



LIS 610 Introduction to Library & Information Science Spring 2008

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Course Homepage:

<http://www2.hawaii.edu/~asaton/610S08.html>

Office Hours:

Thursdays 4:00-5:00 and by Appointment (please send e-mail)

Classroom: Bilger Hall Room 319

Schedule: Thursdays from 1:00 to 3:40 am

Course Catalog Description:

LIS 610/ Introduction to Library & Information Science (3 credits)
Lecture/discussion course 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 Textbook

Richard E. Rubin, *Foundations of Library and Information Science*
2nd edition. (New York: Neal-Schuman, 2004).
ISBN: 1-55570-518-9. (At the University Bookstore).

Additional Readings

Additional readings may be assigned. These required readings will be available from Electronic Reserves via Sinclair Library or distributed in class.

Note: If you need reasonable accommodations because of the impact of a **disability**, please:

[1] contact the **Kokua Program** (V/T) at 956-7511 or 956-7612 in room 013 of the Queen Lili'uokalani Center for Student Services;

[2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Grading

Assignment 1: Information Needs Survey Paper	5 %
Assignment 2: LIS Career Study & Personal Objectives	15 %
Assignment 3:	
a) e-Portfolio & <i>Vitae</i> (Draft)	5 %
b) e-Portfolio & <i>Vitae</i> (Peer Review)	2 %
c) e-Portfolio & <i>Vitae</i> (Final Draft)	8 %
Assignment 4: Historical or Biographical Study (USA /International)	15 %
Assignment 5: Research Critique Paper	15 %
Assignment 6:	
a) LIS Philosophical Position Paper (Draft)	5 %
b) LIS Philosophical Position Paper (Peer Review)	2 %
c) LIS Philosophical Position Paper (Final Draft)	8 %
Assignment 7: Group Presentation	10 %
Class Participation	10 %

Grading Scale:

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

Course Schedule (Subject to Change)

[January 17]

- Class 1:** Introduction
- Objectives:** a] Introductions
b] Review syllabus
c] Preparing for Assignment 1
- Readings:** None
- Due:** Nothing
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[January 24]

- Class 2:** Information Needs
- Objectives:** a] Group Discussion on Survey Results
b] Lecture on *OCLC 2005 Perceptions of Libraries*
c] Video: "Beyond the Horizon: Environmental Trends in Context"
- Readings:** -Rubin: 1-29; 31-65.

-OCLC 2003 Environmental Scan: Pattern Recognition, "Social landscape"
<http://www.oclc.org/reports/escan/downloads/social.pdf>
- Due:** **Assignment 1: Information Needs Survey Paper**
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[January 31]

- Class 3:** Information Professions—Part 1
- Objectives:** a] Lecture on Historical Context for Libraries
b] Preparing for Assignment 2
c] Preparing for Assignment 3
- Readings:** -Rubin: 259-298.
- Due:** Nothing

[February 7]

Class 4: Information Professions—Part 2

- Objectives:**
- a] Recruitment and Placement Issues
 - Share career search results
 - Job interview (pair work)

[The Interview question sheet can be downloaded from the 610 site. You also should send your C.V. to your partner before class.]
 - b] Historical Context for LIS
 - "Discussion Points" [download from the 610 site]

Readings: -Rubin: 437-486.

Due: **Assignment 2: LIS Career Study & Personal Objectives**

[February 14]

Class 5: History of Information Organization
National Libraries

- Objectives:**
- a] Guest Speaker: Ruth Horie (Cataloging, Hamilton)
 - b] Video "Memory and Imagination: New Pathway to the Library Congress"
 - c] "Discussion Points" [download from the 610 site]

Readings: -Rubin 217-257

-Line, Maurice B. "National Libraries," in Robert Wedgeworth, (ed.) 3rd ed. *World Encyclopedia of Library and Information Services*, Chicago: ALA, 1993: 605-611 [UH electronic reserves]

Due: **Assignment 3 (1): e-Portfolio & Vitae (Draft)**

[February 21]

Class 6: Academic & Special Libraries

- Objectives:**
- a] Guest Speakers:

