- Medical Library Association
- Society of American Archivists

- [American Society for Information Science and Technology](#)
- [Association of Independent Information Professionals](#)
- [American Association of Law Libraries](#)
- [Association of Tribal Archives, Libraries, & Museums](#)

Reading: Swan, John. Untruth or Consequences. *Library Journal*. July 1986: 44-52. [Resources/Laulima]

Discussion Closing Date: Online Group Discussion D (Case Study D in Class 12) at 1:00 pm

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[Nov. 26]   ***In Class Session***

CLASS 14:   Professional Ethics (5): Intellectual Property & Copyright Law

Objectives: a] Intellectual Property & Copyright Law
b] Guest Speaker, Sara Rutter
   Scholarly Communication: Open Access

Readings: -Jain, Priti. Promoting Open Access to Research in Academic Libraries. *Library Philosophy and Practice*. May 2012. [Resources/Laulima]

-Harnad, Stevan, et. al. The Access/Impact Problem and the Green and Gold Roads to Open Access: An Update. *Serial Review*. 34(1) 2008: 36-40.

IV. Professional Issue Presentations: In-Class Sessions--Classes 15 & 16

[Dec. 3]   ***In Class Session***

CLASS 15:   Student Presentations (1)

[Dec. 10]   ***In Class Session***

CLASS 16:   Student Presentations (2)

Objectives: a] Student Presentations
b] Course Evaluation

Due: **Assignment 2: *e-Portfolio***

Assignment 4: Issue Presentation [critical analysis paper/PowerPoint slides]

Instructions for Assignments

EXPECTATIONS FOR ALL ASSIGNMENTS

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. This is a major departmental concern, as reflected in the "Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii" (see the Appendix).

As a review, any **quotes** should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides and do not use quotation marks. You do not need to put these in italics. Either type of quotation or paraphrased information should be cited.

You may use any recognized **citation style** (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

> In a *Library Journal* interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, "…."[1]

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

Use **12-point Times** (or **Times New Roman**) **font** and **double-space** your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Each page should be **paginated**.

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

Papers are due at the start of class. **One point per day late** will be subtracted from **overdue assignments** (starting with the time papers are handed in). However, you are allowed to hand in **one delayed-assignment without any penalty if you submit it within 3 days (starting from the time the assignment is due)**. No overdue assignments will be accepted 3 days after the last day of the course.

ASSIGNMENT 1: LIS CAREER STUDY & PERSONAL OBJECTIVES [20%]

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*SLO1   1d)   Craft and articulate a professional identity

Please submit your assignment as an attachment in "Assignments/Laulima" (please use a word file, not pdf.). **Your file for Assignment 1 should be named as:**

   Your last name-asmt1 [e.g. Asato-asmt1]

Select an LIS professional LIS specialization that you are interested in pursuing, and do research on key employment trends. I encourage you to choose a specialization that you are considering for your own future employment.

For the first part of this assignment, you should examine at least **10** recent detailed job postings related to your profession, and then write up a summary of trends, such as: future prospects for employment and advancement, desired skills and abilities, as well as salaries, etc. If you are interested in getting a position in Hawaii and cannot find 10 job postings, explore other parts of the country and compare various aspects of positions. **You also should do additional research using LIS literature and talking with professionals**. You will find many sources linked from

   http://www.hawaii.edu/lis/students/employment-opportunities/

   -Barr, Catherine. Library Employment Sources on the Internet. *Computers in Libraries, 32*(6) 2012: 9-12. [Resources/Laulima]

If you are interested in working in a specific locale, I encourage you to add this parameter to your search. For example, if you want to work in a New York school library media center, you should look up certification requirements, expectations (such as languages or other skills), salaries (compared to the cost of living), recent job ads, and ideally contact someone working there for additional information. You should also explore what organizations (and section/ division/ roundtable) and e-mail lists, professionals in this specialization belong to. **You may list what resources you used** (e.g. Hawaii State Public Library System, NASIGWeb Job Listings).

The second half of this assignment is for you to reflect on the list of desired and required qualifications for candidates and relate these to your own abilities. You should explore your strengths, and possible weaknesses. **You should then set specific long and short term learning objectives**. **You should specify which goals you hope to achieve in classes, learn on the job or how you hope to achieve them**. This paper should be between **3-5 pages** long. Please attach **5 job ads (copy & paste, not just URLs)** to your paper.

