LIS 691: Masters Seminar I (1 credit)
Spring 2019
Dr. Tonia Sutherland

<table>
<thead>
<tr>
<th>Course</th>
<th>LIS 630: Community Engagement</th>
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<tbody>
<tr>
<td>Course Schedule</td>
<td>Tuesdays, 5-6 p.m.</td>
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<tr>
<td>Course Location</td>
<td>LIS Classroom 003F (Hamilton Library, Ground Floor)</td>
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<tr>
<td>Instructor</td>
<td>Dr. Tonia Sutherland</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:tsuther@hawaii.edu">tsuther@hawaii.edu</a> or <a href="mailto:tonia.sutherland@hawaii.edu">tonia.sutherland@hawaii.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Before and after class or by appointment.</td>
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I. Course Description

Seminar for entering students focused on the development and articulation of a reflective professional philosophy, in preparation for the culminating portfolio or thesis. Peer mentoring, faculty, and student presentations. MLISc degree required course. 1 credit. CR/NC only. (Catalog Description)

II. Course Rationale and Objectives

The identity of a profession is founded on a discrete body of knowledge and on a professional culture that arises from a common history, a united purpose, a shared vocabulary, and collective values, norms, and standards.¹

Graduate work in library and information studies provides the training and understanding needed to excel in the information professions. Information professionals have a plethora of professional duties and responsibilities, but we higher duty as well: to ensure that the work that we do remains relevant. In addition to domain expertise (the specific demands of public librarianship or archivy, for example), information professionals have a responsibility to maintain technical competence and digital literacy; to engage and educate the public; to use information and information resources creatively to solve problems; to diversify the profession; to advocate for the information professions (and information professionals); and to enhance the public good. This course offers

students entering the LIS Program at UH Mānoa a broad introduction to the LIS Program and the information professions, and helps students begin to develop a professional identity and philosophy.

By the end of this course, students will be able to:

- Navigate the LIS Program and identify related student services and organizations.
- Articulate critical understandings of the information professions (broadly conceived) and the varying contemporary roles information professionals play in societies.
- Discuss some of the issues and challenges facing the information professions.
- Articulate the beginnings of a professional identity and philosophy.
- Demonstrate a clear understanding of the expectations for the culminating portfolio or thesis.

III. Student Learning Outcomes

LIS 691: Masters Seminar I is a required course that addresses varying parts of each of the UHM LIS Student Learning Outcomes.

- 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

IV. Format for Instruction

This course is taught using a variety of pedagogical approaches. The course will employ a combination of seminar discourse; lectures; presentations; assigned and suggested readings; videos; online discussions; examination and evaluation of information tools and resources; team projects and activities; collaborative problem-solving; reflective writing; and/or guest speakers.

I believe in collaborative learning, where we all learn from each other. I also believe that students benefit from exposure to real world situations, as these foster critical thinking. Working in groups helps us all improve our communication skills, which is something highly valued by most organizations. As such, students should anticipate working together both inside and outside of class.

A. Required Texts

There is no required text for this course. All readings will either be provided or will be accessible online and/or through the university library.

B. Expectations for Class Preparation
Reading assignments should be completed before or during the week assigned so you are prepared to participate in class discussion.

V. Course Policies

A. Aloha, ‘Ohana, and Kuleana
LIS 691: Masters Seminar I is a required course offered within the UHM LIS Program. As such its agenda aligns with the Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana.

B. Class Participation
Class Participation: Discussion and active participation are the driving forces of this course. As such, it is vital that you fully participate in each class session. Class participation includes reflecting the LIS Program’s values in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course.

Students in this course will thrive on the strength and depth of discourse and discussions. In order to have a successful class, students’ participation is essential. Do not hesitate to speak out positively if in disagreement with instructor or peers or guest speakers; this course pivots around discussion, not lecture. Weekly participation will include discussion of required readings. It is therefore expected that you read the require readings and come to the discussion prepared with questions and comments. Class participation is mandatory. Failure to satisfy the participation requirements will result in the student being certified out of the course without credit (NC) and having to repeat the course in a later semester.

If you have an emergency that prevents you from attending a class session, please attend to the emergency first and contact me as soon as it is reasonable to do so. O‘ahu students who will be off-island for travel should plan to attend class remotely via Zoom, which is available for macOS/Windows laptops, as well as Android & iOS-based mobile devices.