- Ross Christensen (BHSD, Hamilton)
- Kathleen Robertson (Institute for Astronomy)
- Bron Solyom (Jean Charlot Collection, Hamilton)

b] Preparing for Assignment 4

Readings: -Rubin 402-436

Due: **Assignment 3 (2): e-Portfolio & Vitae (Peer Review)**

[February 28]

Class 7: School & Public Libraries

Objectives: a] Guest Speakers:

- Violet Harada (LIS Professor)
- Jan Kamiya (Manoa Public Library)

b] Video: "The People's Place: A Portrait of the New York Public Library"

c] "Discussion Points" [download from the 610 site]

Readings: -Rubin 361-402

Due: **Assignment 3 (3): e-Portfolio & Vitae (Final Draft)**

[March 6]

Class 8: Research in LIS

Objectives: a] Critique Research Articles
 b] Lecture on Research Methods
 c] Preparing for Assignment 5
 d] Student Presentations (Assignment 4)

Readings: -Davidson, Jeanne R. and Middleton, Cheryl A. "Networking, Networking, Networking: The Role of Professional Association Memberships in Mentoring and Retention of Science Librarians," *Science & Technology Libraries*, 27 (1/2; 2006): 203-224. [UH electronic reserves]

-Tyler, David & *et al.* "Want to See the Sites? Better Find a Better Guide: Do Popular Search Engines Return Librarian-Recommended Sites?"

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1124&context=libraryscience>

Due: **Assignment 4: Historical or Biographical Study + Presentation**

[March 13]

Class 9: Professional Associations, Certification, and LIS Education

Objectives: a] Guest Speaker: Andrew Wertheimer (LIS Professor)
b] LIS Education
c] "Discussion Points" [download from the 610 site]
d] Preparing for Assignment 6

Readings: - Christine Pawley, "Hegemony's Handmaid: The Library and Information Studies Curriculum from a Class Perspective." *Library Quarterly* 68 (1998):123-144. [UH electronic reserves]

-Knuth, Rebecca, "Five International Organizations Linking Children and Books," *IFLA Journal*, 20, 1994: 428-439. [UH electronic reserves]

-Rubin: 537-544.

Due: Nothing

[March 20]

Class 10: Intellectual Freedom

Objectives: a] Lecture on Intellectual Freedom and Censorship
b] Video "Discussion on the USA Patriot Act and Libraries"

Readings: -ALA Library Bill of Rights
<http://www.ala.org/ala/oif/statementspols/statementsif/librariybillrights.htm>

-Swan, John. "Untruth or Consequences," *Library Journal* (July) 1986: 44-52. [UH electronic reserves]

-Peattie, Noel, "Truth, Libraries, and Revolution," in Swan, John and Noel Peattie. *The Freedom to Lie: A Debate About*

Democracy, Jefferson, NC: McFarland, 1989. pp. 35-61. [UH electronic reserves]

Due: Assignment 5: Research Critique Paper

Spring Break: March 27

[April 3]

Class 11: Intellectual Property

Objectives: a] Discussions on *Tales from the Public Domain*
b] Video: "Making Copyright Work for Your Library"

Readings: -Aoki & et al. *Tales from the Public Domain: Bound by Law?*
<http://www.law.duke.edu/cspd/comics/pdf/cspdcomicscreen.pdf>

Due: Assignment 6 (1): LIS Philosophical Position Paper (Draft)

[April 10]

Class 12: International and Comparative Librarianship

Objectives: a] Guest Speaker: Rebecca Knuth (LIS Professor)
b] Librarianship in Japan
c] "Discussion Points" [download from the 610 site]

Readings: -Bliss, Nonie, "International Librarianship," in Kent, Allen (ed.) *Encyclopedia of Library and Information Science*, v. 56, New York: Marcel Dekker, 1995, 214-233. [UH electronic reserves]

Due: Assignment 6 (2): LIS Philosophical Position Paper (Peer Review)

[April 17]

Class 13: Information Science, Social Networking Tools & Libraries

Objectives: a] Student Presentation on Information Science, Social Networking Tools & Libraries

b] Discussion on Social Networking Tools & Libraries

c] Video: "Technology Trends: Sharing Data, Sharing Experience" by Michael Stephens

Readings: -Casey and Savastinuk "Library 2.0: Service for the next-generation library"
<http://www.libraryjournal.com/article/CA6365200.html>

plus, spend at least 30 minutes browsing at least one of the 7 "BLOGS TALKING 2.0" listed in the Casey & Savastinuk article. These blogs and wikis are good ways for you to stay current with some trendsetters in 2.0 librarianship. You should be ready to bring some ideas from the blog(s) to discuss in class.

