**COURSE DESCRIPTION**

This course is a research-intensive seminar that explores reader response theory as a foundational understanding of the reading process in library contexts and similar settings. Consideration of ways in which responsive reading effects various literary formats available in libraries and other educational institutions. Critical examination of ways in which library and literacy services impacts reading engagement and interests of library users, students, and educators. This course is particularly useful for those interested in public, school, and academic librarianship; as well as educators from similar settings: schools, archives, museums, and other community organizations.

**Prerequisite:** None.

**LIS 693 FACULTY AND STAFF**

Instructor: Vanessa Irvin, M.S.L.S., Ed.D.
Office Location: Hamilton Library 003C
Office Phone: (808) 956-6703
Office Hours: By appointment only, email your request
Email: irvinv@hawaii.edu
URL: http://www2.hawaii.edu/~irvinv

*Note: There are no Teaching Assistants (TAs) for this course.*

**COURSE EXPECTATIONS**

Via a 100% online pedagogical approach, the culture of this class is unique. Thus, the following points are important for your understanding:

- Course materials are presented to appeal to a broad audience in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.
- It is anticipated that you exhibit the professional expectations as stipulated by the UHM LIS Program.
- It is anticipated that you adhere to on-time submission of all assignments, including online discussions.
- It is anticipated that as a graduate level student, you comply with the university’s academic integrity policy.
- Beyond in-class time, total workload (readings, writings, research, etc.) for this course will take at least 8 to 10 hours per week.

**COURSE CONTENT**

Principal topics approached in this course include:

- The Act of Reading: What happens when we read?
- Making spaces in libraries: Body politics in library spaces
- “It’s Over There”: Shelf location and reading choices in libraries
- Exploring personal connections in digital reading environments
- Reading along the lifespan: Considering lifelong learning practices in libraries
- Reading while we work: Librarians as readers of professional practice

*Note: Aspects of this course are subject to change, at the discretion of the Instructor. Any modifications will be announced and documented in a timely fashion in-class, via Slack, and email. Last update: 8 January 2019, version: Spr19-final, rev*
STUDENT LEARNING OUTCOMES

*LIS693-Responding to Reading in Libraries* is an elective course. As such, this course approaches various aspects of the UH M LIS program’s student learning outcomes (SLOs) but offers ePortfolio-eligible assignments for the SLOs in bold font (below). For the specific assignments that meet the ePortfolio curriculum requirement, be sure to read the Assignments section of this syllabus.

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.
SLO 4: Evaluate and use the latest information technologies, research findings and methods.
SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

TEACHING PHILOSOPHY

*This LIS693 is a research-intensive seminar* that emphasizes the development of professional attitudes, knowledge, and skills critical for understanding and embracing diverse approaches for planning and actualizing professional practices. The broad goal of this course is to help students acquire the ability to take a reflective stance towards ways in which acts and approaches to reading in libraries are enacted and actualized. This means that this course is discourse driven with the anticipation that topics are open for discussion and debate.

TEACHING METHODS

This course is taught using a variety of pedagogical approaches, including but not limited to: seminar discourse, lectures, videos, website evaluations, reflective writing, collaborative problem-solving, online discussions, written examinations, and guest speakers.

RESEARCH METHODS

This course focuses on how the information professional uses established resources to examine professional practices and to fulfill information seeker needs. Research methods include ethnography, practitioner inquiry, case studies and critical evaluation. A key component to this course is the taking of an inquiry stance to explore practices engaged for retrieval of resources and the information within them.

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.

REQUIRED MATERIALS

Weekly topics will be conceptually framed in accordance with assigned scholarly and professional literature to read, think about, write about, and discuss via your writing assignments and via class discourse on *Slack* channels/modules. It is also anticipated that in addition to the assigned readings that you will independently read, cite, and discuss relevant, credible texts to add to class discussion.

Required Texts. See Course & Reading Schedule, starting on page 9, herein.
REQUIRED MATERIALS (continued)

LIS 601 CITATION/WRITING STYLE = APA.
Professional attention to detail requires producing work that respects language conventions, even if they are not our own. In this vein, we are using APA style for citation and writing conventions for this course. Unless otherwise specified, all course assignments should follow APA standards for spelling, grammar, and for concise, unbiased writing conventions. Additionally, all assignments should be written expressing correct diacritics for all native/indigenous languages (Hawaiian, Spanish, etc.). For more information on diacritics, see: http://bit.ly/2G0SfnE

The style guide text is:
-- Text should be readily available at UHM Bookstore in Campus Center.
-- Text is also available via Amazon priority shipping.
-- The course-approved online resource for APA style is: https://owl.english.purdue.edu/owl/resource/560/01/

TECHNOLOGY REQUIREMENTS

As this is a 100% online course, you are required to have reliable computer equipment and high speed internet connection. Lack of computer connection is not an excuse for not being fully present for a graduate level, online course.