Evaluation

Criteria	Score

Diversity of professional sources (job ads as well as professional literature)	3
Quality of your analysis of current and future job trends	8
Well-written thoughtful reflection on your own background and education plans relevant to employment opportunities and expectations for the remaining	9
Total	20%

ASSIGNMENT 2: *e-PORTFOLIO* [20%]

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*SLO1   1d)   Craft and articulate a professional identity

In this assignment, you will create your *e-Portfolio.* Making an effective website is an art. It represents you as a job candidate and is the important first step in the job hunting process. For students who are not close to graduating the program, you should continue to develop this as you take courses and gain experience.

The assignment is to create a professional *e-Portfolio* that documents your customized learning experience in the LIS Program. This should be something that the LIS faculty might someday evaluate as a capstone experience. It also should be something that employers can view in order to measure your potential. It should include your curriculum vitae (CV), writing samples, and other evidence of your abilities.

Your CV should include an "Objectives" section at the top of your resume. The rest of the CV should highlight education, experience, and service that would show an employer you match your desired position. It should look exactly the way you would submit it to a potential employer.

The content of *e-Portfolio*

1) Welcome page (including contact information)
2) Updated curriculum vitae
3) Courses and Projects (such as papers, presentation slides, and a pathfinder)
4) Personal page [optional]

The Web Team (see below) also provides several **templates** for starter pages. Their models typically include: "Curriculum Vitae", "Projects", "Courses," and "Contact" pages.

You are welcome to add a personal page, photos, link to blog, photo pages, hobbies, etc. **Be sure to ask yourself if you would want an employer to see those pages**.

You are encouraged to use a web editor to create your website. For those with no or basic HTML authoring experience, the **LIS Web Team** offers a series of HTML **workshops** that should help you produce a satisfactory *e-Portfolio*. Information is at:
          http://www.hawaii.edu/lis/webteam/tutorials/workshops/htmlworkshops.html

Of course, HTML editing is an ideal skill for LIS professionals beyond this basic course requirement. The Web Team also has pages online that should help you to create your *e-Portfolio.*

> http://www.hawaii.edu/lis/webteam/portfolio/index.htm

The university provides you with free server space, but I do not require you to maintain your *e-Portfolio* at UH. You can find UH web information at

> http://www.hawaii.edu/help/accounts

Please post your e-Portfolio URL at "Assignments/Laulima." The duedate for this assignment is **Tue. Dec. 10th at 1:00 pm**.

Evaluation
Your e-Portfolio will be evaluated by the criteria below.

Criteria	*Score*
Content (Welcome Page, CV, Course/Project, e.g. sample papers etc.)	15
Additional content on your website and professional aesthetics	5
Total	20 %

WARNING: You are strongly encouraged to consider your privacy when creating your website, and should not include your social security number, birth date, student ID #, mother's maiden name or other confidential information. You might want to try to foil webcrawlers by writing your e-mail address as **asaton [at] Hawaii [dot] edu**.

*Student Examples of *e-portfolio*

> http://www.hawaii.edu/lis/students/student-eportfolios/

ASSIGNMENT 3: HISTORICAL OR BIOGRAPHICAL STUDY [10%]
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*SLO 1   1b)   Demonstrate understanding of the historical context of information services and systems

1c)   Develop and apply critical thinking skills in preparation for professional practice

In order to understand the foundations of librarianship and information science, you are to study either the life of an individual, the experience of an institution, association, or the state of librarianship in a nation. The instructions for this assignment are divided into several options.

Regardless of option, you will have 1) a **7 min. in-class presentation**. The presentation should focus on **the significance of the subject's contribution to LIS**. You may use PowerPoint slides.

Please submit your PowerPoint slides to "Assignments/Laulima," if you wish to use it for your presentation **by the day before your presentation**. Uploading slides to the instructor's computer takes long time, so I can prepare slides for you before the class session begins on Monday.

Please also produce 2) a **3-4-page summary of your study** by the duedate including the following points, a) b) and c).