ALA TechSource
<http://www.techsource.ala.org/>

Blyberg.net
<http://www.blyberg.net>

LibraryCrunch
<http://www.librarycrunch.com/>

The Shifted Librarian
<http://www.theshiftedlibrarian.com>

Also See...
<http://stevlawson.name/seealso/>

Tame the Web
<http://www.tametheweb.com/>

TechCrunch
<http://www.techcrunch.com/>

Due: **Assignment 6 (3): LIS Philosophical Position Paper (Final Draft)**

[April 24]

Class 14: Group Presentations

Readings: None

Due: **Assignment 7: Group Presentation (only presentation
and no paper required)**

[May 1]

Class 15: Group Presentations (cont.)

Readings: None

Due: Nothing

- There is no final exam in this course.
- All papers must be handed in **by May 1**.

EXPECTATIONS FOR ALL ASSIGNMENTS

**** 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" (see the Appendix).

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. 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.

You should not have many quotations that are over 2 or 3 lines long. Any such long quotation (more than 1 sentence) should be placed in a **block quotation**. These do not use quotation marks, but are single-spaced and indented on both sides, along with full citation. You do not need to put these in italics.

Use 12-point Times **font** and **double-space** your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Asato] and class [LIS 610] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be **paginated** (except the cover page, which does not get counted).

You also should use a descriptive and unique **title** for each paper. This often helps writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts. Some of the most common headings are Introduction, Definitions, Methodology, Analysis, and Conclusion.

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.

Papers are due at the start of class. One point per day late will be subtracted from **overdue assignments** (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after **May 1**.

NOTE-TAKING

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures (The exception is for students with spoken English difficulties, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increase your memorization and keeps you more mentally involved in class.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

ASSIGNMENT 1: INFORMATION NEEDS SURVEY PAPER

[Individual Work / DUE January 24 / 5 points]

The first assignment is to conduct a very small, informal survey of a few people in your community about their library use, reading habits, and their information needs. This will provide a real context for the readings on formal national and regional library surveys. You are then to hand in a roughly **2-4** page summary of your findings, along with an analysis of your findings.

Procedure:

[Step 1: Research] Please make five copies of the LIS 610 Library User Survey Form, which can be downloaded from the 610 course homepage. Select **5 or more** people and ask each of them the questions on the form.

Use a separate copy of the form for each individual interviewed. Fill in the form as the person provides his or her answers, so that you obtain all the information for each person. Record their responses accurately. Try not to put words in their mouths, like a multiple-choice quiz. Some people aren't used to talking about such things, so help them describe their experiences. You may interview more than five people if you wish. You may choose family members, friends, co-workers, students, or strangers. You may include any age group. Please inform them that you have a class assignment to ask people about their library and reading habits. Tell them your questions may take 20 minutes to answer and ask if they can give you the time to complete it. Some people take longer because they enjoy discussing these topics.

[Step 2: Analysis] Go over your results and organize the information in some meaningful way. For example;

- Why do people need to read?
- What kind of people read most and lease?
- Why do people have information needs?
- How do they arise?
- What types of information needs did people mention?
- Where do they usually get their information?
- What exactly is "information-seeking behavior?"
- What library services or features are most attractive to users?
- Why would people tend to avoid libraries and how can librarians help?
- What user characteristics correlate most closely with library use?
- What factors, apart from demographics, tend to affect library use?

Come to class prepared to discuss your results and to compare them to others' results. We will discuss your responses in class and compare

findings. You should hand in a **2-to-4**-page (journal or report style) analysis of your data. You might also suggest further areas for research.

You will be evaluated on the quality of your analysis, writing (ability to briefly summarize findings, and reflection), and your sample (how diverse it is [i.e., not only other LIS students]). It often helps to summarize your data for each question in a table as part of your analysis.

ASSIGNMENT 2: LIS CAREER STUDY & PERSONAL OBJECTIVES

[Individual Work (Partial Group Option)/ DUE February 7 / 15 points]

Select an LIS professional LIS specialization that you are interested in pursuing, and do research on key employment trends. I encourage you to choose a specialization that you are considering for your own future employment.

