EMPORIA STATE UNIVERSITY
School of Library & Information Management

Course Syllabus - Fall 2011
LI 801XA
Foundations of Library & Information Science
8/26-27, 10/21-22 & Internet

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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Important Dates for Fall 2011

8/17: First day of class	*8/30: Last day to drop*	*9/5: Labor Day Holiday (ESU closed)*	*10/11: Midterm grades due*
10/13: Midterm grades available	*10/26: Last day to withdraw*	*11/11: Veteran's Day Holiday (ESU closed)*	*11/23-11/27: Thanksgiving Break*
12/9: Last day of semester	*12/17: Commencement*	*12/20: Final grades due*	

Course Description

Recommended for all new MLS students in their first semester. An introduction to information agencies and professions, this course examines the philosophical and ethical underpinnings, roles and societal contexts, and current issues of the global information society. Students explore the role of information in society, change as reflected in paradigm shifts, the theory and processes of information transfer, and the characteristics of information professionals and professional practices.

Course Overview

LI801 provides both a foundation and a set of challenges. As an introductory "foundations" course, it provides an overview of key concepts, values, standards, theories, and practices in library and information management. It also challenges assumptions about the work undertaken

by library and information professionals, not only in traditional library environments but also in a range of other career venues. Among the questions we'll be considering: Is it a library if it contains no books? How do my own values and beliefs align with those of my profession? What role does theory play in guiding practice? What kinds of opportunities are there for library and information science (LIS) professionals? What questions should we be asking about information technologies?

The course can also be challenging because of the "blended" learning environment -both synchronous and asynchronous-in which it is conducted. Success in this learning environment requires strong face to face (F2F) and online communication skills. It also requires a sound, customized plan for meeting your own and program expectations as well as a sincere commitment to taking an active role in your own learning-being fully "present" during all course activities, both F2F and online.

Instructor Contact Information

You are encouraged to contact the instructor if you have questions or would like to discuss any aspect of the course, either by telephone Monday through Friday between 11 am and 5 pm CT or by appointment, or by email at any time. If the instructor is not available when you call, please leave a message that includes your name, telephone number, and a brief explanation of what you would like to discuss. The instructor will return your call as soon as possible.

To resolve technology issues, your first contact should be the course GTA. Depending on the nature of the problem, another SLIM GTA on duty may be able to assist you if our course GTA is not immediately available.

Required Readings

Textbook

Rubin, R.E. (2010). *Foundations of library and information science* (3rd ed.). New York, NY: Neal-Schuman. [Available from the ESU Memorial Union Bookstore at http://www.emporia.edu/memunion/bookstore.htm]

See the "Selected Readings" sections at the end of each chapter for recommended readings in areas of particular interest.

Additional Required Reading /Assigned Reading by Learning Module

Articles marked with an asterisk are available through William Allen White Libraries Course Reserves at http://www.emporia.edu/libsv/circulation. The instructor reserves the right to add additional required reading as she deems appropriate.

Getting Started Learning Module

*Hansen, E.J., & Stephens, J.A. (2000, September-October). The ethics of learner-centered education: Dynamics that impede the process. *Change, 33*(5), 41-47.

Kniffel, L. (2010, October 17). Libraries now more than ever. *American Libraries*. Available at http://americanlibrariesmagazine.org/print/5428

*Mason, R.O. (1990, Fall). What is an information professional? *Journal of Education for Library Information Science, 31*(2), 122 - 138.

*Molaro, A. (2009, December). Who's an info activist? *American Libraries, 40*(12), 37.

Newcomb, T. (2011, July 11). Is a bookless library still a library? New York, NY: *Time Magazine*. Available at http://www.time.com/time/nation/article/0,8599,2079800,00.html

Learning Module 1: Professional Values and Ethics

Asheim, L. (1953, September). Not censorship but selection. *Wilson Library Bulletin, 28,* 63-67. Reprinted and available from American Library Association website at http://www.ala.org/ala/aboutala/offices/oif/basics/notcensorship.cfm

*Fallis, D. (2007). Information ethics for twenty-first century library professionals. *Library Hi Tech, 25*(1), 23-26. doi: 10.1108/073788830710735830

Miller, R. (1998, Spring). A fresh look at the Library Bill of Rights - Part VIII. Available from the Nebraska Library Commission website at http://nlc.nebraska.gov/legal/freedom/freshlook.aspx

Timmons, J. (2011, July 4). Personalized Search Results, their significance to you and your library. *SLA Heart of America blog.* Available at http://sla-divisions.typepad.com/choa

Learning Module 2: Context: Information Transfer

Brim, J., Lang, E., & Walter, A. (n.d.). Copyright for teachers and school librarians. Mars Hill, NC: Adventure of the American Mind. Available at http://users.mhc.edu/facultystaff/awalter/Brim%20site/index.html

Klingman, A. (2001). Datascapes: Libraries as information landscapes. In S. Bieri & W. Fuchs, *Buildings for books: Traditions and visions* (S. Landesbiblioth, Ed.) (pp. 406-423).