Additionally, your UHM email address must be used for all course-related correspondence, and the LIS693 forum on Slack is to be accessed as the gateway to all course material and class discourse.

Lastly, as a UHM LIS student, you should be independently competent in using word processing, presentation software, and the internet to produce your work.

SLACK

Slack (http://www.slack.com) is a social media platform targeted towards corporate, non-profit, and educational institutions as a digital workspace for working groups. Slack is used in higher education as a user-friendly course management system.

For this course, Slack will be employed to post class readings and materials, to participate in discussions and tasks, to email updates/announcements, and to send assignment feedback. You will need to use Slack to submit your assignments and to access course materials and information. It is your kuleana to correctly and effectively navigate Slack. (Slack can be downloaded and installed (for free) on all your devices).

The invitation link for LIS 693 on Slack is: http://lis693irvinsp-hgy3130.slack.com. Use this link to join the LIS 693 workspace by no later than Sunday, January 13, 2019.

ZOOM

LIS 693 is a 100% online course, and as such, there is always the possibility of utilizing the Zoom virtual meeting platform (https://bit.ly/2c62F5J) to meet the class attendance needs. If Zoom becomes an option for class meetings, you will be emailed a link and ID number for logging onto the Zoom platform for class. This information is proprietary and should be used by only students enrolled in this course.
STUDENT RESPONSIBILITIES

*Responding to Reading in Libraries* is a special topics course offered within the UHM LIS Program, and as such, aligns its agenda with the Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana. With these values in mind, the following intentions are anticipated:

**Professionalism and Class Participation.** The “channels” area on Slack is the driving force of this online course. As such, it is vital that you fully participate in class by checking in daily and being diligent to responding to your classmate-collegues’ posts (Note: Slack is downloadable as an app for all devices). Class participation includes exhibiting aloha in all in-class, out-of-class (including office hours, phone calls, and any face-to-face interactions), and online (including email) communications concerning this course and is graded accordingly. Refer to UHM LIS’s Professional Expectations Notice for details on the prerequisite technical and professional competencies you need in order to successfully experience this course.