You are to choose an important LIS professional, institution, or association in the United States or outside of US. You presentation and summary paper should include:

a)   Brief summary of the life of the person/ institution/ association
b)   Summarize why this person/ institution/ assoc. is important to LIS
c)   Cite sources you used (only for your summary paper)

Both your PowerPoint slides and summary of your study should be uploaded as attachments to "Assignments/Laulima" (please use a word file, not pdf.). **Your file for Assignment 3 should be named as:**

   Your last name-asmt3 [e.g. Asato-asmt3]

For sources consult:

- *Dictionary of American Library Biography* (and supplements) (Littleton, CO: Libraries Unlimited, 1978). [Z720. A4 D5, Z720. A4 D5 Suppl.].
- *American Library History* by Donald G. Davis, Jr. and John Mark Tucker (Santa Barbara, CA: ABC-CLIO, 1989) [Z731 .D38 1989]
- Arthur P. Young, *American Library History*: *A Bibliography of Doctoral Dissertations and Theses* 3rd ed. (Metuchen, NJ: Scarecrow Press, 1988). [Z666.Y68 1988].
- Articles published since then are reviewed in the biannual review of the literature in the journal *Libraries and the Cultural Record.* [HAMILTON: Z671. J67].
- Many are also listed on the homepage of the ALA-Library History Roundtable http://www.ala.org/ala/mgrps/rts/lhrt/popularresources/index.cfm
- *Library, Information Science & Technology Abstracts* [online on/off-campus from UHM Libraries]
- *Library and Information Science Abstracts* (LISA) [online on/off-campus from UHM Libraries]
- Wayne A. Wiegand and Donald G. Davis, Jr., *Encyclopedia of Library History* (New York: Garland, 1994). [Z721 .E54 1994].
- Allen Kent, *The Encyclopedia of Library and Information Science* (New York: M. Dekker, 1968-). [HAMILTON REF: Z1006 .E57].
- Dictionary of American Library Biography [Z720.A4 D5 2nd Suppl. 2003]
- Miriam A. Drake, ed., *Encyclopedia of Library and Information Science. 2nd ed*. (New York : Marcel Dekker, 2003.) [HAMILTON REF Z1006 .E57 2003].
- Robert Wedgeworth, *ALA World Encyclopedia of Library and Information Services* (Chicago: ALA, 1986). [Z1006 .A18].
- Wilfred J. Plumbe, *Tropical librarianship* (Metuchen, NJ: Scarecrow Press, 1987). [Z730.5 .P57 1987].

- Marilyn Miller, *Pioneers and leaders in library services to youth: a biographical dictionary.* (Westport, CT: Libraries Unlimited, 2003).[Z720.A4 P56 2003].

Evaluation

Criteria	Score
Clearly summarize the subject of the presentation /paper	3
Demonstrate its relevance and importance to LIS or librarianship today	7
Total	**10 %**

An Alternative:
You can do an oral history interview with an LIS professional. The required contents for your presentation will be the same as above.

ASSIGNMENT 4: ISSUE PRESENTATION
Presentation [15%]
Critical Analysis Paper [10%]

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*SLO 1   1a) Apply LIS theory and principles to diverse information contexts
   1b) Demonstrate understanding of the historical context of information services and systems
   1c) Develop and apply critical thinking skills in preparation for professional practice
   1d) Craft and articulate a professional identity

Please post your 1) critical analysis paper and 2) PowerPoint slides as attachments at "Assignments/Laulima." (please use a word file, not pdf.). **It will be due on Tue. Dec. 10th at 1:00 pm**, regardless which session you will have your presentation.

Please send your PowerPoint slides by the day before your presentation to me as an e-mail attachment. Uploading slides to the instructor's computer takes a long time, I can prepare slides for you before the class session begins on Wed.

Your file for Assignment 4 should be named as: Your last name-asmt4

Another facet of professionalism is developing a set of working ethics and a philosophy. Throughout this course you have been introduced to many perspectives from questions of professional ethics and the role of libraries service to minorities, to Children and their impact on society. For this assignment, I want to you select an ethical question that concerns you. You are then to do research in *Library, Information Science & Technology Abstracts,* and other sources for information to better understand the argument. You should locate several sources (books, journal articles, editorials, and websites, etc.) taking different positions.

This assignment consists of two parts: 1) 15-20-min presentation and 2) critical analysis paper on your topic.

Presentation (15%):
You will deliver a 15-20-min PowerPoint presentation that explores a current ethical issue related to libraries and librarianship.

You can either choose one of the "Issue Presentation Topics" blow or select an alternative issue in consultation with the instructor. You will post your topic in a **GoogleDoc** [The instructor will set it up later]. Presentation topics will be decided on a first-come-first-served basis.

Critical Analysis Paper (10%):
Write **a 3 to 4-page, double-spaced essay** that includes a brief summary and critical analysis of your topic in essay form. This also should include references.

*Presentation Procedure

1) Post your topic in a *GoogleDoc*.

2) Presentation
Your PowerPoint presentation should address the following elements as they relate to the assigned topic:
   • Describe the issue, and ethical problem(s), including pros and cons (if relevant) and other relevant dimensions of the topic.
   • What is the history of the issue?
   • What is the relevance of the issue to the library world?
   • What are specific ways the issue could be addressed or managed by librarians?