Boston, MA: Birkhäuser. Availalble at
http://www.klingmann.com/new/NEWS/byklingmann/017/017.pdf

Lessig, L. (2010, January 26). For the love of culture: Google, copyright, and our future. *The New Republic.* Available at http://www.tnr.com/article/the-love-culture

*Machlup, F. (1993). Uses, value, and benefits of knowledge. *Knowledge: Creation, Diffusion, Utilization, 14*(4), 448-466.

*Rich, R. (1979). The pursuit of knowledge. *Knowledge: Creation, Diffusion, Utilization, 1*(1), 6-30.

*Rodger, E.J. (2002, November). Value & vision: Public libraries must create public value through renewal and reinvention. *American Libraries,33*(10), 50-54.

United States Copyright Office. The Library of Congress. (2009, November). Reproduction of copyrighted works by educators and librarians (Circular 21). Washington, D.C.: Author. Retrieved from http://copyright.gov/circs/circ21.pdf

Learning Module 3: Defining Characteristics of the Profession: Service

*Bell, S. (2009, August-September). From gatekeepers to gate-openers. *American Libraries,* 50-53. Rubin, Chapter 7.

Learning Module 4: Defining Characteristics of the Profession: Theory Base

*Chatman, E.A. (1985). Diffusion theory: A review of a test of a conceptual model in information diffusion. *Journal of the American Society for Information Science, 37*(6), 377-386.

Pettigrew, K.E., & McKechnie, L.E.F. (2001). The use of theory in information science research. *Journal of the American Society for Information Science and Technology, 52*(1), 62-73, Available at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.96.8371&rep=rep1&type=pdf .

*Thompson, K.M. (2009, Spring). Remembering Elfreda Chatman: A champion of theory development in library and information science education. *Journal of Education for Library and Information Science, 50*(2), 119-126.

Learning Module 5: Technology

Becker, S., Crandall, M.D., Fisher, K.E., Kinney, B., Landry, C., & Rocha, A. (2010). Executive summary. In *Opportunity for all: How the American public benefits from Internet access at U.S. libraries* (IMLS-2010-RES-01). Washington, D.C.: Institute of Museum and Library Services. Available from http://tascha.washington.edu/usimpact/us-public-library-study.html

Learning Module 6: An Evolving Profession

Agree, P. (2005, October). How to be a leader in your field: A guide for students in professional schools. Available at http://polaris.gseis.ucla.edu/pagre/leader.html (

Association of College & Research Libraries. Research Planning & Review Committee (ACRL). (2010, June). 2010 top ten trends in academic *C&RL News,* 286-292. Available at http://crln.acrl.org/content/71/6/286.full

Circle, A. (2009, October 1). Marketing trends to watch. *Library Journal,* 26-29. Available at http://www.libraryjournal.com/article/CA6698259.html

Holcomb, J.M. (2005). Managing by the book: Crystal ball-reading skills required. *Law Library Journal*, *97*(1), 185-191. Available at http://www.aallnet.org/products/pub_llj_v97n01/2005-10.pdf

Valenza, J.K., & Johnson, D. (2009, September). Things that keep us up at night. *School Library Journal,* 29-32. Available at http://www.schoollibraryjournal.com/article/CA6699357.html

Recommended Readings

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 1-4338-0561-8.

See also William Allen White Library's libguide *APA Citation Style Help* at *http://libguides.emporia.edu/content.php?pid=52652&sid=386312*

Greer, R.C., Grover, R.J., & Fowler, S.G. (2007). *Introduction to the library and information professions*. Westport, CN: Libraries Unlimited.

This monograph introduces a number of the concepts and theories discussed in SLIM core courses.

Learning Activities

Assignments

Assignment	Due Date	Points
Learning Modules . Course content and activities are organized in a series of sequential learning modules. Work on each learning module will take place within a specific timeframe. Assigned activities for each learning module must be completed within the allotted timeframe.	Getting Started: 8/26; LM1: 9/9, group presentation due 10/21; LM2: 9/30; LM3: 10/21; LM4: 11/10; LM5: 11/23; LM6, 12/9	50
Reflective Journal . The reflective journal provides an opportunity to track your understanding and response to course reading and learning activities. Unlike a diary, you won't be reporting "I did this today" or "The weather was this way today." Instead, you will be reflecting on what you have read, seen, heard, said, and thought about during your work for this class. A minimum of two substantive entries per week are required, beginning Friday, August 26, and continuing through Friday, December 2 (14 weeks)	First look, 9/7; midterm, 10/7; final, 12/2	40
Participation . Your active, ongoing engagement in F2F and online discussions is essential to the success of the class. Share your viewpoint. What did you find most interesting? Most relevant? Most troubling? What does your own experience suggest? You will also be asked to add value to the class experience by listening, reading, and responding to the thoughts of others. When you contribute to discussion in any forum, keep in mind that it is not enough to simply agree or disagree. Take care to support your points with evidence (i.e., examples, descriptive details, facts, incidents, reasons, or expert testimony).	Throughout	10

