LIS 610 Introduction to Library and Information Science
Fall 2007 (3 credits)

**Schedule:** Mondays: 5-7:40pm
**Classroom:** Hamilton 113

**Instructor:** Paul Wermager, Head, Science & Technology Reference Department, Science wing of Hamilton Library

**Contact Information:**

**Office:** Hamilton Addition, 151-D; **VoiceMail:** 956-2541;
**E-mail:** wermager@hawaii.edu (put LIS 610 in message line)
**Office Hours:** Mondays: 4-5pm & by appointment

**LIS 610 Course Description (from LIS Program home page)**

Lecture/discussion course 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.

**Prerequisite:** None

**Required Textbook:**

SUPPLEMENTARY READINGS:


Both books are available at the UH Bookstore. (A copy of each is also at Sinclair Library Reserves.) Assigned readings are given in the "Course Schedule."

Additional required readings are listed below. They are available via Electronic Resources (ER), at Sinclair Reserves (SR), in the Library’s print (P) collections, or from the Internet (I). Students are encouraged to read beyond the minimum requirements.

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; and/or [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.

GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (7)</td>
<td>60%</td>
</tr>
<tr>
<td>Executive Summaries (ES)</td>
<td>20%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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-
ASSIGNMENTS (due at start of class)  60%

(See “Instructions for Specific Assignments” in "Instructions for Graded Activities” below)

#1 – Due August 27  Information Needs Survey  5%
#2 – Due September 17  Careers & Personal Objectives  5%
#3 – Due October 1  Student Portfolio Draft  5%
#4 – Due October 15  Historical/Biographical Paper  10%
#5 – Due October 29  International Study Paper  10%
#6 – Due November 19  LIS Philosophical Paper  15%
#7 – Due December 3  Student Portfolio & Vitae  10%

EXECUTIVE SUMMARIES (ES)  20%

(See "Instructions for Graded Activities" below)

GROUP PRESENTATIONS  15%

(See “Instructions for Graded Activities” below) November 26 and December 3

CLASS PARTICIPATION  5%

Class participation is based on: (A) Attendance (email me in advance if you are unable to attend class; a doctor’s slip or evidence of a family funeral/emergency is required to be officially excused); and (B) Active participation in classroom discussion and oral presentations of Executive Summaries.
**Course Schedule:** August 20 – December 3, 2007  
(Subject to change.)

**SOURCES:** Electronic Resources (ER), Sinclair Reserves (SR), Library’s print (P) collections, Internet (I)

**August 20 (1)**  
**Introduction** to the course; review syllabus, grading, expectations  
**LECTURE:** Librarianship: The Good, Bad, and Ugly  
**ASSIGNMENT:** Start “Survey of Information Needs”

**August 27 (2)**  
**INFORMATION NEEDS**  
*Read:* Dervin & Nilan (ES 3-33) [2 points] (P)  
Read: Wilson (3-15) (P)  
Read: Westbrook (541-549) (ER)  
**ASSIGNMENT 1 DUE:** present Survey results  
Discussion

**September 3**  
LABOR DAY - No class

**September 10 (3)**  
**INFORMATION PROFESSIONS, Part 1- History of Libraries**  
**GUEST SPEAKER:** Andrew Wertheimer  
*Read:* Rubin 1-29; (ES 259-298) [2 points]  
Discussion

**September 17 (4)**  
**INFORMATION PROFESSIONS, Part 2- History of LIS**  
**VIDEO:** "From Information to Wisdom?"  
*Read:* Rubin (ES 437-486) [2 points]  
**ASSIGNMENT 2 DUE:** Careers & Personal Objectives  
Discussion

**September 24 (5)**  
**HISTORY OF INFORMATION ORGANIZATION AND NATIONAL LIBRARIES**  
**VIDEO:** “The Man Who Wanted to Classify the World”  
*Read:* Rubin (ES 217-257); 361-372 [2 points]  
Read: Line (605-611) (P)
October 1 (6) **PUBLIC, SCHOOL & SPECIAL LIBRARIES**
*Guest Speakers: Vi Harada and Kathleen Robertson*
*Read: Buildings, Books, and Bytes (17-32; 42-46) (SR)*
*Read: Rubin (ES 373-436) [2 points]*
**Assignment 3 Due:** Student Portfolio draft