**Contacting Dr. V.**

**Slack.** The best way to contact me for this course is via “Direct Message” (DM) on Slack. **Email.** I receive a constant stream of university-related email, plus professional email from all over the world. Thus, email me using your UH email only, putting the correct course number in the email subject line so that I receive your query as 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. For example,

```
From: youremailaddress@hawaii.edu
Subject field: LIS 693: Question about Midterm
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Alternatively, be sure that your emails are professional in tone and presentation, especially because email becomes an important part of your coursework. Established guidelines for composing professional emails are located at: [https://www.training.nih.gov/writing_professional_e-mail](https://www.training.nih.gov/writing_professional_e-mail). I am offline on the weekends, so if you email me during the weekend, expect a delay in response.

Lastly, due to the nature of the projects in this course, unless otherwise requested:
1) I only accept assignments via email. See assignment guidelines for instructions on submitting assignments,
2) I only communicate with hawaii.edu email addresses.

**Office Hours.** The best way to see me for office hours is to request an appointment via Slack DM as first choice, via irvinv@hawaii.edu as second choice. Office hours are scheduled in 60-minute timeslots.

**Submitting Assignments.** You are responsible for the correct and on-time submission of your work; this includes being familiar with how Slack works. Assignments are due by 11:59 PM HST, on the date due, unless otherwise specified. **Late assignments** are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions, so please do not ask). If you cannot submit your assignment by the date due, inform me inasmuch advance as possible, with evidence/documentation. Late and/or incorrectly submitted assignments go to the bottom of my grading queue, thus, if you submit late, expect a delay in communications and response. **Note: I do not accept assignments by email.**

**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.

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*Note: Aspects of this course are subject to change, at the discretion of the Instructor.*
*Any modifications will be announced and documented in a timely fashion in-class, via Slack, and email.*
*Last update: 8 January 2019, version: Spr19-final rev*
ACADEMIC INTEGRITY AND HONESTY

In keeping with the American Library Association's Code of Ethics (2008), 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 to 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.

Successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

“THE WORK”

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Modules</td>
<td>Discussion Channels</td>
<td>Weekly</td>
</tr>
<tr>
<td>Midterm</td>
<td>Annotated Bibliography</td>
<td>Week 9 11:59pm: Mar 6</td>
</tr>
<tr>
<td>Final</td>
<td>Literature Review-or-Theorist Study</td>
<td>Finals Week 11:59pm: May 8</td>
</tr>
<tr>
<td>Philosophy &amp; Resources</td>
<td>Class participation</td>
<td>As specified</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>110%</td>
</tr>
</tbody>
</table>

General Grading Rubric. Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:

Ø Originality and depth of ideas, insights and professional assessments
Ø Demonstrated ability to use scholarly sources to support ideas and opinions
Ø Compliance with course criteria and standards
Ø Fulfillment of all requirements for assignment
Ø Timeliness of submission (submitting too early can be just as bad as submitting too late)
### ASSIGNMENTS

**Seminar Discourse** | Each module will open as a *Slack* channel, bi-weekly, by Monday, 12 noon, closing on a Sunday, by 11:59pm – per the following schedule:

<table>
<thead>
<tr>
<th>Slack channel</th>
<th>Topic</th>
<th>Post during these dates</th>
<th>Respond during these dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module1</td>
<td>The Act of Reading</td>
<td>12pm, January 14 – January 20</td>
<td>January 21 - January 27, 11:59pm</td>
</tr>
<tr>
<td>Module2</td>
<td>The Patron Reader</td>
<td>12pm, January 28 - February 3</td>
<td>February 4 - February 10, 11:59pm</td>
</tr>
<tr>
<td>Module3</td>
<td>The Librarian Reader</td>
<td>12pm, February 11 – February 17</td>
<td>February 18 – February 24, 11:59pm</td>
</tr>
<tr>
<td>Module4</td>
<td>Midterm</td>
<td>12pm, February 25 – March 3</td>
<td>March 4 - March 10, 11:59pm</td>
</tr>
<tr>
<td>Module5</td>
<td>Memory as Text</td>
<td>12pm, March 11 – March 17</td>
<td>March 18 - March 24, 11:59pm</td>
</tr>
<tr>
<td><em>Spring Break</em></td>
<td></td>
<td><strong>---</strong></td>
<td>**<strong>Begins March 25</strong></td>
</tr>
<tr>
<td>Module6</td>
<td>Body as Text</td>
<td>12pm, April 1 – April 7</td>
<td>April 8 – April 14, 11:59pm</td>
</tr>
<tr>
<td>Module7</td>
<td>Library as Space/Place</td>
<td>12pm, April 15 – April 21</td>
<td>April 22 – April 28, 11:59pm</td>
</tr>
<tr>
<td>Module8</td>
<td>Final</td>
<td>12pm, April 29 – May 5</td>
<td>May 6- May 11 (last day of semester)</td>
</tr>
</tbody>
</table>

Important considerations for module channel participation:

1/ Each channel runs for two (2) weeks: your original post is due by the end of the first week of the module, and your responsive posts (at least 3 to different classmate-colleagues) are due the second week of module.
   - Weeks start 12:00am Monday and end on Sunday, 11:59pm.
   - Once a module is opened, it will remain open until the ending date.
   - Even though you are responsible for posting a minimum of 3 responsive posts, people typically respond more than that. Reason: the discussion gets interesting!
   - Once the module is complete, it will be archived.
   - You cannot post to a channel once it is archived,
   - … but you can read and gather materials from archived channels.

2/ Visit each module as they open, for instructions on tasks/activities for that topic.
   - *Important:* Mark your planners accordingly. You are responsible for understanding which week to post, and which week to respond.
   - Do not post late. Reason: once the discussion gets started, it is disjointing when people chime in late.
   - Do not respond early. Reason: people often edit their posts during posting week.
   - All in all, please honor the dates and times for each module, as scheduled.
   - As the semester moves on, you’ll get used to the flow of the modules – please do not panic.

