Class meets Saturdays, 9:00 am - 11:40 am on HITS, KUY 204

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LIS 610
Introduction to Library and Information Science

Course Description
Lecture/discussion course that introduces students to the information society with an emphasis on libraries and their social utility. The historical context and the future of libraries and information centers in a changing technological world is addressed. Topics include: characteristics of information professions, information ethics, intellectual freedom and intellectual property, information access, as well as national and international library development.

Prerequisite: None

LIS Program Goals
Curriculum

The Program's first goal is to furnish students with the knowledge, skills, and attitudes that are fundamental to professional competence and career-long professional growth in the library and information services field. The Program seeks to implement its primary goal through the Master of Library & Information Science program. Its specific objectives for student achievement (as relevant to LIS 683) are:

1. Demonstrate an understanding of the philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
12. Demonstrate an understanding of the above goals within the perspective of prevailing technologies.

Research

The Program's second goal is to expand the knowledge base of the profession through research. To attain this, the Program has established these objectives:

6. Students engage in research under the mentorship of faculty.
Service

The Program's third goal is to share its resources by extending services, within Hawaii and beyond. This service component embraces the following objectives:
5. Students participate and exercise leadership in professional organizations.
6. Students volunteer their services to community and state organizations and agencies

Course Learning Objectives

This is an introductory survey course, enabling students to:
Become acquainted with a variety of aspects of their chosen profession;
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;
Develop capacities for critical thinking, particularly in viewing major social issues and problems of concern to the profession;
Gain experience in making informative presentations to colleagues on topics of interest to the profession;
Gain experience in accessing information structure and assessing its uses;
And, on a personal level, to understand the potential scope and dimensions of the careers for which they are preparing, in order to perceive their own pathways to meaningful and rewarding work.

Course/Teaching Philosophy

1. Do the assigned reading and written assignments before each class session. Be prepared to discuss material in class. Your comments should reflect independent thinking and thoughtful analysis of what you have read. If you disagree with the viewpoint taken by an author or a classmate, please share your views with the class [and with aloha!]
2. Learn the terms and vocabulary of the subject.
3. Ask questions often--in class, via WebCT, etc. If you have a question, someone else probably does, too.
4. Use any bibliographic citation style that you wish--but be consistent.
5. Proofread all written work. Use a spell-checker, but don't rely on it.
6. Class participation, on-time submission of assignments, and proofread written work are essential.

Teaching Methods

Interactive class discussion of session topic, assigned readings, individual logs on WebCT with responses to other students' postings. Individual paper/presentations/discussion. Attendance and informed participation are required at HITS sessions and the weekend intensive. Occasionally, a guest speaker may be invited. No exams.

Requirements

Assignments: See the Assignments page in the course syllabus.

ASSIGNMENTS

Assignments and Grading

1. Weekly class participation...15%
2. Posting of Reading and Web logs...15%
3. Response to other students' logs...20%
4. Survey...5%
Job advertisement analysis...10%
Resume...5%
Individual paper on national/international librarianship...15%
Weekend Intensive presentation...10%
Final essay...5%

Extra credit: Development of a web portfolio that includes resume and publications [if any]

Due Dates
On Course Schedule

1
CLASS PARTICIPATION
This class will involve extensive reading and research via WebCT and the textbook. It is expected that all students will actively participate, both via WebCT and during class with what they have learned.

2
READING AND WEB LOGS
Locate articles [hard copy and/or on the web] and web sites pertaining to each class session's topic and post under each topic as listed in Discussion on WebCT BEFORE each session.

3
RESPONSE TO POSTED LOGS
As you gather material for your logs, read the other postings and cited articles/sites. Respond to them critically BEFORE each session.

4
SURVEY OF USERS
Select six (6) or more people and ask them the questions listed in this syllabus. Make copies of the form and fill it in for each person. You may choose family members, friends, co-workers, students or strangers. You may include any age group. Please inform them that you have a class assignment to ask people about their library and library use habits. Tell them your questions may take 15-20 minutes to answer, and ask if they can give you the time to complete it. Some people take longer because they enjoy discussing these topics. People must be willing volunteers. Assure them that they and their answers will remain anonymous.

Analyze your results and organize the data in some meaningful way. Come to class prepared to discuss your results and to compare them to the results of
others by distilling your information into 1-2 pages (creating a table is recommended) to hand in by 9/24.

5 JOB ADVERTISEMENTS
Choose a specialization [reference librarian, cataloger, manager, etc.] and collect job advertisements from at least three sources, one of which can be on the Internet. Analyze them for skills and background that are required and desirable. Prepare a summary of your findings and post on the Job category in the Discussion on WebCT by 9/10.

6 RESUME
Prepare a resume that can be used in looking for a professional position. A draft is due on 9/10: a summary of your goals, abilities, education, work experience and skills. You may post the final version on a web site for extra credit.

7 INDIVIDUAL PAPER
Select a topic relating to national librarianship in your choice of country. Be sure to discuss the topic with the instructor before proceeding.
Do research in library literature, including several sources (journals and book, editorials, websites, etc. Evidence of reliable research must substantiate any conclusions that you present.

