



## LIS 610 The Information Environment Fall 2009

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**Course Homepage:**

<http://www2.hawaii.edu/~asaton>

**Office Hours:**

Wednesdays 3:00-4:30 and by Appointment (please send e-mail)

**Classroom:** POST 318B

**Schedule:** Wednesdays from 5:00 pm to 7:40 pm

Course Catalog Description:

**LIS 610/ The Information Environment** (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

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### Required Textbook

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

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### Additional Readings

Additional readings may be assigned. These required readings will be available from *Laulima* <https://laulima.hawaii.edu/portal> or indicated in the syllabus.

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**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.

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### Program Learning Objectives

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This introductory survey course addresses the following curricular objectives of the LIS Program.

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:

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

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

1. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the program's areas of expertise.
2. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations.
3. Students volunteer their services to community, professional, university and state organizations and agencies.

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#### ALA Core Competencies

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1. Professional Ethics
7. Knowledge Inquiry—Research
9. Social, Historical, and Cultural Context

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## Course Learning Objectives

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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.

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## LIS Research Methodologies

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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":

- Survey
- Historiography
- Interview

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## Grading

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<b>Assignment 1:</b> Information Needs Survey Paper	10 %
<b>Assignment 2:</b> LIS Career Study & Personal Objectives	10 %
<b>Assignment 3:</b> Historical or Biographical Study (USA /International)	15 %
<b>Assignment 4:</b> a) LIS Philosophical Position Paper (Draft Paper) b) LIS Philosophical Position Paper (Revised Paper)	10 % 5 %
<b>Assignment 5:</b> Special Topic Presentation	20 %
<b>Midterm Exam</b>	10 %
<b>Final Exam</b>	15 %
<b>Class Participation</b>	5 %

### 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-

## Grading Policy

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- (a) **Attendance.** Your attendance and participation is imperative. When you have **more than one unexpected absence**, your course grade will be deducted by **1%** per unexcused absence.

If you were late or absent because of **illness or another emergency**, please submit an **official document (e.g. doctor's note, note from an university authority)**. 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.

Arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

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## Teaching Method

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Class-time instruction will be a combination of lectures, guest lectures, discussions, and group presentation. Oral and written assignments 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.

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## Group Work

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Some of the assignments are designed as group or pair projects. 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.

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**Course Schedule (Subject to Change)**

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**[August 26]**

- Class 1:** Introduction
- Objectives:** a) Introductions  
b) Review syllabus  
c) Preparing for Assignment 1  
"Information Needs Survey" [*Laulima*]
- Readings:** None
- Due:** Nothing
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**[September 2]**

- Class 2:** Information Needs
- Objectives:** a) Group Discussion on Survey Results  
b) Lecture on Information Needs  
c) Preparing for Assignment 2
- Readings:** -Rubin: 1-29; 31-78.  
  
- American Library Association@ your library: Attitudes Toward Public Libraries Survey 2006 [*Laulima*]  
  
\*Compare your survey and the 2006 ALA Survey results.
- Due:** **Assignment 1: Information Needs Survey Paper**
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**[September 9]**

- Class 3:** Recruitment and Placement Issues  
What is Information Science?
- Objectives:** a) Recruitment and Placement Issues  
b) What is Information Science?
- Readings:** Rubin: 31-78.  
  
- Saracevic, Tefko. Information Science. *Journal of the American Society for Information Science* 50 (1999):1051-1063. [*Laulima*]  
  
-Bates, Marcia. The Invisible Substrate of Information Science. *Journal of the American Society for Information Science* 50 (1999):1043-1050. [*Laulima*]

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

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**[September 16]**

**Class 4:** Historical Context for Libraries

**Objectives:** a) Historical Context for LIS

- "Discussion Points" [*Laulima*]

b) Preparing for Assignment 3

**Readings:** - Rubin: 259-298, 437-486.

**Due:** Nothing

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**[September 23]**

**Class 5:** National Libraries

**Objectives:** a) National Libraries

- "Discussion Points" [*Laulima*]

**Readings:** - Line, Maurice B. "National Libraries," in Robert Wedgeworth, (ed.) 3<sup>rd</sup> ed. *World Encyclopedia of Library and Information Services*: 605-611. [*Laulima*]