For the first part of this assignment, you should examine at least **15** recent detailed job postings related to your profession, and then write up a summary of trends, such as: future prospects for employment and advancement, desired skills and abilities, as well as salaries, etc. You also should do additional research using LIS literature and talking with professionals. You will find many sources linked from

<http://www.hawaii.edu/lis/students.php?page=employment>

If you are interested in working in a specific locale, I encourage you to add this parameter to your search. For example, if you want to work in a New York school library media center, you should look up certification requirements, expectations (such as languages or other skills), salaries [compared to the cost of living], recent job ads, and ideally contact someone working there for additional information. You should also explore what organizations (and section/ division/ roundtable) and e-mail lists, professionals in this specialization belong to. You may collaborate on the first half of this assignment (**only**) with other students interested in the same career option. Please add a footnote to document this cooperation.

The second half of this assignment is for you to reflect on the list of desired and required qualifications for candidates and relate these to your own abilities. You should explore your strengths, and possible weaknesses. You should then set specific long and short term learning objectives. You should specify which goals you hope to achieve in classes, learn on the job or how you hope to achieve them.

This assignment will be evaluated primarily on [a] the diversity of professional sources (job ads as well as professional literature), and [b] the quality of your analysis of current and future job trends (60%). I will not

grade your goals *per se* (in the second part), but want to see well-written thoughtful reflection on your own background and education plans relevant to employment opportunities and expectations for the remaining (40%). This paper should be between **3** and **5** pages long. Please attach **5** job ads to your paper.

ASSIGNMENT 3: e-Portfolio & Vitae

[Individual Work]

Draft—DUE February 14 (5 points)

Peer Review—DUE February 21 (2 points)

Final Draft —DUE February 28 (8 points)

PART 1: Draft

The purpose of this assignment is to guide your creation of a professional e-Portfolio that documents your customized learning experience in the LIS Program. This e-Portfolio should be something that the LIS faculty might someday evaluate as a capstone experience. It also should be something that employers can view in order to measure your potential. It should include writing samples, and other evidence of your abilities.

For those with no or basic HTML authoring experience, the **LIS Web Team** offers a series of HTML **workshops** that should help you produce a satisfactory e-Portfolio. Information is at:

<http://www.hawaii.edu/lis/webteam/tutorials/workshops/htmlworkshops.html>

Of course, HTML editing is an ideal skill for LIS professionals beyond this basic course requirement. The Web Team also has pages online that should help you to create your e-Portfolio.

<http://www.hawaii.edu/lis/webteam/portfolio/index.htm>

The Web Team also provides several **templates** for starter pages. Their models typically include: "Curriculum Vitae", "Projects", "Courses," and "Contact" pages.

I strongly suggest you have one welcome page (including contact information), a CV page (that also includes contact information), and combine projects with courses into "Courses/Projects."

You are welcome to add a personal page, photos, link to blog, photo pages, hobbies, etc.; however, these will not be graded in terms of content. Be sure to ask yourself if you would want an employer to see those pages.

The university provides you with free server space, but I do not require you to maintain your e-Portfolio at UH. You can find UH web information at

<http://www.hawaii.edu/help/accounts/>

For the **draft**, I want to see: (1) A draft of your *curriculum vitae* (professional résumé), (2) An outline and a first draft of the text of pages you will include in your e-portfolio.

You should bring two copies of your draft paper to class. One copy will be submitted to your instructor, and another copy will be given to another student, who will conduct a peer critique.

PART 2: Peer Review Process

For the following week you should critique your partner's vitae. Bring two copies of your written critique. One copy will go to your instructor, who will evaluate your peer critique (for 2% of your semester grade), and the other copy to your partner.