Remember that the art of a presentation is knowing what to leave out and what is important to include. Try to think of ways to make the presentation interesting as well as informative. Consider this assignment an informational presentation to your professional peers. You could show a short video clip but shouldn't use it as a substitute for your explanation or analysis.

Evaluation Rubrics

Presentation

Criteria	Points possible	Your score
General information: history, issues, important aspects	5	
Description of importance and relevance of topic; ways in which the issue can be addressed/managed	7	
General quality of the presentation	3	
TOTAL	**15%**	

Critical Analysis Paper

Criteria	Points possible	Your score
Identifies, analyze, and synthesizes the key issues relevant to the topic aspect addressed	4	
Provides substantial content and analysis within the length restraints of the paper	5	
Exhibits the characteristics of good writing: an overall tone that enhances the purpose of the paper; nearly error-free in grammar	1	
TOTAL	**10%**	

Issue Presentation: Presentation Topics

1. Labeling
2. CIPA, Internet Filtering
3. Homeless in Libraries
4. John Swan & Noel Peattie Debate (social responsibilities vs. absolute intellectual freedom)
5. Net Neutrality
6. Digital Divide
7. Librarian's Speech Rights
8. Sandy Berman- Challenge to LC Subject Headings
9. *John Doe v. Gonzales*
10. USA Patriot Act
11. Library Privacy Issues /Policies
12. Intellectual Freedom Issues
13. Intellectual Property Issues
14. Censorship & Challenges
15. ALA's "Speaker"
16. Librarian's Self-Censorship
17. The Digital Millennium Copyright Act
18. *Google Book*
20. Copyright Laws
21. Library Service for Minorities
22. Library Service for Undocumented Immigrants
23. Digital Libraries
24. Court Cases
25. Social Media
26. Issues involved with Archives
27. Issues involved with Indigenous People
28. Outside of US. e.g., Discarding/Hiding Books in Japan

OR
You can select an alternative issue in consultation with the instructor.

Group Discussions [5% x 3]

SLO 1 1a) Apply LIS theory and principles to diverse information contexts
     1b) Demonstrate understanding of the historical context of information services and systems
     1c) Develop and apply critical thinking skills in preparation for professional

practice

SLO 5 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

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Sample Papers

Sample papers are posted online at:
http://www2.hawaii.edu/~asaton/610.html

Fellow students kindly shared papers from previous years. These are model papers. You are advised to review these papers to see how they presented their papers; however, **I change assignment requirements from the previous 610 courses, so be sure to follow your syllabus in terms of instructions.**

Appendix: **Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii**

[1.0]
LIS graduate students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University's Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with University policies on academic integrity including:

The University of Hawaii Student Conduct Code
http://www.manoa.hawaii.edu/students/conduct/ and
http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html

The University of Hawaii at Manoa Campus Policies
http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm

[2.0]
The field of Library and Information Science promotes ethical conduct of its members through published codes of ethics and standards of conduct. LIS students as pre-professionals are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, at internship, practicum and fieldwork sites, and in personal, Internet and phone communications related to their LIS studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

ALA Code of Ethics
http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm
Guidelines for Behavioral Performance of Reference and Information Service Providers
http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesbehavioral.htm
ASIST Professional Guidelines
http://www.asis.org/AboutASIS/professional-guidelines.html
Society of American Archivists Code of Ethics

http://www.archivists.org/governance/handbook/app_ethics.asp

[3.0] Principles of Ethical Conduct:
 [3.1] **Propriety**. Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.

[3.2] **Competence and Growth**. Students should strive to become proficient in academic performance and professional practice, functions, and activities.

[3.3] **Development of Knowledge**. Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.

[3.4] **Scholarship and Research**. Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements on each course syllabus.

[3.5] **Service**. Students should regard as primary the service obligation to internship, practicum, fieldwork or community sites, as well as to student professional organizations.

[3.6] **Confidentiality**. Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community, internship and fieldwork sites.

[3.7] **Commitments to Organizations**. Students should adhere to commitments made to practicum, community, internship and fieldwork sites, as well as to student professional organizations.

[3.8] **Respect, Fairness and Courtesy**. Students should treat staff, student colleagues, professionals and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, internship and fieldwork sites, and faculty and departmental offices.

[3.9] **Integrity**. Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the profession as outlined in professional codes of ethics and standards of conduct.

-- **end.**