**Due:** Nothing

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**[September 30]**

**Class 7:** Public and School Libraries

**Objectives:** a) Guest Speakers:

**Readings:** - Rubin: 361-402

**Due:** **Assignment 3: Historical or Biographical Study**

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**[October 7]**

**Class 6:** Academic Libraries

**Objectives:** a) **Midterm Exam**

b) Lecture on Open Access

c) Preparing for Group Presentation

**Readings:** - Rubin 402-436

- Ogburn, Joyce. Defining and Achieving Success in the Movement to Change Scholarly Communication. *Library Resources & Technical Services* 52 (2008): 44-53. [*Laulima*]

**Due:** Nothing

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**[October 14]**

**Class 8:** Research in LIS

**Objectives:** a) Critique Research Articles  
b) Lecture on Research Methods

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

**Due:** Nothing

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**[October 21]**

**Class 9:** Censorship and Intellectual Freedom

**Objectives:** a) Group Presentation (1)  
b) Preparing for Assignment 4

**Readings:** -ALA Library Bill of Rights  
<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>  
  
-ALA Freedom to Read Statement  
<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.cfm>

**Due:** Nothing

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**[October 28]**

**Class 10:** Intellectual Property and Copyright

**Objectives:** Group Presentation (2)

**Readings:** - Aoki, Keith, Boyle, James and Jenkins, Jennifer. *Tales from the Public Domain: Bound by Law?* [Laulima]

**Due:** Nothing

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**[November 4]**

**Class 11:** Access, Literacy and the Digital Divide

**Objectives:** a) Group Presentation (3)  
b) Preparing for Assignment 4

**Readings:** - Wohlmuth, Sonia. & McCook, Kathleen. (2004). Equity of Access: Igniting a Passion for Change, June 2004.  
<http://webjunction.org/21/articles/content/434020>

**Due:** Nothing

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**[November 11] Veterans Day**

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**[November 18]**

**Class 12:** Privacy and the First Amendment

**Objectives:** Group Presentation (4)

**Readings:** - Gilbert, Ellen D. Confidentially Speaking: American Libraries and the USA PATRIOT Act. *Library Philosophy and Practice* 8 (2005):1-7. [*Laulima*]

**Due:** **Assignment 4 (1): LIS Philosophical Position Paper (Draft)**

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**[November 25]**

**Class 13:** Libraries and Digital Libraries

**Objectives:** Group Presentation (5)

**Readings:** - Seadle, Michael, and Greifeneder, Elke. Defining a Digital Library. *Library Hi Tech*, 25 (2007):169-173. [*Laulima*]

**Due:** **Assignment 4 (2): LIS Philosophical Position Paper (Revised)**

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**[December 2]**

**Class 14:** Professional Ethics and Standards  
International and Comparative Librarianship

**Objectives:** a) Japanese Censorship & Intellectual Freedom

b) One of the following ethics statements will be assigned to each student prior to class. The expectation is that you will familiarize yourself with it in order to facilitate an intelligent class discussion:

- [American Library Association Code of Ethics](#)
- [Special Libraries Association Competencies for Information Professionals of the 21st Century](#)
- [Medical Library Association Code of Ethics for Health Sciences Librarianship](#)
- [Society of American Archivists Code of Ethics for Archivists](#)
- [American Society for Information Science and Technology Professional Guidelines](#)
- [Association of Independent Information Professionals Code of Ethical Business Practice](#)
- [American Association of Law Libraries Ethical Principles](#)

**Readings:** Rubin 323-359.

**Due:** Nothing

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**[December 9]**

**Class 15: Final Exam**

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## Instructions for Assignments

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### 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 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, "..."<sup>1</sup>

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**) 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.

### INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

Please submit all your assignments through e-mail as an attachment. **Your file for Assignment 1 should be named as: Your last name-asmt1** [e.g. Asato-asmt1]

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 the last day of the course.

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## ASSIGNMENT 1: INFORMATION NEEDS SURVEY PAPER

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Please submit your assignment through e-mail. **Your file for Assignment 1 should be named as:**

**Your last name-asmt1**

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 via e-mail 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 *Laulima*. Select **5 or more** people and verbally ask in person the questions on the form.

Use a separate copy of the form for each individual interviewed. You should fill in the form as the person provides his or her answer, so that you obtain all the information for each person. Record their responses accurately. Try not to put words in their mouth, 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. 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.

**You should not do this by e-mail, web, or simply having people fill out the survey form.** Part of the assignment is to gain experience conducting this type of interview research.

**[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 or least?
- Why do people have information needs?
- How do information needs 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 **2-4-page** (journal or report style) analysis of your data. You might also suggest further areas for research.

### Evaluation

Your Information Needs Survey Paper will be evaluated with the criteria below.

