Welcome to LIS 691  
Masters Seminar I  
Fall 2019

The seminar meets on Wednesdays from 5:00 to 6:00 pm in Hamilton 3F. Sessions run from August 28 to December 4, 2019. Neighbor island students will join us via Zoom.

Seminar Facilitators

Violet Harada, LIS Professor Emeritus  
Email: vharada@hawaii.edu  
Office: HL 3-I Office hours: By appointment

Cheri Ebisu, LIS Program Coordinator  
Email: cherin@hawaii.edu  
Office: HL 2 Office hours: By appointment

Course Description

This is a seminar for entering students focused on the development and articulation of a reflective professional philosophy, in preparation for the culminating portfolio. LIS 691 is a required course. 1 credit. CR/NC only. Prerequisite: None.

LIS Student Learning Outcomes (SLOs)

LIS 691 does not directly address any specific LIS student learning outcome although it touches upon varying features of each of the six SLOs. Rather, it offers students a broad introduction to the LIS Program and the information professions, and helps students begin to develop a professional identity and philosophy. The SLOs are

- SLO1 Services: Design, provide, and assess information services
- SLO2 Professions: Apply history and ethics to develop a professional LIS identity
- SLO3 Resources: Create, organize, manage and discover information resources
- SLO4 Technologies: Evaluate and apply information technologies
- SLO5 Cultures: Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities
- SLO6 Management: Demonstrate skills necessary to manage and work effectively within information organizations

Seminar Concepts

We identify the major course concepts as the following “4 P’s”

- Program
• Portfolio
• Professional identity
• Professional community

Program
The LIS Program offers a diverse collection of courses and experiences from which you are invited to shape an individualized pathway to meet your professional needs. You will be working with your faculty advisor to develop your unique program of courses. In the seminar, we will clarify the degree requirements and provide opportunities for you to find out more about the courses you might take to develop your career pathway.

Portfolio
The seminar is a chance to begin thinking about the culminating ePortfolio that will capture your journey through the LIS degree program. Questions to consider: How might you demonstrate your accomplishments? How might you reflectively express the insights you have gained? How might this portfolio be a professional and unique representation of your academic career? How might it provide a glimpse of your beliefs and aspirations as a professional entering the field?

Professional identity
In the seminar, we wrestle with critical questions that define a profession and how we develop our personal visions and goals as professionals. Questions to consider: What body of knowledge and skills might you need to succeed in this field? What core values and standards might be critical to your work? What are your aims and expectations? How do you wish to serve the communities in your chosen field? How might you advocate for the role of libraries in our various communities?

Professional community
Participation in a community is learning to thoughtfully and ethically engage with colleagues in a professional environment. We will practice these concepts and skills as we build and nurture our class community. The grounding principles that will guide our interactions will be determined by the class as a whole, with the ongoing expectation that all of us are responsible for our own respectful voices during in-class sessions and on-line exchanges.

Learning Outcomes for the Seminar
By the end of this course, you will be able to:
• Navigate the LIS Program and identify key elements of the curriculum as well as relevant student services and organizations.
• Articulate critical understandings of the information professions (broadly conceived) and the varying contemporary roles information professionals play in societies.
• Identify and discuss some of the current issues and challenges facing the information professions.
• Articulate the beginnings of a professional identity and philosophy.
• Develop an appreciation for participation in a professional community.
• Demonstrate a clearer understanding of the expectations for the culminating portfolio.

Seminar Expectations

The credit/no credit designation for this seminar will be based on the following requirements.
• Discussion and active participation are the driving forces of this course. Do not hesitate to respectfully share your ideas and questions with peers and guest speakers. This course pivots around discussion, not lectures.
• Developing a thoughtful reflective stance on your ongoing observations and assignments is paramount to your success as a graduate student. For this reason, we ask you to write informal logs each week in this seminar. You will be posting your entries in SLACK, which is a collaborative online workspace.
• Completion of required assignments that support your development of a professional identity. This includes a mini-project on careers exploration and a draft of the introductory essay to your portfolios.
• Meeting all specified deadlines for required assignments.

Important: No incompletes will be given for the seminar. If you do not receive credit for the course, it must be repeated in the following semester.

Required Assignments

Informal logs
You will be exposed to many new experiences in this seminar and in the various courses you take this semester. Reflecting on what you are hearing and observing becomes a crucial part of the total learning experience. In this seminar, we ask that you post an informal log each week that captures what’s on your mind. The logs serve two important purposes: (1) they help you develop a personal understanding of the program and the goals you wish to pursue, and (2) they allow everyone to share ideas, insights, questions, and concerns in a friendly online environment.

