



LIS 610 Foundations of the Information Professions

SPRING 2015

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Course Homepage:

<http://www2.hawaii.edu/~asaton>

Office Hours: Wednesdays, 11:00 am-12:00 pm (please send e-mail)

Classroom: HL 3F

Schedule: Wednesdays 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 Lili'uokalani 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 Jan. 2015]

This introductory survey course addresses the following SLOs:

- SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
- SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
- SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view

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
- Case Study

Grading

Assignment 1 LIS Career Study & Personal Objectives	10%
Assignment 2 e-Portfolio	15%
Assignment 3 Case Study Discussion Paper	10%
Assignment 4 Historical Study Posting (5% x 2)	10%
Assignment 5 Ethical Diagnostic Survey <ul style="list-style-type: none">• Group Presentation (25%)• Reflective Paper (10%)• Peer Evaluation for Group Work (10%)	45%
Class Participation	10%

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 [Submit your assignment to Laulima]. **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** (with the exception of group work related assignments). No overdue assignments will be accepted 3 days 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, discussions, 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

[January 14] **In-Class Session**

CLASS 1: Introduction

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

Readings: None

Due: Nothing

[January 21] **In-Class Session**

CLASS 2: Recruitment and Placement Issues (1)

- Objectives:**
- a] Group Discussion: Share what you found in "LIS Career Study & Personal Objectives"
 - b] Recruitment and Placement Issues
 - c] Video: Dr.Dhanashree Date, TATA Consultancy Services

Preparation for Class 2

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

Instructions on "How to access iTunesU" are at:
<http://www.hawaii.edu/lis/students/itunesu/>

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 Today: **LIS Career Study & Personal Objectives** [submit to Laulima before coming to class]

[January 28] ***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: Kimberly Jackson "Why Does Social Media Matter."

Preparation for Class 3

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? *Educauserreview*. Nov. 2008.
www.educause.edu/ero/article/e-portfolios-hiring-tool-do-employers-really-care

Create C.V.: Create your curriculum vitae and bring it to class for peer critique

Due Today: Nothing

II. Professional Ethics: Classes 4 to 9

[February 4] **In-Class Session**

CLASS 4: Professional Ethics (1): Introduction

Objectives: a] Library Bill of Rights, ALA Code of Ethics

Preparation for Class 4

Readings: -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

Due Today: Nothing

[February 11] **In-Class Session**

CLASS 5: Professional Ethics (2): Professionalism, Identity, and Values

Objectives: a] Lecture
 b] Professionalism, Identity, and Values
 c] Service: By Whom
 d] Service: For Whom
 e] **Class Discussion: Case Study A**

Preparation for Class 5

Readings: -Preer, Chapters 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 Today: **Case Study A - Discussion Paper** [assigned only to discussion leaders][Discussion questions should be posted to Laulima by the Monday before class]

[February 18] ***In-Class Session***

CLASS 6: Professional Ethics (3): Access

Objectives: a] Access: What Information
b] Access: Which Format
d] **Class Discussion: Case Study B**

Preparation for Class 6

Readings: - Preer, Chapters 4 & 5

- 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/access-digital

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

Due Today: **Case Study B - Discussion Paper** [assigned only to discussion leaders][Discussion questions should be posted to Lulima by the Monday before class]

[February 25] ***In-Class Session***

CLASS 7: Professional Ethics (4): Conflicts of Interest/ Confidentiality

Objectives: a] Conflicts of Interest: Philosophical
b] Conflicts of Interest: Financial
c] Confidentiality
d] **Class Discussion: Case Study C**

Preparation for Class 7

Readings: -Preer, Chapter 6-8

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

Due Today: **Case Study C - Discussion Paper** [assigned only to discussion leaders][Discussion questions should be posted to Lulima by the Monday before class]

[March 4]

In-Class Session

CLASS 8

Professional Ethics (5): Intellectual Freedom for Information Professionals

- a] Intellectual Freedom: Neutrality vs. Social Responsibility
- b] **Class Discussion: Case Study D**
- b] Professional Ethics & Standards

Preparation for Class 8

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](#)

Readings:

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

-Wolkoff, Kathleen. The Problem of Holocaust Denial Literature, *Library Trends*. 45, Summer 1996.
www.ideals.illinois.edu/bitstream/handle/2142/8070/librarytrendsv45i1h_opt.pdf?sequence=1

-Asato, Noriko. The Origin of the Freedom to Read Foundation: Public Librarians' Campaign to Establish a Legal Defense against Library Censorship, *Public Library Quarterly*. 30, 2011: 286-306 [Resources/Laulima].