8 PRESENTATION
[individual or group, depending upon size of class]
Prepare an approximately 20-30 minute presentation on an assigned topic from the following list:

- Information needs
- Information-seeking behavior
- Types of libraries and their customers
- Historical development of libraries
- Library journals
- Library associations
- Codes of ethics
- Future of libraries
- What I can do with an MLS
- Intellectual Freedom
- Grants and grantsmanship
- Outreach services
- Community information
- Filtering and CIPA
- Internet access issues
- Digital Millennium Copyright Act
- Library instruction and training
- Funding [traditional and alternative]
- Programs in libraries
- Beyond the collection: gift shops, cafes, etc.
- Other?

Please clear your choice with the instructor to avoid duplication.
Do NOT read your presentation and be sure to critically analyze the sources that you have found.

Your presentation will be during the weekend intensive and may include Powerpoint, overheads, short video clips, handouts, samples of books or
materials, etc. Prepare a one page fact and bibliography sheet and post it on WebCT under Presentations.

9

FINAL ESSAY
10 things I learned about working in a library/information agency

FALL 2005
Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/27/05</td>
<td>HITS</td>
<td>Introductions</td>
<td>Course Overview / syllabus</td>
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<tr>
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<td>9:00 – 11:40</td>
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<td>9:00 – 10:20</td>
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<td></td>
<td>Information &amp; Information Needs</td>
<td>Guest Speaker: Diane Nahl</td>
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<td>10:30 – 11:40</td>
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<td>Student Data Sheet</td>
<td>Chapters 1-2, 6 9/03/05 No class Work on assignments, Presentations</td>
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<tr>
<td>9/10/05</td>
<td>HITS</td>
<td>Information Professions</td>
<td>Draft of resume due</td>
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<td>9:00 – 11:40</td>
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<td>Analysis of job ads due</td>
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<td></td>
<td>Chapter 10</td>
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<td>9/17/05</td>
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<td>9/17/05 No class</td>
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<td>Work on assignments,</td>
<td>Presentations</td>
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<td></td>
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<td>Presentations</td>
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<tr>
<td>9/24/05</td>
<td>HITS</td>
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<td>9:00 – 11:40</td>
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Technology, Literacy & National Policies related to Libraries

Library Use Survey due
Chapter 3, 4

10/03/05
No class
Work on assignments, presentations

10/08/05
HITS
9:00 – 11:40
Attitudes & Values about Information
Intellectual Freedom and Intellectual Property
Guest Speaker: Rebecca Knuth

Final resumé due
Chapters 4, 5

10/15/05
No class
Work on assignments, presentations

10/22/05
HITS
9:00 – 11:40
Types of Libraries: Public, School, Academic, Special…plus information brokering

Chapters 7, 9

10/29/05
HITS
9:00 – 11:40
Professional Associations, Certification, LIS Education
International & Comparative Librarianship
Chapter 8
Appendices

11/05/05  
11/06/05

WEEK-END INTENSIVE Manoa Campus  
319 Bilger

10/22:  12:30 – 6  
10/23:   9 – 4

Class Presentations  
Individual Paper Presentations

Individual paper due

11/12/05

HITS  
9:00 – 10:20

Future of Libraries & Information Centers  
Future trends in libraries

Essay: “10 things I learned about working in a public library”

11/19/05  
No class

Work on assignments

11/26/05  
No class  
Thanksgiving weekend

12/3/05  
No class

Finish assignments

12/08/05  
Not a class day  
Last day to complete all class assignments
LIBRARY USE SURVEY

Gender

Approximate age (or as groups: kids, young adults, twenties, etc.)

Education level completed

Have computer?  Use E-mail?  Use Web?  (yes/no and if yes, how often)

Hobbies (how do you like to spend your free time?)

Time spent reading weekly

Types of material typically read (non-fiction, fiction, magazines, online, romance, etc.)

Why do you read?  (purposes)

Time spent watching TV, videos/DVDs

Time spent listening to music, radio, CDs etc.

Why do you watch / listen to media?

Types of “information needs” recalled in the past year:

Have you needed any information recently, needed to know something? Find out something?

What was/is it?

For what purpose (school, work, family, curiosity, enjoyment, etc.)?

Did you ever get the info you needed?  How?

Where did the information come from (own collection, library, friend, co-worker, online, etc.)?

Where do you go first when you need information or an answer to a question?

Number of times you went to the library last year.

Type of library you usually visit.  Do you use the library online?

Reasons for going to the library (school work, pleasure, helpful answers, programs, etc.)

Reasons for not going (inconvenient, parking, dislike, etc.)

What would make you want to go to the library?
STUDENT DATA SHEET

NAME__________________________________________________________________________

ADDRESS________________________________________________________________________

TELEPHONE_______________________________________EMAIL_________________________

WEB PAGE [if applicable]____________________________________________________________________

I AM TAKING THIS COURSE: _____for continuing education
_____as part of my degree program

in______________________________

LIS COURSES ALREADY TAKEN

ANTICIPATED GRADUATION DATE: ________________________

EXPECTATIONS OF THIS CLASS:

Examples of Text Resources
[This is just a sample of what is available in the literature. Do some
exploring on your own. Be sure to investigate the literature of other
disciplines, such as management, communication, futures study, etc..]