By Sunday midnight each week, please post your logs in Slack. We ask that each entry be a minimum of 150 words; there is no maximum. The log is not a formal essay; consider it a conversation that we can all share online. We will provide prompts each week to focus the entries on learning encounters in our seminar but we will always invite you to write on other topics or issues that you find compelling and relevant.

Career exploration
Part of developing a professional identity is getting better acquainted with the current job market and what employers are seeking in today’s information professional. This assignment will engage you in (1) analyzing at least 2-3 job announcements in a particular specialization (e.g., public libraries, archives, school libraries), (2) culling from
the announcements a summary of the required/desired job skills and qualifications and major responsibilities, and (3) reflecting on your personal skills and qualifications for these jobs, as well as areas you need to build on during your time in the LIS program.

This assignment will be more fully explained in Week 5. Deadline: Week 7.

Introduction for the ePortfolio
Your ePortfolio should open with an introductory essay that captures a unique profile of who you are and what you hope to accomplish through this program. Questions you might think about and address in a thoughtfully organized essay include but are not limited to the following:

- What are your professional interests and goals?
- If you have selected a specialization or track, what is it? Why are you interested in this track?
- What past work and life experiences serve as assets in meeting your professional goals?
- What areas are you eager to improve on?

The essay should be approximately 500 words in length. We will discuss the assignment in more detail during the semester. We will establish deadlines for posting drafts in Slack that will allow you to provide informal feedback to one another. It’s important to remember that this essay will be a work in progress and that you should continually revisit and expand upon the essay as you advance through the program.

IMPORTANT: The above are required assignments that must be posted by the specified deadlines. Although the work will not be graded, failure to turn in the assignments will result in “no credit” for the seminar. This will necessitate repeating LIS 691 in the following semester.

Readings

There is no required text for this seminar. Any readings will either be provided or will be accessible on-line and/or through the university library.

Suggestion: effective written communication is essential in your work as a graduate student and as a career professional. We recommend the following text, which is available through Amazon.com, as a handy guide to writing: On Writing Well: The Classic Guide to Writing Nonfiction, by William Zinsser. It is a highly readable and very practical source for sound writing advice.

Teaching Philosophy

We believe that the most effective learning is inquiry-driven and collaborative. You will have opportunities for questions as well as reflective and interactive discourse and hands-on activities. The seminar will focus on the following:

- Guest presentations augmented with follow-up exchanges.
• Reflective conversations and writing.
• Discussions based on readings.
• Participation in various seminar activities.

Technology Requirements

We require the following:
• Access to an internet-connected computer with an up-to-date, modern web browser (e.g., Apple Safari, Microsoft Edge, Mozilla Firefox, Google Chrome). We highly recommend that you bring a laptop or mobile device although O‘ahu students without a personal computer may use onsite computers and printers in the LIS space or the Hamilton library CLIC lab.
• All students should be experienced users of an office productivity suite.
• Distance students attending class via Zoom should have Webcams and microphones (or headsets).

Courseware Technology

LIS 691 will utilize Slack (http://www.slack.com) as a digital workspace for your weekly reflections, Career Exploration assignment, ePortfolio updates, reading resources, and any questions or concerns. Dr. Harada and Cheri will also use Slack to email updates/announcements about the course and to send assignment feedback or answers to questions/concerns.

Cheri will provide a brief introduction to navigating the 691 Slack in Week 1. Slack can be downloaded and installed for free on your own devices. For Fall 2019, the invitation link for LIS 691 on Slack is: http://lis691-fa19.slack.com

Distance students: LIS 691 is a hybrid course, utilizing Zoom as a synchronous, virtual meeting platform to meet the class attendance needs for Neighbor Island students. Your log-in information will be sent to your UH email.

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/resources/professional-expectations/ and the Manoa Student Conduct Code: http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/. These codes align with the Program’s vision, values and mission that are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana.

Inclusion Policy
This class shall maintain professional language use and practice respectful engagement with course topics and exchanges with classmates. It is important that our class space is a comfortable place for everyone. Let us strive to use language that is inclusive of all people.

**KOKUA Services**

Students, who require reasonable accommodations to complete required coursework because of the impact of a documented disability, are encouraged to explore the services of UH KOKUA program: [http://www.hawaii.edu/kokua/](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.