Discussion

October 8 (7) **PROFESSIONAL ASSOCIATIONS, CERTIFICATION, LIS EDUCATION**
*Guest Speaker: Miles Jackson*
*Read: Rubin (537-544)*
*Read: Pawley (123-144) (P)*
*Read: Davidson & Middleton (ES 203-224) [2 points]*
*Read: [http://www.liscareer.com/kear_international.htm](http://www.liscareer.com/kear_international.htm)*
**Assignment 4 Due:** Historical/Biographical paper + a 2 minute ES presentation of your paper

Discussion

October 15 (8) **INTERNATIONAL AND COMPARATIVE LIBRARIANSHIP**
*Read: Bliss (214-232) (P)*
*Read: Knuth (424-439) (P)*
*Read: Kear – Available: [http://www.liscareer.com/kear_international.htm](http://www.liscareer.com/kear_international.htm)*
**Assignment 4 Due:** Historical/Biographical paper + a 2 minute ES presentation of your paper

Discussion

October 22 (9) **INFORMATION SCIENCE**
*Guest Speaker: Sunyeen Pai*
*Read: Rubin (ES 31-65); 66-78 [1 point]*
*Read: Buckland (ES 63-76) [1 point] (ER)*
**Discussion**

October 29 (10) **TECHNOLOGY & NATIONAL POLICY**
*Read: Rubin (ES 79-120); 121-139; 161-166 [2 points]*
**Assignment 5 Due:** National Study paper + a 2 minute ES presentation of your paper
November 5 (11) **INTELLECTUAL FREEDOM**
*Read: Rubin 166-177; (ES 179-215) [2 points]
Read: Asheim (63-67) (P)
Read: Asheim (180-184) (P)
Discussion

November 12 **VETERAN’S DAY – No Class**

November 19 (12) **INTELLECTUAL PROPERTY & FUTURE OF LIBRARY**
*Video: “Into the Future...”
Read: Rubin 139-161; 298-322
*Read Vaidhyanathan (ES 1-80); 160-167; 174-189; 243-254 [2 points] (SR)
**ASSIGNMENT 6 DUE:** Philosophical Position Paper
Discussion

November 26 (13) **GROUP PRESENTATIONS**
Questions/Discussion

December 3 (14) **GROUP PRESENTATIONS, continued**
Questions/Discussion; Course Evaluations
**ASSIGNMENT 7 DUE:** Student Portfolio and Vitae final
**Last class day** (No assignments/extra credits accepted after this date)

**INSTRUCTIONS FOR GRADED ACTIVITIES**

**ASSIGNMENT 1: INFORMATION NEEDS SURVEY**
(Due 27 August - 5 points)

The first assignment is to conduct a very small, informal survey of a few people in your community about their library use, reading habits, and information needs. This will provide a real context for the readings on formal national and regional library surveys. You will turn in a 1–2-page summary and analysis of your findings.
**Procedure:**
Please make five copies of the “LIS 610 Library User Survey Form,” which will be distributed in class. Select five or more people and ask each of them the same questions on the form. Use a separate copy of the form for each individual interviewed. Fill in the form as the person provides his or her answers, so that you obtain all the information for each person. Record their responses accurately. Try not to put words in their mouths, like a multiple-choice quiz. Some people aren’t used to talking about such things, so help them describe their experiences. You may interview more than five people if you wish. You may choose family members, friends, co-workers, students, or strangers. You may include any age group. Please inform your interviewees that you have a class assignment to ask individuals about their library and reading habits. Tell them your questions may take 20 minutes to answer and ask if they can give you the time to complete it. Some people may take longer because they enjoy discussing these topics.