Due Today:

Case Study D - Discussion Paper [assigned only to discussion leaders][Discussion questions should be posted to Laulima by the Monday before class]

Group Work Posting 1 [Laulima]

[March 11]

In-Class Session

CLASS 9:

Professional Ethics (6): Indigenous Materials & Archives

- Objectives:** a) Guest Speaker: Kapena Shim
b) Guest Speaker: Shavonn Matsuda

Preparation for Class 9

Readings: TBA

Due Today: Nothing

Online Sessions

III. History of Libraries: --Classes 10 to 13

[March 18] **Online-Session**

CLASS 10: History of Libraries (1): Manuscript Culture, Ancient Libraries

Objectives: a) Lecture Video: Manuscript Culture, Ancient Libraries
IMPORTANT! [See Class 10 Instructions/Classes/Laulima first]

Videos: Video Lecture ["610 Class4" / iTunesU] + Several Videos indicated below

Instructions on "How to access iTunesU" are at:
<http://www.hawaii.edu/lis/students/itunesu/>

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 Messages**"/**Laulima based on the contents of Classes 10 & 11 combined** (you only need to respond once over the two sessions). **The due date is Wed. April. 8 at 1:00 pm.**

Watch the following videos 1, [2 or 3], and 4 and my lecture video with **Question A** in mind.

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

1. OpenLearn: History Unit -- The Enlightenment #1 (5 min)
<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 Today: Nothing

[April 8] [Online Session](#)

CLASS 12: History of Libraries (3): Precursors to Modern Libraries in America
IMPORTANT! [See Class 12 Instructions/Classes/Laulima first]

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

Video: Video Lecture ["Class 6" / iTunesU]

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 Messages"/Laulima, based on the contents of Classes 12 & 13 combined** (you only need to respond once over the two sessions). **The due date is Wed. April 22 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 Today: **Posting 1 (your response to Question A based on Classes 10 & 11)** [Discussion and Private Messages/Laulima]

e-Portfolio [submit your e-Portfolio URL to Laulima]

[April 15] **Online Session**

CLASS 13: History of Libraries (4): Library Profession
IMPORTANT! [See Class 13 Instructions/Classes/Laulima first]

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

 b) Library Education—Andrew Carnegie, Williamson Report

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

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:

You should post your short response (up to 300 words) to this question at **"Discussion and Private Messages"/Laulima, based on the contents of Classes 12 & 13 combined** (you only need to respond once over the two sessions). **The due date is Wed. April 22 at 1:00 pm.**

-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]

Due Today: *Group Work Posting 3* [Laulima]

[April 22] ***Group Work***

CLASS 14: **Preparation for Group Presentation**

Due Today: **Posting 2 (your response to Question B in Classes 12 & 13)**
[Discussion and Private Messages/Laulima]

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

[April 29] ***In-Class Session***

CLASS 15: Group Presentations (1)

Due Today: **Ethical Diagnosis Survey PowerPoint Slides** (only for groups presenting)

[May 6] ***In-Class Session***

CLASS 16: Group Presentations (2)

Due: **Ethical Diagnosis Survey**

Reflective Paper (everyone) & **PowerPoint Slides** (only for groups presenting)

Course Evaluation: eCAFE

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 [**by Wed. at 1:00 pm**]. **One point per day late** will be subtracted from **overdue assignments** (starting with the time papers are 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 assignment is due, except group work related assignments)**. No overdue assignments will be accepted 3 days after the last day of the course.

Assignment 1: LIS CAREER STUDY & PERSONAL OBJECTIVES [10%]

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 **5** 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 5 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, internship, or how you hope to achieve them.** This paper should be between **3-4 pages** long. Please attach **5 job ads (copy & paste, not just pasting URLs)** to the end of your paper.