CRITERIA for e-Portfolio & Vitae

Peer critiques do not assign a score, but should write up a critique using the same criteria that the instructor will use to assign a grade:

e-Portfolio / Vitae

- 1) appears to be based on a standardized appropriate model
- 2) is free of spelling and grammatical errors
- 3) is free of typographical errors
- 4) is free of factual errors (or misleading descriptions)
- 5) is well organized
- 6) is readable (e.g. length, font choice or style, formatting)
- 7) is relevant to the applying position (e.g. most relevant accomplishments / a long list of irrelevant information)
- 8) is aesthetically pleasing (e.g. irritating pictures, graphics, URL links)
- 9) Vitae shows clear career objectives, which are tied to the rest of the CV

PART 3: Final Draft

For the third week you should revise your paper based on comments by your partner and instructor. You are encouraged to use a web editor to create your website. You should hand in a stapled copy of your [a] first draft, [b] peer critique, [c] professor's critique, and [d] final draft (the URL and a complete printout of your e-Portfolio & Vitae pages).

Your revised / final paper will be evaluated by (a) the Vitae (2 points), (b) Professional e-Portfolio content (e.g., revised sample papers) (2 points), (c) Additional content on your website and professional aesthetics (2 points).

You will also be evaluated on how you respond to comments by your instructor and partner (2 points). You are encouraged to include a brief note

explaining why you did not follow specific suggestions by these critiques. This final draft is worth another 8% of your semester grade.

WARNING: You are strongly encouraged to consider your privacy when creating your website, and should not include your social security number, birth date, student ID #, mother's maiden name or other confidential information. You might want to try to foil web crawlers by writing your e-mail address as **asaton [at] Hawaii [dot] edu**.

ASSIGNMENT 4: HISTORICAL OR BIOGRAPHICAL STUDY

(USA / International)

[Group Work / DUE March 6 / 15 points]

In order to understand the foundations of librarianship and information science, you are to study either the life of an individual, the experience of an institution, association, or the state of librarianship in a nation. The instructions for this assignment are divided into several options. For either option, you will do a paper and presentation.

Regardless of option, you will have **5** minute presentation time per person, with the emphasis on the significance of the contribution to LIS. This should also be theme of your paper.

DOMESTIC OPTION:

For this option you are to choose an important LIS professional, institution or association in the United States and write a **5 to 7** page paper including:

- 4-1-a) Brief summary of the life of the person/ institution/ association
- 4-1-b) Summarize why this person/ institution/ assoc. is important to LIS
- 4-1-c) Briefly evaluate the secondary sources you used in a one paragraph bibliographical note. You might also comment on alternatives or how you located the sources in this brief section.

You should use at least one book **or** one thesis/ dissertation **or** 3 journal articles to complete this paper. Internet materials may supplement, but this, but do not replace these requirements. For sources consult:

- *Dictionary of American Library Biography* (and supplements) (Littleton, CO: Libraries Unlimited, 1978). [Z720. A4 D5, Z720. A4 D5 Suppl.].
- *American Library History* by Donald G. Davis, Jr. and John Mark Tucker (Santa Barbara, CA: ABC-CLIO, 1989) [Z731 .D38 1989]
- Arthur P. Young, *American Library History: A Bibliography of Doctoral Dissertations and Theses* 3rd ed. (Metuchen, NJ: Scarecrow Press, 1988). [Z666.Y68 1988].

- Articles published since then are reviewed in the biannual review of the literature in the journal *Libraries and Culture*. [HAMILTON: Z671. J67].
- Many are also listed on the homepage of the ALA-Library History Roundtable (<http://www.ala.org/lhrt>).

INTERNATIONAL OPTION

This assignment is similar to the United States OPTION. For this paper though you are either **[OPTION A]** give an overview of the LIS context in one nation OR **[OPTION B]** choose an important foreign LIS professional, institution or association not in the United States. Your **5 to 7** page paper should include:

[Option 4-2-A]

- a) Briefly explain when libraries were established, who founded them (and why). Is there something unique or different about the experience of libraries in that nation, and how do they reflect that nation's history?
- b) How are LIS professionals trained / educated?
- c) What are the major LIS issues today?

[Option 4-2-B]

- a) Brief summary of the life of the person/ institution/ association
- b) Summarize why this person/ institution/ assoc. is important to LIS
- c) Briefly evaluate the secondary sources you used in a one paragraph bibliographical note. You might also comment on alternatives or how you located the sources in this brief section.

