

## **LIS 692 Masters Seminar II Spring 2020**

**This seminar meets on Mondays from 5:15 PM to 7:15 PM in Hamilton 003F. Sessions run from Jan. 13 to May 4. Neighbor island students will join us via Zoom.**

### **Seminar Facilitators**

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### **Course Description Non-Core, Masters Seminar (Required) Primary SLO: N/A**

This is a seminar for graduating students (i.e. in their final semester), focused on the refinement and completion of the culminating ePortfolio, and preparation for entering the professional field. Peer mentoring and student presentations will also be required components of the course. 2 credits. CR/NC only. Prerequisite: None. (Final semester only.)

### **LIS Student Learning Outcomes (SLOs)**

While the curriculum for LIS 692 does not directly address any specific LIS student learning outcomes, all SLOs must be addressed in the culminating ePortfolio (artifacts, reflective essays, and supplemental introduction and concluding essays). The seminar offers students a space for receiving feedback and refining their ePortfolios prior to submission. In addition, the seminar affords an opportunity for students to develop essential skills as entry-level professionals seeking employment in diverse library and archival settings.

The SLOs addressed in the portfolio 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.
- SLO 5 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.

## Course Objectives for LIS 692 Masters Seminar

Students will be expected to:

- Compile, present, and defend an ePortfolio as a culminating experience, demonstrating mastery of the Student Learning Outcomes through evidence from coursework and other professional experiences.
- Demonstrate and articulate a professional identity and philosophy through which future employers will understand the values and contributions that the student brings to the profession.
- 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.
- Create job-ready professional resumes/CVs, cover letters, and interview responses through career preparation activities.
- Engage in peer mentoring, discussion, and collaborative reflection.

### Textbooks & Readings

There is no required text or readings for this seminar.

### Technology Requirements

As this course provides a space for refining and completing the culminating ePortfolio or thesis, the following are required **for every class meeting**:

- Access to an internet-connected computer or mobile device with an up-to-date, modern web browser (e.g. Apple Safari, Microsoft Edge, Mozilla Firefox, Google Chrome), for use in class.
- Access to an office productivity suite (e.g. Microsoft, Google, iWork).
- Access to Zoom (and a webcam and microphone) for real-time class interactions between our Neighbor Island students and in-class students. **All in-class students will be required to use Zoom this semester for peer critiques and group projects.**

If you are an on-island student without access to the above, please consult with Cheri ASAP for use of LIS Program resources (e.g. laptop) in-class.

## Required Assignments

### I. ePortfolio Content (**Final ePortfolio Due: March 23, 2020**)

- **Weekly in-class peer critique** of ePortfolio components (see Course Schedule). Students will read and provide feedback for ePortfolio introductions, reflective essays, conclusions, and overall websites for legibility, accuracy, accessibility, and layout.  
**Deadlines: Weeks 1-7, every Saturday at 11:59pm (See schedule below)**
- **Weekly revisions** following peer critiques of the previous in-class critiqued ePortfolio component are highly suggested, but **optional**, based on the relevance and appropriateness of the feedback.
- **Final presentation of the ePortfolio** will take place in the last two weeks of the semester, following the Career Preparation unit. Based on the student's academic pathway (e.g., Academic, Archives, School Library Media, Public), students will craft a presentation for the "dream job" chosen in the Career Exploration Assignment. The ePortfolio must be used as a supplement to demonstrate the student's qualifications for this job and their mastery of LIS skills through the program's SLOs.  
**Deadlines: April 27 or May 4**

### II. Peer Mentoring

- **Group Project: "What I Wish I Knew" presentation**  
Students will create and lead a discussion for first-semester students on new student anxiety, suggestions on curriculum, pathways, student organizations, internships, and other aspects of the LIS Program, including the ePortfolio.  
**Deadline: March 30**

### III. Career Preparation

- **Career exploration assignment**  
Students will find and select a job posting of their choosing (their "dream job") to bring for discussion about the posting's required and desired qualifications and how they already do meet or how they can gain the skills and experiences to meet these qualifications. What is their five-year plan to maintain and gain new skills following graduation? How can they use their ePortfolios to demonstrate suitability for this job?  
**Deadline: April 6**
- **CV/resume and cover letter drafts**  
Students will draft their CV/resumes and cover letters for use in job interviews after graduation. Members of the LIS Alumni Group will provide tips about what employers will be looking for in these documents.  
**Deadline: April 6**
- **Group project: Mock job interview**  
In teams of two and three, each group will rotate as interviewer (two at a time) and interviewee. Interviewers must come up with questions based on the interviewee's "dream job" posting from the Career Exploration assignment. Interviewees may use these questions to prepare for the following week's group presentation of each interview. All students will be involved in constructive feedback for interviewees and interviewers.  
**Deadline: April 13**

All students will be required to practice active listening and to participate in all class discussions and professional presentations.