Evaluation Rubrics

Criteria	Points Possible
Diversity of professional sources (job ads as well as professional literature)	1
Quality of your analysis of current and future job trends	5
Well-written thoughtful reflection on your own background and education plans relevant to employment opportunities and expectations for the remaining	4
Total	10%

Assignment 2: e-PORTFOLIO [15%]

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 CV
- 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 due date for this assignment is **Wed. April. 8th at 1:00 pm.**

Evaluation Rubrics

Criteria	Points Possible
Content (Welcome Page, CV, Course/Project, e.g. sample papers etc.)	14
Additional content on your website and professional aesthetics	1
Total	15 %

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 #, marital status or other confidential information. You might want to try to foil web crawlers by writing your e-mail address as **asaton [at] Hawaii [dot] edu**.

*** The Web Team e-portfolio templates can be found at:**

<http://www.hawaii.edu/lis/webteam/portfolio/template/index.html>

<http://uhmliswebteam.wordpress.com/workshops/module-4-eportfolio/>

Assignment 3: CASE STUDY DISCUSSION PAPER [10%]

Assigned only to the discussion leader of the week

- 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 2 2a) Demonstrate understanding of leadership
- 2b) Work effectively in teams
- SLO 5 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Each week from Class 5 to 8, a case study will be presented for a group discussion. A discussion group consisting of 3-5 people should exchange their opinions on the case study based on assigned readings and previous class materials. You might want to conduct research on this topic to obtain more information on the topic. However, keep in mind that this assignment focuses on professional ethics, not your investigation of the situation or fact itself.

Discussion Leader's Role: The leader of the group, which will be rotated, posts **3-4 questions** for the discussion group in Laulima. **The leader needs to post them by the Monday of the assigned week at 1:00 pm.** This is critical since group members need time to prepare for discussion.

The leader (only the leader) will submit a **"Case Study Discussion Paper"** which **is due the Wed. at 1:00 pm [submit it to Laulima before coming to class]**. It should contain:

1) 3-4 questions for discussion [the same questions posted for the group members in Laulima]

2) Your thoughts, reflection, and analysis of the case based on readings and previous class materials. The length of the paper should be 3-4 pages.

The evaluation (score) of the paper represents only the evaluation of the leader's individual work, and does not impact the grade for the entire group.

These questions should be stimulating and challenging to create good discussions. For example, the following questions might be good starting points.

- 1) What are the ethical problems involved in the case?
- 2) What are some key questions to consider?

Group Member's Role: Go to Laulima and read the discussion questions posted by the leader, which should be available by the Monday of the session week. Members should react / reflect on the leader's view and then express your own opinion in the in-class group discussion. You should form your response based on the assigned readings and previous course materials. It however doesn't mean that you need to accept and agree with those sources, but should express your thoughts based on a well-informed opinion. There is **no written assignment, but your discussion will be reflected in your class participation score.**

Evaluation Rubrics for "Case Study Discussion Paper"

Criteria	Points possible
Stimulating discussion questions	3
evidence of reading assigned readings; well-informed and independent thoughts/reflection	7
Total	10 %

Assignment 4: HISTORICAL STUDY POSTING [5% X 2] Online Sessions

- 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

Classes 10-13 are online sessions in which instruction, lectures, readings are available in Laulima or links are provided in the syllabus. Videos are uploaded to LIS 610 file /iTunesU. Instructions on iTunesU are found at:
<http://www.hawaii.edu/lis/students/itunesu/>

Students will learn about the "Printing Revolution and Social Change" in Classes 10 & 11. Read assigned articles and watch the lecture video with the following **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 Messages"/Laulima, based on the contents of Classes 10 & 11 combined** (you only need to respond once over the two sessions). **The due date is Wed. April 8 at 1:00 pm.**

In the same fashion, the topics "Development of Modern Libraries in America," and the "Library Profession" are introduced in Classes 12 & 13. Students should post their response to **Question B in Posting 2:**

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 Messages**"/Laulima, **based on the contents of Classes 12 & 13 combined** (you only need to respond once over the two sessions). **The due date is Wed. April 22 at 1:00 pm.**

Assignment 5: ETHICAL DIAGNOSTIC SURVEY

Group Presentation [25%]

Reflective Paper [10%]

Peer Evaluation for Group Work [10%]

- 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
- SLO 2 2a) Demonstrate understanding of leadership
 2b) Work effectively in teams
 2c) Develop, manage, and assess information services for specific users and communities
 2e) Demonstrate the ability to advocate effectively for information services
- SLO 4 4a) Evaluate systems and technologies in terms of quality, functionality, cost-effectiveness and adherence to professional standard
- SLO 5 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Your task for this assignment is to apply professional ethics to a specific service or function of a library or archive. For this exercise you should select a function of a real library and archive and examine how they respond to ethical codes.