You should use at least one book **or** one thesis/ dissertation and 1 article **or** 2 articles to complete this paper. Internet materials may supplement, but this, but do not replace these requirements. Cited material need not be in English. For sources consult:

- *Library, Information Science & Technology Abstracts* [online on/off-campus from UHM Libraries]
- Library and Information Science Abstracts (LISA) [online on/off-campus from UHM Libraries]
- Wayne A. Wiegand and Donald G. Davis, Jr., *Encyclopedia of Library History* (New York: Garland, 1994). [Z721 .E54 1994].
- Allen Kent, *The Encyclopedia of Library and Information Science* (New York: M. Dekker, 1968-). [HAMILTON REF: Z1006 .E57].
- Miriam A. Drake, ed., *Encyclopedia of Library and Information Science*. 2nd ed. (New York : Marcel Dekker, 2003.) [HAMILTON REF Z1006 .E57 2003].
- Robert Wedgeworth, *ALA World Encyclopedia of Library and Information Services* (Chicago: ALA, 1986). [Z1006 .A18].

- Wilfred J. Plumbe, *Tropical librarianship* (Metuchen, NJ: Scarecrow Press, 1987). [Z730.5 .P57 1987].

Your paper will be evaluated on the following criteria:

- a) Three+ published academic sources (e.g., LIS research journals, encyclopedias, books) At least one must be a journal article or book (not a brief entry). [25%]
- b) Quality of writing and consistent usage of citation style. [25%]
- c) Ability to summarize the subject and relate it to LIS at large, and wider historical context. [25%]
- d) Oral in-class Presentation. [25%]

****As an alternative, you can do an oral history interview with an LIS professional and write a **5 to 7** page paper on this person's life and contribution to the profession. Oral history papers only need one additional quality source for the paper.

ASSIGNMENT 5: RESEARCH CRITIQUE PAPER

[Pair Work / DUE March 20 /15 points]

It is important for LIS professionals to be able to engage with LIS research. For this assignment, you are to select a research article (either qualitative or quantitative) in a peer-reviewed LIS research journal (published within the past two years), and then write a **3 to 5** page critique of the article. Selecting a good article is a key component of the assignment. Your paper (and thus your grade) will suffer if the article was not a research article.

Your critique should include: 1) a brief summary of the author's thesis statement 2) findings, 3) methodology, 4) significance of the findings, and 5) qualifications for the study. You should then critically evaluate 6) the overall contribution of the study, 7) what you learned from it , and 8) how the study could have been improved in terms of research methodology, sampling, generalizability, etc.

Groups should hand in **one paper** with both names. You should also hand in your marked-up copy of the original research article.

ASSIGNMENT 6: LIS PHILOSOPHICAL POSITION PAPER

[Individual Work or Pair Work]

Draft—DUE April 3 (5 points)

Peer Review—DUE April 10 (2 points)

Final Draft —DUE April 17 (8 points)

Another facet of professionalism is developing a set of working ethics and a philosophy. Throughout this course you will be introduced to many perspectives from questions of freedom and responsibility to the role of libraries service to minorities, to feminist and class-based questions of libraries' roles in societies. For this assignment, I want to you select a question that concerns you. You are then to do research in *Library, Information Science & Technology Abstracts* and LISA for information to better understand the argument. You should locate several sources (journal articles, articles, editorials, and websites, etc.) taking different positions. You may do this assignment in a group of two people if both contribute equally to the writing and researching.

In your **6-10** page paper, you are to: (a) summarize the problem or question, (b) present several responses to the issue, and (c) develop your own response or philosophy. You may either write the entire paper **or** simply part (c) as a persuasive argument.

PART 1: Draft

You bring two copies (per group member) of your draft paper to class (5% of your semester grade). One copy will be submitted to your instructor, and another copy will be given to another student, who will conduct a peer partner.

PART 2: Peer Review Process

For the following week you should critique your partner's assignment, and make two copies. One copy will go to the instructor, who will evaluate your peer critique (for 2% of your semester grade), and the other copy to your partner.

Peer critiques do not assign a score, but write a critique using the same criteria that your instructor will use to assign a grade.

CRITERIA FOR THE PHILOSOPHICAL POSITION PAPER

- 1) Sources appears to be well researched, balanced, and most appropriate
- 2) Paper is free of grammatical or spelling errors
- 3) Paper is free of typographical errors
- 4) Paper is free of factual errors
- 5) Paper is well organized
- 6) Student displays a clear understanding of the relevant issue(s)
- 7) Paper demonstrates understanding of different sides on the issue
- 8) Student develops a logical and understandable argument for her/ his position
- 9) Paper demonstrates its relevance and importance to LIS or librarianship today

PART 3: Final Draft

For the third week you should revise your paper based on comments by your partner and instructor. You should hand in a stapled copy of your [a] first draft, [b] peer critique, [c] instructor's critique, and [d] final draft.

