LIS 610
Foundations of the Information Professions
3 Credits

Fall 2016

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Course page: via login at http://laulima.hawaii.edu/

Office Hours: by appointment — please send e-mail
also available via Skype

Classroom: online
Schedule: asynchronous, August 8th to December 22nd, 2016

Course Description

Lecture/discussion on role of libraries, their social utility in information societies. History
and future of libraries in changing technological world. Information professions,
information ethics, intellectual freedom, intellectual property, information access,
national/international library developments.

Prerequisites: None

Required Textbooks


This book is on reserve at Sinclair Library.

978-0393351453.

Interesting general history of libraries.

1451673319.

There are many versions of this book. Use whichever version you want. The
Kindle version (which for reason costs more than the paper version) would burn
at a much lower temperature....
Technology Requirements

This is an online class where students must have a reliable internet connection and a computer capable of running up-to-date programs, including a web browser, a word processor, and so on.

If you have issues with the technology, online help is likely available. For Laulima problems, there is a "Request Assistance" link at all Laulima pages. Also, you can contact me any time. Technological problems are one of the main reasons why students do not succeed in online classes, and the faster they can be resolved, the better.

Professional expectations

Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as stated in the LIS Program guidelines: (http://www.hawaii.edu/lis/students/professional-expectations-notice/) and the Mānoa Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/), which "reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one's actions and the consequences of such actions."

Kokua

If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Mānoa’s KOKUA program (http://www.hawaii.edu/kokua/). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student’s permission.

Support Services

Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.
Student Learning Outcomes (SLOs) Addressed

This introductory survey course emphasizes the following Program SLOs:

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions. specifically:
   b: Demonstrate understanding of the historical context of information services and systems
   c: Develop and apply critical thinking skills in preparation for professional practice
   d: Craft and articulate a professional identity.

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 specifically:
   d: Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

from http://www.hawaii.edu/lis/content/advising/ALA_Core_Alignment_LIS_Student_Outcomes.pdf

Having given you this list of learning outcomes, however, LIS 610 is a fundamental course in Library and Information Science that introduces students to entire profession, its history, its future, and its dark underside (if there is one - you will have to Google that). When did “google” become a verb, anyway? Why should people care about that?

Course Learning Objectives

The successful student will be able 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.
Teaching Methods

The course will be taught in an asynchronous-online environment where interactions with the instructor, your peers, and the learning materials are primarily through Laulima, the University's Learning Management System.

The online modality means that the course is able to take advantage of different types of learning resources and activities. At the same time, learners are given more responsibility for their learning, including developing adequate technology skills and time management, and engaging with the class.

Two main reasons why students do not succeed in online classes is because of technological problems that are not addressed right away or because the course timeline is not followed. These issues are not unique to online classes, but they are much more pronounced online. Of course, as you may point out, this data is largely based on undergraduate students, and so other factors may also be at play. Nonetheless ...

A meaningful online presence and constructive participation are required. Some assignments will appear readily applicable, while others will lay the foundations for more advanced understanding.

Assignments are designed to promote critical analysis and reflection on class materials. Assignment due dates are indicated on the course schedule in Laulima.

The course is intended to develop technological and intellectual skills that include the ability to write institutional and academic work.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. Depending on the specific projects chosen, this course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses”.

- **Action Research**
  - the course applies to the creation of action research as part of the creation, assessment, and maintenance of libraries. Action research is typically about very specific changes that can be made to an institution with which the librarian is associated.

- **Case Study**
  - the course applies to studying specific examples of issues connected with librarianship.

- **Historical Research**
  - students in the course will approach libraries, and the library-functions of information institutions, from an historical perspective.

see [http://www.hawaii.edu/lis/program/advanced-certificates/research-methods/](http://www.hawaii.edu/lis/program/advanced-certificates/research-methods/)
Course Requirements

- Assignment 1: Note Taking - from the readings 20%
- Assignment 2: Short Writings (top 6 counted) 30% total, 5% each
- Assignment 3: Discussion Board postings 10%
- Assignment 4: Discussion Board professional updates 10%
- Assignment 5: Fahrenheit 451 Analysis 15%
- Assignment 6: Interviewing, being interviewed 15%