**Other UHM Support Services**

Confidential student counseling and support services are available at the UH Manoa Counseling and Student Development Center (CSDC), Queen Liliʻuokalani Center for Student Services, Room 312. More information is available at the CSDC website: [http://manoa.hawaii.edu/counseling/](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/](http://manoa.hawaii.edu/titleix/).

**Acknowledgements**

Our special thanks to Dr. Tonia Sutherland and Mr. Christian DeLay for graciously permitting use of materials from their LIS 691 syllabi and recommended resources.
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<th>Session</th>
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| 1 8/28 | **Building a professional community**  
• Getting acquainted: your background, your expectations, courses this semester  
• Overview of the 691 seminar  
• Reflective journal requirement – intro to Slack |
| 2 9/4 | **Sharing first-year reflections** – moving from confusion to increasing confidence  
• Guests: Lilla Faint and Katie Joe Lang  
• Second-year students share their initial impressions and feelings, their current status, their tips and advice  
• Overview of LIS curriculum |
| 3 9/11 | **Getting acquainted with faculty and curriculum**  
• Guest: Dr. Noriko Asato  
• Informal intro to Dr. Asato’s courses, track specialty, and research  
• Getting involved with professional organizations |
| 4 9/18 | **Getting acquainted with faculty and curriculum**  
• Guest: Dr. Andrew Wertheimer  
• Informal intro to Dr. Wertheimer’s courses, track specialty, and research  
• Brief look at history of librarianship |
| 5 9/25 | **Getting acquainted with faculty and curriculum**  
• Guest: Dr. Vanessa Irvin  
• Informal intro to Dr. Irvin’s courses, track specialty, and research  
• Exploring careers – intro to assignment |
| 6 10/2 | **Creating your ePortfolio**  
• Guest: Dr. Michael-Brian Ogawa  
• Part 1 – getting started with Weebly or WordPress  
• Drafting an introduction for your ePortfolios) |
| 7 10/9 | **Getting acquainted with faculty and curriculum**  
• Guest: Meera Garud  
• Informal intro to Ms Garud’s courses, track specialty, and career pathway  
• Exploring careers - sharing assignment |
<p>| 8 | <strong>The working information professional – panel 1</strong> |</p>
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<td>• Guests: Krystal Kakimoto, Erica Dias, Mary Campany</td>
<td>• Developing your professional identity</td>
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<td>10/23</td>
<td><strong>Getting acquainted with faculty and curriculum</strong></td>
<td>• Guest: Dr. Tonia Sutherland</td>
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<td>• Informal intro to Dr. Sutherland’s courses, track specialty, and research</td>
<td>• Working with the Student Learning Outcomes</td>
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<td>10/30</td>
<td><strong>Planning for the spring term</strong></td>
<td>• Guests: Adjuncts for next term [tentative]</td>
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<td>• Guests share information on spring 2020 courses they will be teaching</td>
<td>• Discussing how extramural accomplishments might be included in ePortfolios</td>
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<td>11/6</td>
<td><strong>Contents of your ePortfolio</strong></td>
<td>• Guests: Mandi Hull and Michelle Carino</td>
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<td>• Second-year students share how they are developing their ePortfolios, tips on customizing them</td>
<td>• Discussing what makes a high quality portfolio</td>
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<td>11/13</td>
<td><strong>Getting acquainted with faculty and curriculum</strong></td>
<td>• Guest: Dr. Rich Gazan</td>
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<td>• Informal intro to Dr. Gazan’s courses, track specialty, and research</td>
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<td>11/20</td>
<td><strong>Creating your ePortfolios</strong></td>
<td>• Guest: Dr. Michael-Brian Ogawa</td>
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<td>• Part 2 – Organizing and adding items to your ePortfolios</td>
<td>• Assign readings on the future of libraries and librarianship</td>
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<td>11/27</td>
<td><strong>The working information professional -panel 2</strong></td>
<td>• Guests: Nicholas Cho, Caroline Lee, Allyson Ota</td>
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<td></td>
<td>• Developing your professional identity</td>
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<td>12/4</td>
<td><strong>Reflecting on our first semester</strong></td>
<td>• Sharing your ePortfolio beginnings</td>
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<td>• Sharing readings on the future of libraries and librarianship</td>
<td>• Revisiting our evolving notions of a professional identity</td>
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