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 settings. Consideration of ways in which responsive reading effects various literary formats available in libraries. Critical examination of ways in which library services impacts reading engagement and interests of library users. This course is particularly useful for those interested in public, school, and academic librarianship. Prerequisite: None.

LIS 693 FACULTY AND STAFF
Instructor: Vanessa Irvin, Ed.D.
Office Location: Hamilton Library 003B
Office Phone: (808) 956-6703
Office Hours: By appointment only, email your request
Email: irvinv@hawaii.edu
URL: http://www2.hawaii.edu/~irvinv

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 possess the professional expectations and computer literacy skills competencies per the stipulations of 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.
STUDENT LEARNING OUTCOMES

This is an elective course. As such, the course approaches various aspects of each of the UHM LIS program’s student learning outcomes (SLOs):
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.

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

TEACHING PHILOSOPHY

This course 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 librarian 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.
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 on Slack channels/forums. It is also anticipated that in addition to the assigned readings that you will independently read, cite, and discuss relevant texts to add to class discourse.

Required Texts. See Course & Reading Schedule, page 8, herein.

LIS 693(Irvin) Citation Style = APA.
- Should be readily available at UHM Bookstore | Also available via Amazon priority shipping

Other Required Materials:
- Use of UHM email
- UHM Hamilton Library research tools
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) library card

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

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.
ALOHA, KULEANA, ‘OHANA.

LIS693 (Irvin) is a special topics course offered within the UHM LIS Program, and 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. With these values in mind, the following policies are anticipated:

Slack, Slack (http://www.slack.com) is a social media content management platform that will be used as the course management system for this online course. You will be using Slack to access all course information and to submit your assignments. LIS693 on Slack is privatized to ensure anonymity of the class roster, class activities, and class materials. Thus, it is your kuleana to correctly and effectively learn how to navigate Slack. For signup information to Slack, you will need to perform a one-time logon to LIS693_702 via the Laulima portal to obtain the LIS693 Slack url.

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-colleagues’ 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 and phone calls), and online (including email) communications concerning this course, and is graded accordingly. Refer to the Professional Expectations Notice and UHM LIS’s requirements for student Computer Literacy Skills for details on the prerequisite technical and professional competencies you need in order to successfully experience this course.

Emailing Dr. V. 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

Additionally, 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_email. 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, I do not accept assignments via email.

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 in advance as possible. 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.

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: 28 June 2017, revision: Summer 2017, /vi
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”

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<th>MODULE</th>
<th>ASSIGNMENT</th>
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<tr>
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<td>Discussion Channels</td>
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<tr>
<td>Midterm</td>
<td>Annotated Bibliography</td>
<td>end of Week 3</td>
<td>25%</td>
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<tr>
<td>Final</td>
<td>Literature Review -or-</td>
<td>end of Week 6</td>
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<td>Theorist Study</td>
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<td>Philosophy &amp; Resources</td>
<td>Class participation</td>
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<td>TOTAL</td>
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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

Weekly Discussions | Each module will open as a Slack channel, weekly, by Monday, 11:59 p.m.:
Module 1: The Act of Reading
Module 2: The Patron Reader
Module 3: The Librarian Reader
Module 4: Memory as Text
Module 5: Body as Text
Module 6: Library as Space/Place

All channels/modules are worth 5% towards your course grade, except for Week 3’s module, which is worth 10% of your course grade because there is an independent task associated with the work for that week (see course schedule on page 8 herein). Each channel runs in two (2) stages: original post and responsive posts. Once a module is opened, it will remain open for the entirety of the course.

Midterm: Annotated Bibliography | Due July 23, 2017, 11:59 PM, HST.

By the half-way point of this course (week 3), you will have ideas about various topics pertaining to reading in libraries, reader response theories and practices, and various perceptions of literacy practices. Choose a topic relevant to this course and begin deep research to locate 10-15 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 10 resources (peer-reviewed articles, books, etc.) on your topic. Your annotated bibliography needs to have an abstract, then on the next page, an introduction, then continue to present the annotated bibliography (with cover images of resources), wrap up your presentation with discussion/conclusion, then on a fresh page, begin your reference list (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 (15) pages, from cover page, to the last item on your reference list.

Final – Choose One Project. | Due August 13, 2017, 11:59 PM, HST.

a) Literature Review |
Compose a literature review of your midterm annotated bibliography (which is a head start to this assignment). This paper is a formal, research-based, scholarly presentation 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.)

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 complete.

Note: Full guidelines for class assignments will be distributed separately, via #thegreenroom channel on Slack, as an addendum to this syllabus.

IMPORTANT: Upload your assignment files on Slack, via Direct Messaging, which is a private channel between student and Instructor.
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.

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

- Weekly Discussion Channels (6): 35 points / %
- Midterm | Annotated Bibliography: 25 points / %
- Final | Literature Review -or- Theorist Study: 30 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 irviny@hawaii.edu.

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: 28 June 2017, revision: Summer 2017, vii
CLASS & READING SCHEDULE

**Week 1 | July 3 – July 9, 2017**  
**Module 1: The Act of Reading**  
**Week 2 | July 10 – July 16, 2017**  
**Module 2: The Patron Reader**  
**Midterm Due | Annotated Bibliography (10) articles.**  
**Module 3: The Librarian Reader**  
**For this week’s discussion, search, find, and discuss three (3) resources that gives offers insight into librarians’ reading interests and habits as they apply to professional practice. Be sure to provide full bibliographic entry with annotation for each resource.**  
**Week 3 | July 17 – July 23, 2017**  
**Module 4: Memory as Text**  
**Week 4 | July 24 – July 30, 2017**  
**Module 5: Body as Text**  
**Week 5 | July 31 – August 6, 2017**  
**Module 6: Library as Space/Place**  

**Final Due | Literature Review or Theorist Study of Midterm resources.**

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: 28 June 2017, revision: Summer 2017, 1st