Details of the assignments can be found on the course Laulima site. The assignments can be submitted up until the last day of class. No late assignments will be accepted.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 to 98</td>
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<tr>
<td>A</td>
<td>97 to 94</td>
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<tr>
<td>A-</td>
<td>93 to 90</td>
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<tr>
<td>B+</td>
<td>89 to 87</td>
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<tr>
<td>B</td>
<td>86 to 83</td>
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<tr>
<td>B-</td>
<td>82 to 80</td>
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<tr>
<td>C+</td>
<td>79 to 77</td>
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<tr>
<td>C</td>
<td>76 to 73</td>
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<tr>
<td>C-</td>
<td>72 to 70</td>
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<tr>
<td>D+</td>
<td>69 to 67</td>
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<tr>
<td>D</td>
<td>66 to 63</td>
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<td>D-</td>
<td>62 to 60</td>
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Assignments

Assignment details are available online in Laulima via the Assignments tool. Due dates and late policy for specific assignments will be indicated in the respective assignment's description.

**Assignment 1: Note Taking - from the readings (20%)**

A series of short writings (based on handouts, videos, etc. that are posted in Laulima) connected to the readings for the course. This is the primary way that students will demonstrate their immediate understanding of the readings.

**Assignment 2: Short Writings (30%)**

A series of short writings will be assigned. A list, which will evolve during the semester, will be included on the Laulima site. The top six (6) writings will be counted towards the final grade. Students are free to submit more than six short writings, but they are not obligated to do so.

This is one way that students will demonstrate their ability to assimilate the course readings with specific topics connected to library management.

**Assignment 3: Discussion Board Postings (10%)**

Every week, there will be Discussion Board postings and responses on topics relevant to management and library management in particular. Consult the Discussion Board for details as the course progresses.
Assignment 4: Discussion Board - Professional Updates (10%)

By the end of the first week of the semester, students will find a web resource that is relevant to librarianship (an association, for instance) that offers updated information at least every week. The Hawaii Librarian Association and the American Library Association are not eligible. Professional blogs, online journals, and specialized professional sites are acceptable so long as they are designed to keep librarians up-to-date on trends and events in the profession. The site must be sent to the professor and accepted as appropriate.

Beginning in week three, students will post short (one or two paragraph) updates on whatever that internet resource is saying about the profession and a short reflection (one or two paragraphs) on the implications of what is said for their own professional goals.

If the source has not been updated in that week, find something interesting in the archives.

Assignment 5: Fahrenheit 451 Analysis (15%)

Imagine that you have moved into a city like the one where Fahrenheit 451 is taking place. Books have become illegal, although some people are still fighting back, or at least clinging on to what they have. As a closet librarian, how would you understand the situation? Do you share Bradbury's pessimism? Do you share his optimism?

How might the discussion of the history of the library offered by Battles expand your understanding of the struggle? How have changes in information technology helped, hurt, or at least changed the society?

This is likely the most difficult assignment in the course, primarily because it will be tempting to offer a superficial and therefore uninteresting analysis.

Assignment 6: Interviewing (15%)

This is a three-step assignment.

First, students will analyze a job description related to librarianship (provided by the instructor).

Second, students will submit interview questions. One question will be closely tied to the job description, the other will be tangential. The submission will be written as if the student is writing to the Directory of Human Resources, who will critique the questions. A short (one or two paragraphs) justification for the questions will be included, attempting to convince the Director about the suitability of the questions. The students will record themselves on video (yes, record themselves on video) asking their questions. The video file (mp4 is preferred, please verify that other formats are acceptable) will be emailed to the instructor. These videos will be combined into a single video that will serve as the basis of a mock interview.

Third, one question from each of the students will be chosen by the instructor to be part of a mock interview. Once the single mock interview video is sent, each student will watch the video and then write their responses to each of the questions as if they were being interviewed. The result will be a document that reads as if it were a transcript of the interview, submitted via Laulima in a word processing document (.doc, .docx, .rft, or other basic word processing formats are acceptable).
## Alignment of Assignments to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assignment 1: Note Taking</th>
<th>SLO 1b: Demonstrate understanding of the historical context of information services and systems</th>
<th>SLO 1c: Develop and apply critical thinking skills in preparation for professional practice</th>
<th>SLO 1d: Craft and articulate a professional identity</th>
<th>SLO 2: Develop, administer, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills</th>
<th>SLO 5d: Demonstrate understanding of the social, cultural, political, and economic context of information services and systems</th>
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<tbody>
<tr>
<td>Assignment 2: Short Writings</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Assignment 3: Discussion Board Postings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Assignment 4: Discussion Board Professional Updates</td>
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<td>X</td>
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<td>Assignment 5: Fahrenheit 451 analysis</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Assignment 6: Interviewing</td>
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General Assignment Policies

**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”.

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 or something similar) 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.