3/ *Slack* Tip - Emoticons:
   - Make use of the emoticons. They do not substitute as a responsive post, but for posts that you cannot respond to in full writing, for whatever reason, you can offer an emoticon to convey having read the post and your support of your classmate’s work.
   - Be aware that there will be times when I will require that you post an emoticon to confirm receipt of announcements, guidelines, postings, etc.

4/ Each module is worth 5% towards your course grade.

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*Last update: 8 January 2019, version: Spr19-final, es*
Midterm | Due Wednesday, March 6, 2019, 11:59pm, HST.

Annotated Bibliography |
By the half-way point of this course (week 8), you will have ideas about various topics pertaining to reading in libraries and similar settings, reader response theories and practices, and various perceptions of literacy practices. Choose a topic relevant to this course, that you are interested in, and begin deep research to locate 15-20 credible resources that can be synthesized to convey your stance on your chosen topic. For example, if your topic is, “Teens Responding to Romance Novels”, you may find research-based, peer-reviewed resources that relate to one another to begin to tell a story that reflects your questions and/or ideas about the ways in which teens respond to romance novels.

By the midterm deadline, submit an annotated bibliography of at least 15-20 resources (peer-reviewed articles, books, etc.) on your topic. Your annotated bibliography needs to have an abstract, then on the next page, put your paper’s title at the top and then begin with your introduction. Then, continue to present the annotated bibliography (with cover images of resources), in APA style and format. Wrap up your presentation with discussion/conclusion (at least 2 paragraphs). Finally, on a fresh page, begin your reference list in APA style (a reference list may seem redundant, but it is purposeful). This paper must conform to APA style. Your paper should be no more than fifteen (25) pages, from cover page, to the last item on your reference list.

Final | Choose One Project. | Due Wednesday, May 8, 2019, 11:59pm, HST.

a) Literature Review |
Compose a literature review of your midterm annotated bibliography (which is a head start to this final assignment). This paper is a formal, research-based, scholarly manuscript that must conform to APA citation style. Your literature review should be no more than twenty (20) pages, from cover page to last item on reference list. (Note: there are no book cover images in a literature review.)

- or -

b) Theorist Study |
From your midterm annotated bibliography, create an author study of five (5) of the reading response theorists presented in your midterm. Your theorist study can be offered as a paper, a powerpoint presentation, a website, blog, etc. The important aspect of your study is that its content must be comprehensive and complete.

Notes:
1/ Assignment guidelines for the midterm and final will be distributed separately, via the #coursematerials channel on Slack, as an addendum to this syllabus.

2/ To submit your midterm and final: Upload your assignments as Word documents only, via Slack Direct Message, to Dr. V, no later than 11:59pm HST, on the date due.
ASSESSMENT

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, per LIS program policy, a GPA of 3.0 is required for continued registration and graduation from the LIS program. This means that you must pass LIS courses with a final grade of “B-” or higher to be considered as “passing” in the LIS program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+ pts</td>
</tr>
<tr>
<td>A</td>
<td>95 – 97.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.9</td>
</tr>
</tbody>
</table>

Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in discussion posts and reading logs, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies may be in focus per rubrics and checklists for major assignments.

Assignment grade weights:

- Seminar Modules (8): 40 points / %
- Midterm | Annotated Bibliography: 25 points / %
- Final | Literature Review -or- Theorist Study: 35 points / %
- Class Participation: 10 points / %

Total: 100 points / %

Extra Credit. Extra credit is not available for this course, no exceptions.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irinv@hawaii.edu.

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COURSE & READING SCHEDULE

Module 1 | January 14 – January 27, 2019

Module 1: The Act of Reading


Module 2 | January 28 – February 10, 2019

Module 2: The Patron Reader


Module 3 | February 11 – February 24, 2019

Module 3: The Librarian Reader

** For this module’s discussion the readings will come from everyone in class. Search, find, annotate, post, and discuss three (3) original resources (meaning, they are not listed in the course reading list) that offers insight into educators’ (librarians, archivists, teachers, community workers, cultural workers) reading interests and habits as they apply to professional practice. Be sure to provide full bibliographic entry with a full annotation for each resource. Note: A full annotation for this task is one paragraph of at least 5, but no more than 8 sentences. ** See additional details on module.

Module 4 | February 25 – March 10, 2019

Module 4: Midterm

** Midterm Due | Upload as a Word document, only, via Slack DM to Dr. V, by 11:59pm, Wednesday, March 6.**

Note: Aspects of this course are subject to change, at the discretion of the Instructor. Any modifications will be announced and documented in a timely fashion in class, via Laulima, and email. Last update: 8 January 2019, version: Spr19-final, / vi
Module 5 | March 11 – March 24, 2019

Module 5: Memory as Text || Topic tasks/instructions posted on Slack - #module5.


** Spring Break begins Monday, March 25, 2019 – Spring Break ends Sunday, March 31, 2019. **

Module 6 | April 1 – April 14, 2019

Module 6: Body as Text || Topic tasks/instructions posted on Slack - #module6.


Module 7 | April 15 – April 28, 2019 (last day of Summer Session)

Module 7: Library as Space and Place || Topic tasks/instructions posted on Slack - #module7.


Module 8 | April 29 – May 11, 2019 (last day of semester)

Module 8: Final || Topic tasks/instructions posted on Slack - #module8.

** Final Due | Literature Review or Theorist Study, upload via Slack DM to Dr. V, by 11:59pm, Wednesday, May 8. **
Course Reading List


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