## Course Schedule

Week	Topic
1 (Jan. 13)	<ul style="list-style-type: none"> <li>• Introductions and syllabus overview, ePortfolio requirements review</li> <li>• On improvisation (For presentations, Q&amp;As, job interviews, etc.) Guest: Michael Aldrich (BYUH)</li> <li>• ePortfolio introduction peer critique.</li> <li>• Homework:               <ul style="list-style-type: none"> <li>○ Revise Intro/About Me.</li> <li>○ <b>Post your SLO1 Services reflective essay for your assigned partner(s) via Slack by Sat., Jan. 25 at 11:59pm.</b></li> <li>○ Read your partner(s) essays and come ready with notes.</li> <li>○ Be ready to articulate your SLO1 experience (see Slack).</li> </ul> </li> </ul>
HOLIDAY (Jan. 20)	DR. MARTIN LUTHER KING JR. DAY (NO CLASS)
3 (Jan. 27)	<ul style="list-style-type: none"> <li>• SLO1 Services discussion and reflective essay peer critique Guest: Dr. Vanessa Irvin</li> <li>• Basic HTML coding (Formatting for ePortfolio)</li> <li>• Homework:               <ul style="list-style-type: none"> <li>○ Revise SLO1 Services reflective essay.</li> <li>○ <b>Post your SLO3 Resources reflective essay for your assigned partner(s) via Slack by Sat., Feb. 1 at 11:59pm.</b></li> <li>○ Read your partner(s) essays and come ready with notes.</li> <li>○ Be ready to articulate your SLO3 Resources experience (see Slack).</li> </ul> </li> </ul>
4 (Feb. 3)	<ul style="list-style-type: none"> <li>• SLO3 Resources discussion and reflective essay peer critique Guest: Dr. Rich Gazan</li> <li>• Advanced HTML coding (Formatting for ePortfolio)</li> <li>• Homework:               <ul style="list-style-type: none"> <li>○ Revise SLO3 Resources reflective essay.</li> <li>○ <b>Post your SLO2 Professions reflective essay for your assigned partner(s) via Slack by Sat., Feb. 8 at 11:59pm.</b></li> <li>○ Read your partner(s) essays and come ready with notes.</li> <li>○ Be ready to articulate your SLO2 Professions experience (see Slack).</li> </ul> </li> </ul> <p style="margin-left: 20px;"><b><u>Prepare any questions or concerns to share with MB and TAs for check-in next week.</u></b></p>