Go over your results and organize the information in some meaningful way (What types of information needs did people mention? Where do they usually get their information? …etc.). Come to class prepared to discuss your results and to compare them to others. We will discuss your results in class and compare findings. It helps to summarize your data for each question in a table. You will hand in this table/survey of findings. (1-2 pages only)

**Evaluation:** You will be evaluated on the quality of your writing (ability to briefly summarize findings, and reflection) and your sample (how diverse it is).

**ASSIGNMENT 2: LIS CAREERS & PERSONAL OBJECTIVES**
*(Due 17 September – 5 points)*

Select an LIS professional LIS specialization that you are interested in pursuing, and do research on key employment trends. You are encouraged to choose a specialization that you are interested in for your own future employment. For the first part of this assignment, you should examine at least 15 recent detailed job postings related to your profession, and then write up a summary of trends, such as: salaries; future prospects for employment and advancement, desired skills and abilities, etc. You also should do additional research using LIS literature and talking with professionals.
If you are interested in working in a specific locale, 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 local information. You should also explore what organizations (and section/division/roundtable) and email lists, professionals in this specialization belong to.

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.

**Evaluation:** This assignment will be evaluated primarily on the diversity of credible sources and the quality of your analysis of current and future job trends (70%). You will not be graded on your goals per se (in the second part), but show evidence of reflection on your own background relevant to employment opportunities and expectations related to your career (30%). This paper should be between 3 and 5 pages long. Please attach 5 of your favorite job ads to your paper (they will not be counted in the total paper length).

**ASSIGNMENT 3: STUDENT PORTFOLIO AND VITAE (DRAFT)**

(First draft due 1 October – 5 points; 10 points for Final)

For the first draft, I want to see: (1) A first draft of your curriculum vitae (professional resumé), and (2) An outline and a first draft of the text you will put on your student portfolio homepage. More details of this assignment will be discussed in class. You are expected to create your own homepage, using a Web editor of your choice. (2 page minimum)

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:

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/

I suggest having one welcome page (including basic contact information), a
CV page (your CV also with contact information), and combine projects/
courses into “Class Work” (or other appropriate title). You may post your
LIS 610 and other class assignments and papers in this section. Remember to
ask yourself if you would want an employer to view your pages.

ASSIGNMENT 4: HISTORICAL OR BIOGRAPHIC PAPER
(Due 15 October – 10 points)

For this assignment you are to choose an important LIS professional,
institution or association in the United States and write a 5 to 7 page paper
including:

a) Brief summary of the life of the person/institution/association
b) Summarize why this person/institution/association is important to LIS
c) Briefly evaluate the secondary sources you used in a one-paragraph
bibliographical note. You may also comment on alternatives or how you
located the sources in this brief section.

Be prepared to give a two-minute informal round-robin Executive
Summary of your paper in class, with emphasis on the significance of the
contribution to LIS.

You should use at least one book or one thesis/dissertation and 3 journal
articles to complete this paper. Internet materials (pictures) may
supplement, but do not replace these requirements. For some recommended
sources consult:

- Dictionary of American Library Biography (and supplements) and the
  bibliography, American Library History by Donald G. Davis, Jr. and
  John Mark Tucker (Santa Barbara, CA: ABC-CLIO, 1989)
  2nd ed. (New York: Marcel Dekker, 2003) [HAMILTON REF Z1006 E57
  2003]
- Arthur P. Young, American Library History: A Bibliography of Doctoral
Articles published since then are reviewed in the biannual review of the literature in the journal Libraries and Culture. HAMILTON: Z671. J67. Many are also listed on the homepage of the ALA-Library History Roundtable (www.ala.org).

****As an alternative, you may do an oral history interview with an LIS professional and write a \textbf{5 to 7 page} paper on this person’s life and contribution to the profession. Oral history papers only need one other quality source in addition to the interviewed person.