Criteria	Score
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Survey Procedure (interviews)	1
Well summarized and organized paper	2
Free of grammatical, spelling errors	1
Diverse sample	1
Good analysis, implication / reflection	5
<b>Total</b>	<b>10%</b>

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## ASSIGNMENT 2: LIS CAREER STUDY & PERSONAL OBJECTIVES

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Please submit your assignment through e-mail. **Your file for Assignment 2 should be named as:**

**Your last name-asmt2**

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. If you are interested in getting a position in Hawaii and cannot find 15 job postings, explore other parts of the country and compare various aspects of positions. **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 list what resource you used** (e.g. Hawaii State Public Library System, NASIGWeb Job Listings).

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 paper should be between **3-5 pages** long. Please attach **5 job ads** to your paper.

### Evaluation

Criteria	Score
Diversity of professional sources (job ads as well as professional literature)	2
Quality of your analysis of current and future job trends	3
Well-written thoughtful reflection on your own background and education plans relevant to employment opportunities and expectations for the remaining	5
<b>Total</b>	<b>10%</b>

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## ASSIGNMENT 3: HISTORICAL OR BIOGRAPHICAL STUDY (USA / International) [Individual or Pair Work]

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Please submit your assignment through e-mail. **Your file for Assignment 3 should be named as:**

**Your last name-asmt3**

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.

Regardless of option, you will hand in a **5-7 page paper** (for pair work, the group is expected together to hand in a roughly 10-14-page paper). The paper should focus on **the significance of the subject's contribution to LIS**.

**DOMESTIC OPTION:**

For this option you are to choose an important LIS professional, institution, or association in the United States including:

- 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 (1) one book or one thesis/ dissertation, and (2) two journal articles to complete this paper. Professional magazine articles and internet materials may supplement, 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* 3<sup>rd</sup> 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 the Cultural Record*. [HAMILTON: Z671. J67].
- Many are also listed on the homepage of the ALA-Library History Roundtable <http://www.ala.org/ala/mgrps/rts/lhrt/popularresources/index.cfm>

**INTERNATIONAL OPTION**

This assignment is similar to the Domestic 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 paper should include:

**[Option 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?
- d) 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.

**[Option 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 (1) one book or one thesis/ dissertation, and (2) two journal articles to complete this paper. Professional magazine articles and internet materials may supplement, 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*. 2<sup>nd</sup> 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].

#### Evaluation

Criteria	Score
Sources appear to be well researched, balanced, and most appropriate	3
Paper is free of grammatical or spelling errors; Paper is free of factual errors	1
Paper is well organized; Student develops a logical and understandable argument	3
Student displays a clear understanding of the historical context	2
Student displays a clear understanding of why person/institution/association is important to LIS	3
Paper demonstrates its relevance and importance to LIS or librarianship today	3
<b>TOTAL</b>	<b>15%</b>

#### An Alternative:

You can do an oral history interview with an LIS professional and write a **5-page paper** (for a pair work, the group together produces about a 10-page paper), on this person's life and contribution to the profession. Oral history papers only need one additional quality source for the paper.

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### ASSIGNMENT 4: LIS PHILOSOPHICAL POSITION PAPER

[Draft + Revised Paper]

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Please submit your assignment through e-mail.

**Your file should be named as:**

For Draft Paper: **Your last name-draft**

For Revised Paper: **Your last name-revised**

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*, LISA, and other sources for information to better understand the argument. You should locate several sources (books, journal articles, editorials, and websites, etc.) taking different positions.

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, (d) give a source of information used in a particular sentence in **footnote**. In addition, **create a list of references you cited in your paper**.

You may either write the entire paper **or** simply part (c) and (d) as a persuasive argument.

### **PART 1: Draft Paper (10%)**

You should send one electronic version of your draft (It doesn't mean a "rough" or "uncompleted" draft) to your instructor. She will critique your paper and give suggestions in **"Red."**

#### **Evaluation Criteria for the Philosophical Position Paper**

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

### **PART 2: Revised Paper (5%)**

For the third week, you should revise your paper based on comments made by your instructor. You will revise your "Draft Paper" in **"Blue"** regardless whether you are revising some parts or adding new sentences. You should send an electronic version of the revised paper to the instructor. This includes:

- 1) The electronic versions of your revised paper, and
- 2) **A brief and itemized note** explaining why you **did not** follow specific suggestions made in these critiques.

#### **Evaluation**

Draft Philosophical Position Paper will be evaluated by the criteria below.