Contacting Dr. Sutherland by email: I receive a constant stream of university-related email in addition to professional email from all over the world. Please email me using your UH email only, using the correct course number in the email subject line so that I receive your query as a student email, and can give your needs the proper priority. This stipulation is very important. If you don't do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another better. For example:

From: youremailaddress@hawaii.edu
Subject field: LS 691: Question about ePortfolio
Please know that in order to maintain a healthy work-life balance, I am offline on the weekends and I stop checking email by 8 p.m. during the week. If you email me late in the day or over the weekend, please anticipate a delay in response. Lastly, unless permission is explicitly granted, I will not accept assignments via email.

C. Evaluation of Assigned Work
Although assignments are not graded in LIS 691, your work will be evaluated on your ability to perform a graduate-level analysis of a problem, your use of professional sources and resources, and your ability to demonstrate a mastery of course concepts. The balance among these components may be slightly different for each assignment depending on that assignment's goals. Please put your name on your assignments!

Citation Style for Assignments
Students should adhere to the most recent edition of The Chicago Manual of Style as indicated above. Papers should include footnotes rather than endnotes; please do not use parenthetical references within the body of your papers. In addition, please do not use “Ibid.” in your footnotes. Instead, you should use the CMS short form for repeated citations.

Please see: http://www.chicagomanualofstyle.org/tools_citationguide.html

Late Assignments
Assignments are due before class on the due date listed. I will accept requests for an extension up to a day prior to the due date. Unless an extension has been granted by the Instructor, late assignments forfeit Instructor feedback and no credit will be given for assignments more than 3 days late.

Incomplete (I)
No Incompletes will be given for this course. If a student does not receive credit for the course, it must be repeated in a later semester.

D. Technology Requirements
• Access to an internet-connected computer with an up-to-date, modern web browser (e.g., Apple Safari, Microsoft Edge, Mozilla Firefox, Google Chrome). O’ahu students without a personal computer may use onsite computers & printers in the LIS space or the Hamilton library CLIC lab.
• Students should be experienced users of an office productivity suite.
• Webcam and microphone (or headset) for students attending class via Zoom.

E. Inclusion Policy
This class shall maintain professional language use and practice respectful engagement towards course topics and classmates. Sexism, racism, heterosexism, homophobia, ageism, ableism, disrespect toward any religion, gender identity expression, or any other affiliation will not be tolerated. 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.
F. Disability Policy: KOKUA | Disability Access Services
If you need an accommodation based on the impact of a disability, you are invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. Special accommodations cannot be made unless documented via KOKUA.

G. Academic Integrity
In keeping with the American Library Association's Code of Ethics (2008) and the Society of American Archivists Core Values Statement and Code of Ethics (2011), the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, the department applies the university's Academic Integrity Policy with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), the UHM LIS Program anticipates your compliance with its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course.

H. Copyright Notice
Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni’s projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor’s nor course alumni’s) without express written consent of your Instructor.

VI. Class Community
Part of being in community is learning to build community and how to thoughtfully and ethically engage with communities. We will practice these concepts and skills through building, fostering, and nurturing our class community. The grounding principles that will guide our interactions as a class will be determined by the class as a whole, with the ongoing expectation that each member of the community is responsible for their own voice during class sessions. The instructor will use the established grounding principles to guide class discussions and will revisit this guiding vision as necessary as the course progresses.
VII. Assignments
Assignment instructions will be posted on Laulima and handed out in class to all students. As graduate students you are expected to dedicate time to produce quality assignment submissions. As professionals you will be expected to perform your work in a timely manner to support organizational goals and objectives. Thus, late assignments are subject to penalty. Please see the policy on Late Assignments, above.

