



LIS 610
Foundations of the Information Professions
3 Credits

Fall 2017

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Course page: via login at <http://lulima.hawaii.edu/>

Office Hours: Tuesday, 3:00 to 4:30pm and by appointment

Classroom: Hamilton Library 3F

Schedule: Tuesdays, 5:00 to 7:40pm
August 21st to December 15th, 2017

Course Description

Lecture/discussion 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.

Prerequisites: None

Required Textbooks

Preer, Jean. *Library Ethics* (Libraries Unlimited, 2008). ISBN: 978-1591586364.
This book is on reserve at Sinclair Library. It is also available as a free ebook from Hamilton Library via
<https://uhmanoa.lib.hawaii.edu/vwebv/holdingsInfo?bibId=4711783>

Battles, Matthew. *Library: An Unquiet History* (W. W. Norton & Company, 2015). ISBN: 978-0393351453.
Interesting general history of libraries.

Orwell, George. *Animal Farm: A Fairy Story* (Signet, 1996). ISBN: 0451526341.
There are many versions of this book. Use whichever version you want.

Technology Requirements

Students must have a reliable internet connection and a computer capable of running up-to-date programs, including a web browser, a word processor, and so on.

If you have issues with the technology, online help is likely available. For Lulima problems, there is a "Request Assistance" link at all Lulima pages. Also, you can contact me any time.

Teaching Methods

The course will be taught in a face-to-face environment with some asynchronous-online resources and activities available through Lulima, the University's Learning Management System.

Assignments are designed to promote critical analysis and reflection on class materials.

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/students/professional-expectations-notice/>) and the Mānoa Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/), which "reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one's actions and the consequences of such actions."

Kokua Program

If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Mānoa's KOKUA program (<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.

Support Services

Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili'uokalani Center for Student Services, Room 312. More information is available at the CSDC website: <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/>.

Program-Level Student Learning Outcomes (SLOs)

SLO 1: Services: Design, provide, and assess information services.

SLO 2: (Course Focus) Professionalism: Apply history and ethics to develop a professional LIS identity.

SLO 3: Resources: Create, organize, manage and discover information resources.

SLO 4: Technologies: Evaluate and apply information technologies.

SLO 5: Cultures: Engage with diverse communities and/or indigenous cultures.

SLO 6: Management: Demonstrate skills necessary to manage and work effectively within information organizations.

from <https://www.hawaii.edu/lis/2017/07/17/preview-of-new-lis-curriculum/>

LIS 610 is a core course in Library and Information Science that introduces students to the entire profession, its history, its future, and its dark underside (if there is one - you will have to Google that). When did "google" become a verb, anyway? Why should people care about that?

Course-Level Student Learning Outcomes

The successful student will be able to:

CSLO1: Articulate the relevance of the history of the printed book to current issues and practices in the information professions.

CSLO2: Engage effectively and self-consciously with a professional interview process.

CSLO3: Describe the current state of the information profession in a clear and thoughtful manner.

CSLO4: Examine and evaluate information systems in relation to social and political structures.

CSLO5: Recall and use professional codes of ethics to evaluate contemporary issues in the information professions.

Grading Scale

100 to 98 A+	89 to 87 B+	79 to 77 C+	69 to 67 D+
97 to 94 A	86 to 83 B	76 to 73 C	66 to 63 D
93 to 90 A-	82 to 80 B-	72 to 70 C-	62 to 60 D-

Course Requirements

Assignment 1: Teaching Information Profession Ethics	30%
Assignment 2: Short Writings (top 4 counted)	20% total, 5% each
Assignment 3: Discussion Board postings	10%
Assignment 4: In Class professional updates	10%
Assignment 5: <i>Animal Farm</i> Analysis	10%
Assignment 6: Interviewing, being interviewed	20%

Details of the assignments can be found on the course Lulima site.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. Depending on the specific projects chosen, this course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses”.

Case Study ----- the course applies to studying specific examples of issues connected with librarianship.

Historical Research ---- students in the course will approach libraries, and the library-functions of information institutions, from an historical perspective.

see <http://www.hawaii.edu/lis/program/advanced-certificates/research-methods/>

Assignments

Assignment details are available online in Lulima via the Assignments link. Where appropriate, due dates and related activities are on the main outline page in Lulima. If you have any questions, please contact the instructor.

Assignment 1: (30%) - Teaching Information Profession Ethics

You are planning an event such as promoting a new service, Banned Books Week, or Open Access (OA) Week, and you see this as a great chance to inform users of your library or archive about some aspect of our professional ethics so they can better understand what we do and why. There are four steps to the project:

- Step One: Create a Self-Briefing statement where you outline how you are understanding the teaching context, including what organization or event you are presenting at and what ethical dimension you are going to focus on.
- Step Two: Create a lesson plan
- Step Three: Present a Lesson (not yours)
- Step Four: Write a reflection paper on the project

Details of this assignment are available on the course Lulima site.