You will not be evaluated on the basis of your opinions, but on your thorough research (using diverse sources), summary, and grasp of the issue (60 %), and then your ability to write a persuasive, logical argument (30 %).

It will also be evaluated how you respond to comments by your instructor and partner (10%). You are encouraged include an additional note explaining why you did not follow specific points by these critiques. This final draft is worth another 8% of your semester grade.

ASSIGNMENT 7:
GROUP PRESENTATION
[Group Work / DUE April 24 / 10 points]

A group of two to four members will select an issue of professional librarianship or information studies, and investigate its major facets (e.g. pros and cons). You should consult and include least 6 references (books, journal articles, not more than two web sources) and prepare a presentation, followed by questions and class discussion. You will have **4-minutes presentation time per group member**. You will submit a bibliography of your sources to your instructor.

Possible formats include:

(a) Debate, (b) Individual Speeches or Lectures, (c) Skit, (d) Original Video or highly creative PowerPoint presentation, etc. You are strongly encouraged to be both creative and informative on this project. Humor is encouraged (as long as it is not offensive). Handouts or other supplements are optional.

Each individual's final score will be a compilation of your group evaluation (evaluated by students, 50%) and your individual score (evaluated by the instructor, 50%).

Evaluation Criteria for Group Presentations (by students and instructor)

- Was the introduction/overview sufficiently information rich?
- Did the presentation clearly present both/ several perspectives?
- Was the presentation creative (skit, humor, creative PowerPoint)?
- Was the presentation persuasive as to why you should care?

OPTIONAL EXTRA CREDIT (DUE May 1)

You can hand in one extra credit assignment. Extra credit can raise your total grade by 1 point.

Option 1:

Attend a conference of Hawaii's (or another state or national) LIS professional conference.

- Association of Hawaii Archivists
<http://www2.hawaii.edu/~wertheim/AHA.html>
- Hawaii Association of School Librarians
<http://hasl.ws/>
- Hawaii Library Association
<http://ohana.chaminade.edu/hla/>
- Special Libraries Association - Hawaiian Pacific Chapter
<http://www.sla.org/chapter/chip/>

Write a brief journal on the conference. You should submit a brief (**3 to 6** page) journal summarizing and evaluating aspects of the HLA conference. Rather than simply listing programs, you are encouraged to focus on one to three elements, and summarize and critique the most noteworthy aspects. Your journal would certainly be enhanced if you related aspects to items learned in class (text, lecture, or discussion).

Option 2:

In Class 13 (April 17): Information Science, Social Networking Tools & Libraries, do a 5 min. presentation per person (group presentation is also acceptable) on one of the following social networking tools in the context of libraries and librarianship.

1. Social Bookmarking (i.e., Del.icio.us)
2. Podcasting / Screencasting

3. Blogs
4. RSS Feeds, Portals, and Personalized Start Pages (i.e., Netvibes)
5. Photo Sharing Sites (i.e., Flickr)
6. Wiki
7. Video Sharing Sites (i.e., YouTube)
8. Gaming (i.e., Second Life)

Sample Papers

Sample papers are posted online at:

< <http://www2.hawaii.edu/~wertheim/610Samples.html> >

Fellow students kindly shared papers from previous years. These are model papers. You are advised to review these papers to see how they presented their papers; however, **I change assignment requirements "from the previous 610 courses," though, so be sure to follow your syllabus in terms of instructions, as I will evaluate you based on the new criteria.**

If you write an exceptional paper, I might ask you to submit your paper to my website. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment. I count revised and submitted papers towards your extra credit score.

Program Learning Objectives

This introductory survey course addresses the following curricular objectives of the LIS Program, enabling you to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
4. Demonstrate an understanding of the development and interrelationship of librarianship and information science;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

This introductory course also contributes towards the following LIS Program **Research** objectives:

6. Students and faculty engage in research that responds to community information needs.
7. Students engage in research through courses and independent study.