Tentative Course Outline

Session	Topics	Readings	Activities and Due Dates
9/10-25 Getting Started	Introduction to the course and course participants	Rubin, Introduction and Ch, 1 Required reading articles: Hansen & Stephens Mason Kniffel Molaro Self-selected news	Due Friday, 8/26. When you are able to acce course Blackboard site, go Introductions discussion fo and tell us a little about yo Take special note of the iss raised in Rubin, p. 28. Hov

		report (see Activities column)	those issues reflected in recent events? Scan new sources (e.g., current newspapers, news magazines, and online resources) to identify a report related to one or more of these issues. Be prepared to share your news report during our first weekend of class.
9/26-27 First F2F session	Introductions to the course and course participants Self-reflection: Who am I and what kind of learner am I prepared to be? Issues facing information professionals (IPs). Current events reports from class participants (see Getting Started activities). The context within which information professionals work: Changing world, changing paradigms, and changing roles The work of an information professional Professional values and ethics: Introduction to LM1 activities.	See above The instructor will supply course notes	Friday, 6-9 pm; Saturday 9 am - 5 pm, lunch noon - 1 pm. Ethics small groups meet to plan presentation due October 26 Large and small group discussion
Labor Day 9/5	No class		
9/7			First look journal due
LM1	Professional Values and Ethics	Rubin, Chs. 2, 9 & 10 Asheim Fallis Miller Timmons	Complete learning module activities and discussion by 9/9, group presentation due 10/21
LM2	Context: Information Transfer	Rubin, Ch. 8 Klingman Lessig Machlup	Due 9/30

		Rich Rodger US Copyright Office	
10/7	Midterm; instructor submits midterm grades 11/11		Midterm journal due
LM3	Defining Characteristics of the Profession: Service	Rubin, Ch. 8 Bell Self-selected news report (see Activities column)	Professional interview due 10/19; complete discussion by 10/21; In preparation for second F2F session, scan current news sources to identify a report related to services provided by information professionals. What strikes you as being particularly interesting about those services. Be prepared to share your news report during our second weekend of class.
10/21-22 Second F2F session	Reprise: Information Jeopardy (an in-class game played to review readings content to date) Current event reports about services provided by information professionals Ethics and values: Small Group case study presentations Information policy: intellectual freedom Introduction: The use of theory	The instructor will supply course notes	Friday, 6-9 pm; Saturday 9 am - 5 pm, lunch noon - 1 pm. Small groups present ethics case studies Large and small group discussion
LM4	Defining Characteristics of the Profession: Theory	Chatman Thompson Pettigrew & McKechnie	Due 11/10. *Note Thursday due date because of Veterans' Day holiday 11/11
Veterans' Day 11/11	No class		
LM5	Technology	-Rubin, Ch. 6 -Becker et al.	Due 11/23. *Note Wednesday due date because of Thanksgiving break
Thanksgiving	No class		

break 11/23-27			
12/2			Final journal due
LM6	An Evolving Profession	Rubin, Ch. 3, Appendix A ACRL (Top Ten Trends) Agre Circle Holcomb Valenza	Professional core competencies response due 12/7; discussion completed by 12/9
12/9	Last day of class		
12/20	Instructor submits final grades		

Grading Criteria

Grading criteria specific to each assignment will be included in detailed directions provided in Blackboard. Instructor expectations for all work in the class include the following:

- o All work shall be submitted on or before the due date, except in instances noted in the section entitled SLIM Incomplete Grade Policy, below.
- o All written work, both formal and informal, shall abide by standard conventions for grammar, syntax, punctuation, and reference formatting. (When in doubt, consult the *APA Publication Manual*.)
- o All class communication, written and oral, shall be courteous and respectful of others.
- o All points made in class communication, written and oral, shall be supported with evidence (i.e., examples, descriptive details, facts, incidents, reasons, or expert testimony).

SLIM Grading Scale

96 -100 A 77 - 79 C+
90 - 95 A- 74 - 76 C
87 - 89 B+ 70 - 73 D
84 - 86 B 0 - 69 F
80 - 83 B-

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/grad/docs/policyhandbook2.pdf).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed

by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]*

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:
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