Assignment 2: Short Writings (20%)

A series of short writings will be assigned. A list is on the Laulima site. The top four (4) writings will be counted towards the final grade. Students are free to submit more than four short writings, but they are not obligated to do so.

More details are available on the course Laulima site.

Assignment 3: Discussion Board Postings (10%)

Every week, there will be Discussion Board postings and responses on topics relevant to management and library management in particular. Consult the Discussion Board in Laulima for details as the course progresses.

Assignment 4: Professional Updates (10%)

By the end of the first week of the semester, find a web resource—professional blogs, online journals, professional sites, etc. —designed to keep librarians up-to-date on trends and events in the profession that offers updated information at least every week. The Hawaii Librarian Association and the American Library Association are *not* eligible. The site must be sent to the instructor for approval.

Beginning in week three, students will offer short (roughly two minute) updates on whatever that internet resource is saying about the profession. The class will consider the implications for their own professional goals.

If the source has not been updated in that week, find something interesting in the archives.

Assignment 5: *Animal Farm* Analysis (10%)

Imagine *Animal Farm* as a community fighting over text (maybe not books, but certainly writing, public symbols, and shared understandings, and personal memories.

How might the discussion of the history of the library offered by Battles expand your understanding of the struggles? What is being struggled over? How does the struggle occur? What tools can the different characters use in their struggle? How do the struggles of text connect to the political struggles? Finally, what do you think a librarian could do in the situation?

More details are available on the course Laulima site.

Assignment 6: Interviewing, being interviewed (20%)

This is a five-step assignment that combines group and individual activity. More details are available on the course Laulima site.

First, in small groups, students will analyze a job description related to librarianship (provided by the instructor) and present their analysis to the class.

Second, each student individually will submit two interview questions to the instructor. One question will be closely tied to the job description, the other will be tangential but useful. The submission will be written as if the student is writing a short memo to the Director of Human Resources. A short justification for each question will be included, attempting to reassure (or convince) the Director about the suitability of the questions.

Third, the small groups will reconvene to decide which questions will be asked and create a rubric for assessing the responses. The rubric will be submitted to the instructor for comment and revised.

Fourth, the small groups will interview other students in the class. The interviewing group will assess the student's interview based on the rubric. The rest of the class will assess the interview itself based on a rubric supplied by the instructor.

Fifth, each student will write a paper reflecting on the interviewing process and how the two sides of the process might interact.

Alignment of Assignments to Program Student Learning Outcomes

	SLO 1 - Services: Design, provide, and assess information services.	SLO 2 - Professionalism: Apply history and ethics to develop a professional LIS identity.	SLO 3 - Resources: Create, organize, manage and discover information resources.	SLO 4 - Technologies: Evaluate and apply information technologies.	SLO 5 - Cultures: Engage with diverse communities and/or indigenous cultures.	SLO 6 - Management: Demonstrate skills necessary to manage and work effectively within information organizations
Assignment 1: Resource Webpage		primary	minor			
Assignment 2: Short Writings		primary			minor	
Assignment 3: Discussion Board Postings	minor	primary				
Assignment 4: Professional Updates	minor	primary				minor
Assignment 5: <i>Animal Farm</i>	minor	primary		minor		
Assignment 6: Interviewing and Being Interviewed		primary				minor

Alignment of Assignments to Course-Level Student Learning Outcomes

	Articulate the relevance of the history of the printed book to current issues and practices in the information professions.	Engage effectively and self-consciously with a professional interview process.	Describe the current state of the information profession in a clear and thoughtful manner.	Examine and evaluate information systems in relation to social and political structures	Recall and use professional codes of ethics to evaluate contemporary issues in the information professions
Assignment 1: Resource Webpage			Yes		Yes
Assignment 2: Short Writings	Yes			Yes	
Assignment 3: Discussion Board Postings	Yes		Yes	Yes	Yes
Assignment 4: Professional Updates			Yes		
Assignment 5: <i>Animal Farm</i>	Yes			Yes	
Assignment 6: Interviewing and Being Interviewed		Yes			

General Assignment Policies

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. This is a major departmental concern, as reflected in the “Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii”.

As a review, any **quotes** should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides and do not use quotation marks. You do not need to put these in italics. Either type of quotation or paraphrased information should be cited.

You may use any recognized **citation style** (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should 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. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a *Library Journal* interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, “....”¹

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

Use 12-point Times (or Times New Roman or something similar) font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Each page should be paginated.

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, well-written paper, and provide evidence for your observations.