This introductory course may also assist with meeting the following LIS Program objectives for **Service**:

2. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the program's areas of expertise.

6. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations.

7. Students volunteer their services to community, professional, university and state organizations and agencies.

[The numbers and text above come from the
2007 UH LIS Program Mission and Goals.]

ALA Core Competencies

ALA Core Competencies							
1	2	3	4	5	6	7	8
P		S	S		P	P	

ALA Competencies

1. Professional Ethics; **2.** Resource Building; **3.** Knowledge Organization; **4.** Technological Knowledge; **5.** Knowledge Dissemination—Service; **6.** Knowledge Accumulation--Education and Lifelong Learning; **7.** Knowledge Inquiry—Research; **8.** Institution Management; **Coding Symbols:** **P**=Primary Emphasis; **S**=Secondary Emphasis.

Explanation: In Spring 2007 the LIS Program decided to map our courses along with the ALA’s 2005 Draft “Statement of Core Competencies” as a way of basing our course offerings in parallel with requirements for today’s professional.

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “**Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses**”:

- (1) Action Research
- (5) Content Analysis
- (13) Historiography
- (16) Interview

Explanation: In Spring 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

Course Learning Objectives

This is an introductory survey course, enabling you to:

1. Become acquainted with a variety of aspects of your chosen profession;
2. Develop an understanding of the relationships and roles that libraries and comparable information agencies fulfill in the larger society, throughout history and into the future;
3. Develop capacities for research and critical thinking, particularly in viewing major social issues and problems of concern to the profession;
4. Gain experience in making informative presentations to colleagues on topics of interest to the profession;
5. Gain experience in accessing information structure and assessing its uses;
6. And, on a personal level, to understand the potential scope and dimensions of the careers for which you are preparing, in order to perceive your unique pathway to meaningful and rewarding work.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations, and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

Course/ Teaching Philosophy

Class participation is based on:

- (a) **Attendance.** At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify your instructor in advance of excused absences, if possible.
- (b) **Active participation** in classroom discussion. This means being engaged, but does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this category for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.
- (c) In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence or passage from one of the assigned readings.** You should be ready to share that specific sentence or idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I may call on a few students to give this.**

You are permitted to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I do realize that our class is nearly 3 hours long. Thus, I certainly understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

Group Work

Several assignments are designed as a group or pair project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

Appendix: **Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii**

[1.0]

LIS graduate students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University's Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with University policies on academic integrity including:

The University of Hawaii Student Conduct Code

<http://www.manoa.hawaii.edu/students/conduct/> and

http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html

The University of Hawaii at Manoa Campus Policies

<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

[2.0]

The field of Library and Information Science promotes ethical conduct of its members through published codes of ethics and standards of conduct. LIS students as pre-professionals are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, at internship, practicum and fieldwork sites, and in personal, Internet and phone communications related to their LIS studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

ALA Code of Ethics

<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

Guidelines for Behavioral Performance of Reference and Information Service Providers

<http://www.ala.org/ala/rusa/rusaprotocols/referenceguide/guidelinesbehavioral.htm>

ASIST Professional Guidelines

<http://www.asis.org/AboutASIS/professional-guidelines.html>

Society of American Archivists Code of Ethics

http://www.archivists.org/governance/handbook/app_ethics.asp

[3.0] Principles of Ethical Conduct:

[3.1] **Propriety.** Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.

[3.2] **Competence and Growth.** Students should strive to become proficient in academic performance and professional practice, functions, and activities.

[3.3] **Development of Knowledge.** Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.

[3.4] **Scholarship and Research.** Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements on each course syllabus.

[3.5] **Service.** Students should regard as primary the service obligation to internship, practicum, fieldwork or community sites, as well as to student professional organizations.

[3.6] **Confidentiality.** Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community, internship and fieldwork sites.

[3.7] **Commitments to Organizations.** Students should adhere to commitments made to practicum, community, internship and fieldwork sites, as well as to student professional organizations.

[3.8] **Respect, Fairness and Courtesy.** Students should treat staff, student colleagues, professionals and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, internship and fieldwork sites, and faculty and departmental offices.

[3.9] **Integrity.** Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the profession as outlined in professional codes of ethics and standards of conduct.

Approved by the LIS Faculty on 19 March 2007