This is a group project since the profession believes it is important to be able to function well in groups. Your group research should explore a variety of relevant professional codes, and then look in more detail, and see how existing services conform with these codes (or not).

You are encouraged to be critical of existing services, but should also consider how or why the institution executes its policy/practice.

For example, one group might critique Hamilton's Hawaiian Collection for having restricted hours and circulation policies in relation to access issues and also indigenous content. Such a paper should also consider that the Hawaiian Collection

does this on the basis of being a special collection, which has different codes of ethics in order to safeguard rare materials. The presentation should explore the conflict between the two ethical and real world challenges, anchored in actual codes and policies, with your own analysis and interpretation.

This research can relate to state or federal law, issues of privacy, confidentiality, open access, as well as ethical codes from any relevant professional associations.

The products of a group survey consist three parts: **Group Presentation**, **Individual's Reflective Paper** and **Peer Evaluation for Group Work**.

Your **group presentation** should include:

- 1) A very brief overview of the institution/branch/department/section and services offered. Description of research, ethical issues, research questions
- 2) Process (literature review, group work, posting) and means of research in which the issues are addressed
- 3) Analysis and findings/implications

The presentation itself should be a group effort in that all members should present some aspect.

- 4) A 20 minutes (varies depending on the number of groups) long PowerPoint presentation.
- 5) A copy of the final PowerPoint slides on the day of the presentation [Laulima posting].

Timeline:

Class 8 [March 4] Group Work Posting 1, groups make a post on Laulima Forum with:

- (a) names of group members, and
- (b) institution/service/ethical issue

Only one group can focus on the same institution/service. Topics are accepted on a first-posted, first-claimed order.

Class 10 [March 18] Group Work Posting 2, groups should submit [in Laulima]:

- (c) an update with a brief outline of the topic,
- (d) a list of relevant ethical codes, and
- (e) a tentative sketch of what individuals will do for the project.

In this stage, the group should,

- assess the nature and difficulty of a task
- break the task down into steps or stages
- plan a strategy
- manage time, such as setting up regular meeting times. It is very important, especially if your group includes neighbor island students.

Class 13 [April 15] Group Work Posting 3, groups should submit [in Laulima]:

- (f) institution/service/ethical issue
- (g) The appropriate codes and policies [with correct links if appropriate]
This might be the same as (d).
- (h) A bibliography of 5 to 10 articles or appropriate websites with brief annotations (2-3 sentences) on their relevance to the ethical element or service.

Classes 15 & 16, Group Presentations

- (i) Groups presenting that week should post their presentation slides on Lulima

Class 16, individuals should submit a **Reflective Paper**, which includes:

- (j) a brief summary (3 pages) of what you did for the project, and your main takeaway from the research project.
- (k) an **evaluation/ assessment of your team members' contribution** to the project using the "Peer Evaluation Form" [Resources/Lulima]

Note: Group work requires everyone to contribute. If you have a problem with a group member who doesn't contribute to the group research, you should follow this procedure. First, try to discuss and resolve the problem in the group. If this doesn't bring a positive solution, the group should inform the instructor. Your group could also invite her to a group meeting if necessary.

*If the individual demonstrates a poor understanding of the Survey or is not an active group participant, **the instructor reserves the right to lower the individual's grade** by a full letter grade [within the limit of the allocated score on the assignment]. On the other hand, if an individual particularly demonstrates an exceptionally high contribution to the team, **she may raise the individual's grade** by a full letter grade [within the limit of the allocated score on the assignment].*

Evaluation Rubrics

Presentation

Criteria	Points Possible
Brief overview of the organization and services provided, description of research, ethical issues, research questions	5
Process (literature review, group work, posting) and means of research in which the issues are addressed	10
Analysis and findings	8
General quality of the presentation	2
Total	25%

Reflective Paper

Criterion	Points possible
Provides analysis and evidence of learning	10%

Peer Evaluation

	Points possible
Total Scores of "Peer Evaluation Forms" by group members	10%

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/rusaprotocols/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.**