\textbf{Evaluation}: For this assignment you will be evaluated on the following criteria:

- 25\% Four+ published academic sources
- 25\% Quality of writing and consistent usage of citation style
- 25\% Ability to summarize the subject and relate it to LIS at large, and a wider historical context
- 25\% Oral 2-minute in-class presentation

\textbf{ASSIGNMENT 5: INTERNATIONAL STUDY PAPER}  
\textbf{(Due 29 October – 10 points)}

This assignment is similar to Paper 4 related to the United States. For this paper though you are either to [OPTION A] give an overview of the LIS context in one nation OR [OPTION B] choose an important foreign LIS professional, institution or association \textbf{NOT} in the United States. Your \textbf{5 to 7 page} paper should include:

[OPTION A]
\begin{enumerate}
\item Briefly explain when libraries were established, who founded them (and why).
\item How are LIS professionals trained/educated?
\item What are the major LIS issues today?
\end{enumerate}

[OPTION B]
\begin{enumerate}
\item Brief summary of the life of the person/institution/association.
\item Summarize why this person/institution/association is important to LIS.
\item Briefly evaluate the secondary sources you used in a one-paragraph bibliographical note. You might also comment on alternatives or how you
located the sources in this brief section.

Be prepared to give a two-minute informal round-robin Executive Summary of your paper, with the emphasis on the significance of the contribution to LIS.

You should use at least one book or one thesis/dissertation and 3-4 articles to complete this paper. Internet materials (pictures) may supplement, but they do not replace these requirements. Cited material need not be in English, but a summary in English of the material used must be included. For sources consult:

- Library Literature and Library and Information Science Abstracts (LISA) [online on/off-campus from UHM Libraries]

**Evaluation:** You will be evaluated using the same criteria as for Assignment 4 (see above).

**ASSIGNMENT 6: LIS PHILOSOPHICAL POSITION PAPER ON INTELLECTUAL FREEDOM**

(Due 19 November – 15 points)

An important facet of professionalism is developing a set of working ethics and a philosophy. Throughout this course you will be introduced to many perspectives from questions of freedom and responsibility to the role of libraries service to minorities, to feminist and class-based questions of libraries’ roles in societies.
For this assignment, select a question/issue/problem that concerns/interests you about "Intellectual Freedom," selected from the Intellectual Freedom Manual. Next, do research in Library Literature & Information Science, Library and Information Science Abstract, and other relevant databases for information to better understand the issues and arguments of your selected topic. You should locate at least 5 sources (journal articles, editorials, books, and websites) taking different positions (pro/con). One of your essential sources will be the Intellectual Freedom Manual, 7th ed. (Chicago: ALA, 2006), which is in Sinclair Reserves. Scan the Table of Contents of the Manual for a topic that holds the most interests to you.

In your 8-10 page position paper, you are to: (a) Summarize the problem or question, (b) Present several responses to the issue, and (c) Develop your own response or philosophy.

**Evaluation:** You will not be evaluated solely on the basis of your opinions, but on your thorough research (using diverse scholarly sources), summary, and grasp of the issue (70%), and then your ability to write a persuasive, logical argument (30%). Document your sources well.

**ASSIGNMENT 7: STUDENT PORTFOLIO AND VITAE (FINAL)**

*(Due 3 December – 10 points for Final)*

See the information under the e-Portfolio draft for general expectations and purpose of this assignment.

For the final assignment, I want to see (1) your revised, complete curriculum vitae (professional résumé), (2) your student portfolio homepage (URL and a complete printout of your pages), and (3) the drafts that I corrected so that I can see how you responded to suggestions.

Your homepage should include at least your vitae, but may include other information relevant to your professional identity and goals. You are encouraged to use a web editor to create your homepage. Provide a copy of your complete vitae, URL, and your homepages. (An inoperable homepage will result in a reduction of points.)

**Evaluation:** You will be evaluated by (a) the Vitae (3 points), (b) professional portfolio content (e.g., revised sample papers) (4 points), and
(c) additional content on your student homepage and professional aesthetics (3 points).