5 (Feb. 10)	<ul style="list-style-type: none"> <li>• One-on-one check-ins with MB Ogawa and TAs</li> <li>• SLO2 Professions discussion and reflective essay peer critique Guest: Dr. Noriko Asato</li> <li>• Homework: <ul style="list-style-type: none"> <li>○ Revise SLO2 Professions reflective essay.</li> <li>○ <b>Post your SLO4 Technologies essay for your assigned partners via Slack by Sat., Feb. 22 at 11:59pm.</b></li> <li>○ Read your partner(s) essays and come ready with notes.</li> <li>○ Be ready to and to articulate your SLO4 Technologies experience (see Slack).</li> </ul> </li> </ul>
HOLIDAY (Feb. 17)	PRESIDENT'S DAY (NO CLASS)
7 (Feb. 24)	<ul style="list-style-type: none"> <li>• SLO4 Technologies discussion and reflective essay peer critique Guest: Meera Garud</li> <li>• Digital literacy and online presence</li> <li>• Homework: <ul style="list-style-type: none"> <li>○ Revise SLO4 Technologies reflective essay.</li> <li>○ <b>Post your SLO5 Cultures <u>AND</u> SLO6 Management essays for your assigned partners via Slack by Sat., Feb. 29 at 11:59pm.</b></li> <li>○ Read your partner(s) essays and come ready with notes.</li> <li>○ Be ready to articulate your SLO5 and 6 experiences (see Slack).</li> </ul> </li> </ul>
8 (March 2)	<ul style="list-style-type: none"> <li>• SLO5 Cultures discussion and reflective essay peer critique Guest: Dr. Tonia Sutherland</li> <li>• SLO6 Management discussion and reflective essay peer critique Guest: Dr. Andrew Wertheimer</li> <li>• Homework: <ul style="list-style-type: none"> <li>○ Revise SLO5 Cultures <b>AND</b> SLO6 Management reflective essays.</li> <li>○ <b>Post your ePortfolio conclusion for your assigned partners via Slack by Sat., March 7 at 11:59pm.</b></li> <li>○ Read your partner(s) conclusions and come ready with notes.</li> <li>○ <b>Bring questions/concerns for Tech Team next week.</b></li> </ul> </li> </ul>
9 (March 9)	<ul style="list-style-type: none"> <li>• One-on-one final check-in with MB &amp; the TA tech team.</li> <li>• ePortfolio conclusion discussion and reflective essay peer critique</li> <li>• Homework: <ul style="list-style-type: none"> <li>○ Final revisions can be posted on Slack or emailed to me if desired.</li> <li>○ <b>Turn in your ePortfolio to me by Monday, March 23, at 4:59 pm.</b></li> </ul> </li> </ul>
HOLIDAY (March 16)	SPRING BREAK (NO CLASS)

10 (March 23)	<p style="text-align: center;"><b>ePortfolio due today, 4:59 pm</b></p> <ul style="list-style-type: none"> <li>• Debriefing the ePortfolio: You survived!</li> <li>• Peer mentoring 691 prep: What I Wish I Knew in My First Semester presentation.</li> <li>• Homework: Create a visual presentation (Powerpoint, Google Slides, Canva, etc.) to present to the first-semester student next week. Everyone must have a speaking role.</li> </ul>
11 (March 30)	<p style="text-align: center;"><b>Class starts at 4:00 pm today!</b></p> <ul style="list-style-type: none"> <li>• Peer mentoring with and presentation for LIS 691.</li> <li>• Life after the LIS Program. <ul style="list-style-type: none"> <li>○ Creating professional learning networks (e.g. LinkedIn).</li> <li>○ Joining professional organizations.</li> </ul> </li> <li>• Homework: <ul style="list-style-type: none"> <li>○ <b>Create or update your resume/CV. Post to Slack by Sat. April 4 at 11:59 pm.</b></li> <li>○ Career exploration assignment: Find a job posting that you would be most interested in applying for (your dream LIS job). <b>Create a cover letter for this job. Post the letter and a link to the job posting on Slack by Sat., April 4 at 11:59 pm.</b></li> </ul> </li> </ul>
12 (April 6)	<ul style="list-style-type: none"> <li>• LIS Alumni Group Q&amp;A and CV/resume and cover letter workshop.</li> <li>• Homework: <ul style="list-style-type: none"> <li>○ Revise your CV/resume. (You may want to bring copies for your final presentations at the end of the month.)</li> </ul> </li> </ul>
13 (April 13)	<ul style="list-style-type: none"> <li>• On job hunting and job interviews.</li> <li>• Guest speaker: TBD.</li> <li>• Homework: Sign up on Slack for a slot in Week 14 or Week 15 to present your final ePortfolio presentation.</li> </ul>
14 (April 20)	<ul style="list-style-type: none"> <li>• On presenting for classes, job interviews, and life. Guest speaker: Gailyn Bopp</li> <li>• Homework: Presentations due either Week 14 or Week 15. <b><u>You got this.</u></b></li> </ul>
15 (April 27)	Presentations of ePortfolios Pt. 1
16 (May 4)	Presentations of ePortfolios Pt. 2 Conclusion/Wrap-up of seminar
15 (May 11)	<p>FINALS WEEK (NO CLASS)</p> <p>See you at Grad Dinner/Commencement!</p>

## **Professional Expectations**

All students in the course are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students/professional-expectations-notice/>

## **KOKUA**

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 Manoa'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/>.