All assignments are due **before class** on the due date listed, unless otherwise stated.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>ePortfolio Introduction</td>
<td>February 12</td>
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<tr>
<td>Career Study</td>
<td>February 26</td>
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<tr>
<td>LinkedIn Profile</td>
<td>March 12</td>
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<tr>
<td>ePortfolio Web Address</td>
<td>April 9</td>
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<tr>
<td>Elevator Pitch</td>
<td>April 30</td>
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VIII. Course Reading Schedule

**Please Note:** Changes and updates to the reading schedule are likely and will be announced in class and by email.

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
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<tr>
<td>1</td>
<td>1/8</td>
<td><strong>Introduction to the LIS Program</strong></td>
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<td><strong>Guest Instructors:</strong> Assistant Program Chair Dr. Noriko Asato and LIS Program Coordinator Cheri Ebisu</td>
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<td><strong>Guests:</strong> LIS Student Organization Representatives</td>
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<td>• Familiarize yourself with the UHM LIS Program Website:</td>
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<td><a href="https://www.hawaii.edu/lis/">https://www.hawaii.edu/lis/</a></td>
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<tr>
<td>2</td>
<td>1/15</td>
<td><strong>Introduction to the Information Professions &amp; LIS Education</strong></td>
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<td>• Sweeney, M. “How to Read for Grad School.” <a href="https://miriamsweeney.net/2012/06/20/readforgradschool/">https://miriamsweeney.net/2012/06/20/readforgradschool/</a></td>
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<td>3</td>
<td>1/22</td>
<td><strong>Professional Pathways &amp; National Professional Organizations</strong></td>
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<td>• American Library Association: <a href="http://www.ala.org/">http://www.ala.org/</a></td>
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<td>• Association of School Librarians: <a href="http://www.ala.org/aasl/">http://www.ala.org/aasl/</a></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic and Assignments</td>
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| 4    | 1/29 | Developing a Professional Identity  
  - What is Professionalism?  
  - ALA Code of Ethics  
  - SAA Core Values Statement and Code of Ethics  
  Assignment: ePortfolio Introduction |
| 5    | 2/5  | Representing the Information Professions  
  - Old Maids, Policeman, and Social Rejects: Mass Media Representations and Public Perceptions of Librarians  
| 6    | 2/12 | The Working Information Professional  
  - BLS Occupational Outlook Handbook  
  - SJSU Snapshot of Job Postings  
  - 10 Takeaways from SJSU’s report  
  - Library Journal 2017 Placements & Salaries (read “Librarians Everywhere” and “Job Journey” summaries, skim the raw data)  
  - LIS skills in a data universe  
  - Librarians Everywhere  
  Assigned: Career Study  
  Due: ePortfolio Introduction |
| 7    | 2/19 | Culturally Competent Information Professionals  
  - The Quest for Diversity in Library Staffing: From Awareness to Action  
  - ACRL Cultural Competencies for Academic Libraries |
| 8    | 2/26 | Developing an Online Presence  
  - Fine-Tune Your Social Media Accounts When You’re Searching for a Job  
  - Building a Credible Online Presence for Library Professionals |
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<tr>
<th>Date</th>
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| 9    | Library Conferences  
  - ALA  
  - HLA  
  - SAA  
  - AHA  
  Guest Speaker: Cheri Ebisu, Hawaiʻi Library Association |
| 3/5  | Library Conferences  
  - ALA  
  - HLA  
  - SAA  
  - AHA  
  Guest Speaker: Cheri Ebisu, Hawaiʻi Library Association |
| 10   | Evidence-Based Practice  
  Guest Speaker: Dr. Michael-Brian (“MB”) Ogawa |
| 3/12 | Evidence-Based Practice  
  Guest Speaker: Dr. Michael-Brian (“MB”) Ogawa |
| 3/19 | NO CLASS: Spring Break |
| 3/26 | NO CLASS: Kūhiō Day |
| 4/2  | Collaboration  
  - Reading TBA |
| 4/9  | Grants  
  - Institute for Museum and Library Services (IMLS): [https://www.imls.gov/](https://www.imls.gov/)  
  - Library Grants  
  - ALA Grants |
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|   | **Guest Speaker:** Dr. Vanessa Irvin, Hui ‘Ekolu  
**Due:** ePortfolio Web Address |   |
| 15 | 4/16 | **Technology**  
• Reading TBA |
| 16 | 4/23 | **Work-Life Balance**  
• [An Academic Librarian-Mother in Six Stories](#)  
• [Vocational Awe and Librarianship: The Lies We Tell Ourselves](#)  
**Assigned:** Create an elevator pitch for yourself |
| 17 | 4/30 | **Course Wrap-Up & Elevator Pitches**  
**Due:** Elevator Pitch |