**WARNING**: You are strongly encouraged to consider your privacy when creating your homepage, and should not include your social security number, birth date, mother’s maiden name or other confidential information. You may wish to foil webcrawlers by writing your email address as: wermager [at] hawaii [dot] edu

**EXECUTIVE SUMMARIES (ES)  20%**

For the starred (*) required readings, you will write an Executive Summary (ES) for each *reading to be handed in for grading. The purpose of the ES is to provide imaginary non-LIS readers (e.g. avoid library jargon) with an overview of what you have read. The purpose of the executive summary is to present the facts and entice your readers to read the rest of the source document (report/article/book chapter). The ES will be **not more than two (2) pages** long and **not less than one (1) page**, double-spaced. Executive summaries are due on the date of the *reading assignments; late submission will not be graded. This is a practical exercise to hone your critical reading, synthesis, and thinking skills while enhancing your writing abilities. For each class with *reading assignments, several students will be called on randomly to present their ES to the class. (An “excellent” ES will earn 1 Extra Point.) A handout on “Writing Executive Summaries” will be distributed on the first day of class. (See “Course Schedule” for grading points for each of the 11 Executive Summaries. See “*Reading Assignments” for complete references for each *reading.)

**Instructions for Group Presentations**

Each group member will have **four (4) minutes** presentation time. (Sign-up sheet for dates/times will be distributed in early November.)

A group of **2 to 4 members** will select an issue of professional librarianship, investigate its major facets (pros, cons), consult and include at least **6** references (books, journals, not more than 2 web site), prepare a presentation reporting findings and conclusions (**4 minutes** of presentation time per group member), prepare for questions and class discussion (another **5** minutes).
minutes) following the presentation, and submit a bibliography (to the instructor) of your sources.

Each group will be evaluated by students (50%—a group score) and the instructor (50%—each individual score). Each individual's final, composite score will be a compilation of your group evaluation (students, 50%) and your individual score (50%, instructor). You are strongly encouraged to be creative and informative on this project. Humor is welcome when applicable. Handouts or supplements are helpful, but, optional. Evaluation criteria are given below. Groups will organize and submit their topic to the instructor by October 29. Sign-up sheet for scheduling Group Presentations will be available by November 5.

**Evaluation Criteria for Group Presentations: (students & instructor)**
- Was the introduction/overview sufficiently information-rich?
- Did the presentation clearly present both/several perspectives?
- Was the presentation creative?
- Was the presentation persuasive as to why you should care?

**Instructions for Class Participation**

In addition to the Class Participation information cited previously, it is based on:

(a) **Attendance.** At the very minimum, this means coming to class on time and staying for the entire period. If late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.

(b) **Active participation** in classroom discussion. This 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 section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting group-work or the class. Participation also includes being able to answer questions on unannounced quizzes.

(c) In order to encourage active reading and classroom discussion, you should come to class prepared for meaningful discussion and class
contributions on the assigned readings. You should be ready to share your ideas, observations, and analysis of what you found significant. You may choose to agree or disagree with the author, but should try to put it within a larger context. I will call on a few students to present their Executive Summaries (ES) to the class. An “excellent,” well-presented ES will earn 1 extra Class Participation point.

You may 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 email, blogs, or cyberspace, since that means you are not fully present in class.

Please turn your cell phone ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones, especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I do realize that our class is nearly 3 hours long. Thus, if you have to quickly go to the restroom, please do so quietly, and return with minimum disruption. We will have at least one 15-minute break during class.

**Group Work**

At least one assignment is a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively and be invested in the final outcome. For class the primary rewards are grades and learning collaborative work skills.

You’ve all heard the expression, “A chain is only as strong as its weakest link.” It is unfortunate, but possible, that some students will not “carry their own weight” on group work. If your group has a member who is disruptive or is not doing his/her share, you should first work with the student. If this
remains a problem please contact the instructor. If the majority of the group wants to remove that member, the instructor will contact the student and work to resolve the problem.

**EXPECTATIONS FOR ALL ASSIGNMENTS**

**Plagiarism** will result in failing the class. It also will be reported to the department for appropriate action. It is **not worth the risk** to your career.

As a general review, any **quotes** should either be placed in quotation marks or block quotes for longer extracts. You may use any recognized citation style (Chicago, APA, ASA, MLA, etc.) to cite sources of quotations or other information as long as you are consistent in doing so. If citing the same source, using the parenthetical references such as the MLA style may be the easiest. For example, you can write (Daniels, 1995, 15), or (Daniels 15) if you have only one citation by Daniels. For papers using parenthetical references, a bibliography of works cited must be included. Information from personal conversations, letters, lecturers, and the Internet should also be cited with the date (and URL for Internet sources).

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, not merely to use up space in a paper. Any long quotation (more than 1 sentence) should be placed in a **block quotation**. These do not use quotation marks, but are single-spaced and indented on both sides. Do not put them in italics.

Please use **12-point Times** (or comparable) font, **double-space** your written assignments, and leave a **1-inch** margin. Papers should also be stapled. For assignments under 10 pages, a cover page is not necessary, but you should include your name, the date, assignment name, and class [LIS 610] (all single-spaced) on the first page of all materials. You are encouraged to use a title for each paper since this often helps writers to establish a focused theme. Each page should be **paginated** (except the cover page if used).

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 paper, and provide evidence for your observations. Papers are due at the start of class. **Late assignments will be reduced by 10% per day**. No overdue assignments or extra credit projects will be accepted after **December 3**.
Quiz and Note-Taking

There may be one or more quizzes in class. Such a quiz may consist of matching (such as definitions, theories), short or long answer questions or other formats. Such a quiz will be conducted at the start of class and cannot be made up unless the absence was excused in advance. The purpose of this is to keep you engaged with the readings, lecture, and classroom discussion, which will be the source of your answers. Quizzes contribute towards your class participation score.

You should take good class notes of lectures and discussions. I do not usually make copies available of PowerPoint lectures (The exception is for students with English difficulties, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally and actively involved in class.

PROGRAM LEARNING OBJECTIVES

This introductory survey course addresses the following objectives of the LIS Program, enabling you to:

1. Demonstrate an understanding of the history, philosophy, policies, and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting, and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization, and evaluation of information;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

This introductory course also contributes towards the following LIS Program Research objectives:

6. Students and faculty engage in research that responds to community information needs;
7. Students engage in research through courses and independent study.

This introductory course may also assist with meeting the following LIS Program objectives for Service:

2. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the program's areas of expertise;
6. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations;
7. Students volunteer their services to community, professional, university and state organizations and agencies.
[The above numbers and text come from the 2007 UH LIS Program Mission and Goals.]

**ALA Core Competencies**

<table>
<thead>
<tr>
<th>ALA Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

**ALA Competencies:**

**Explanation:** In Spring 2007 the LIS Program decided to map its courses along with the ALA’s 2005 Draft “Statement of Core Competencies” as a way of basing our course offerings in parallel
with requirements for today’s professional.

**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”:

(1) Action Research
(5) Content Analysis
(13) Historiography
(16) Interview

**Explanation:** In Spring 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

**COURSE LEARNING OBJECTIVES**

This is an introductory survey course, enabling you to:

1. Become acquainted with a variety of aspects of you 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. Gain experience in accessing information structure and assessing its uses;
6. And, 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 METHOD

Class-time instruction will be a combination of lectures, guest lectures, student presentations, and group discussions. Primary emphasis is on reading, group discussion, and critical analysis. Oral and written assignments are designed to promote critical thinking and reflection on readings and on doing research. Assignment due dates are given in 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 as you progress in your career. Lecture dates, readings, and guest speakers are subject to change.

Course/Teaching Philosophy

My personal and professional ambition is to facilitate your learning. I welcome specific or new proposals for alternative learning experiences to assignments (preferably by appointment). I reserve the right to reject or make counterproposals, and encourage you to consult with me. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

Reading Assignments

SOURCES: Electronic Resources (ER), Sinclair Reserves (SR), Library’s print (P) collections, Internet (I)


**OPTIONAL EXTRA CREDIT**
**(Due 3 December - 3 points)**

Report on Hawai’i Library Association 2003 Annual Conference (November 9-11, 2007, on Kauai). Submit a brief (3-4 page) report summarizing and evaluating professional aspects of the HLA conference. Instead of simply listing programs, focus on one to three elements, and summarize and critique the most noteworthy aspects. Explain the value of the conference to you.

**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.

*Approved by the LIS Faculty on 19 March 2007*