<b>Criteria</b>	<b>Score</b>
Sources appear to be well researched, balanced, and most appropriate	2
Paper is free of grammatical or spelling errors; Paper is free of factual errors	1
Paper is well organized; Student develops a logical and understandable argument for her/ his position	3
Student displays a clear understanding of the relevant issue(s); Paper demonstrates understanding of different sides on the issue	2
Paper demonstrates its relevance and importance to LIS or librarianship today	2
<b>TOTAL</b>	<b>10%</b>

#### **Evaluation Criteria for Revised Paper**

How you respond to the suggestions made by your instructor. The overall quality of the paper (analysis of the issue, logical argument for your position on the issue). Here you should

explain the reasons you did not incorporate reviewers' comments in your revised version (5%).

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## ASSIGNMENT 5: SPECIAL TOPIC PRESENTATION

[Group]

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This assignment consists of two parts: group presentation and executive summary of the individual section.

### Group Presentation (15%):

Group members will prepare and deliver a group presentation that explores a current issue related to libraries and librarianship. Each person on the panel will be responsible for presenting one aspect of the topic. Each member of the panel will also moderate and lead the class discussion. The group has a **60 min. oral presentation**.

The panel will post a "list of readings" on the topic in *Laulima*. **Postings are due by Wednesday a week before your panel presentation.**

### Executive summary (10%):

Write a **3-page, double spaced essay** that succinctly summarizes the aspect of the topic you are responsible for covering. It should not be a summary or outline of what you covered in the presentation (BAD EXAMPLE: "I first presented the concept of intellectual freedom using the diagram.") Rather, this should be a brief summary and critical analysis of your topic in essay form. This also should include references. **Your summary will be due the day of your panel presentation.**

### Presentation Procedure Process

Post the following in *Laulima* on Wednesday one week before your presentation.

- A brief introduction to the issue
- A reasonable number of required readings (2-3 readings) for the class to read
- A bibliography of works used to develop the presentation for further reading for those interested.

### Product

The final product will be a group PowerPoint presentation addressing the following elements as they relate to the assigned topic:

- Describe the issue, including pros and cons (if relevant) and other relevant dimensions of the topic.
- What is the history of the issue?
- What is the relevance of the issue to the library world?
- What are specific ways the issue could be addressed or managed by librarians?

Remember that the art of a presentation is knowing what to leave out and what is important to include. Try to think of ways to make the presentation interesting as well as informative. Consider this assignment an informational presentation to your professional peers.

In addition to making an oral presentation, please provide the instructor with one copy of the integrated "Power Point presentation" and a "description of each member's contribution to the project (e.g., Susan wrote our group's slide presentation. John uploaded the reading assignments on *Laulima*.)

### Evaluation

Every member of the group will receive the same number of points for the presentation. Presentations will be evaluated by peers and by the instructor. The following is the rubric the instructor will use that takes into account peer evaluations. The peer evaluation form will include all items except the last two.

**Panel Presentation Scoring Rubric**

Criteria	Points possible	Group score	Comments
General information: history, issues, important aspects	3		
Description of importance and relevance of topic; ways in which the issue can be addressed/managed	3		
Class discussion	3		
Posted required readings, discussion questions, and bibliography	1		
General quality of the presentation	2		
Peer evaluation	3		
<b>TOTAL</b>	<b>10%</b>		

**Individual Executive Summary Scoring Rubric**

Criteria	Points possible	Individual score	Comments
Identifies, analyze, and synthesizes the key issues relevant to the topic aspect addressed	5		
Provides substantial content and analysis within the length restraints of the paper	4		
Exhibits the characteristics of good writing: an overall tone that enhances the purpose of the paper; nearly error-free in grammar	1		
<b>TOTAL</b>	<b>10%</b>		

**Presentation Topics****Presentation (1)****Presenters (4 people):****Censorship and Intellectual Freedom**

Present background on the issue of censorship, specifically including a history of censorship, Challenged and Banned Books in the U.S., the debate between of "intellectual freedom" and "social responsibility" and internet filtering, or you can select an alternative issue in consultation with the instructor.

**Presentation (2)****Presenters (4 people):****Intellectual Property and Copyright**

Present background on the issue of copyright including, a history of copyright, the Digital Millennium Copyright Act, issues in the academic setting, and *Google Book Search*, or you can select an alternative issue in consultation with the instructor.

**Presentation (3)****Presenters (3 people):****Access, Literacy and the digital divide**

Present a history of library services to immigrants. Give the background information on the issue of access to information as it relates to new immigrant groups, minorities, and indigenous people, specifically in relation to a discussion of literacy and its role in access (broadband), or you can select an alternative issue in consultation with the instructor.

#### **Presentation (4)**

**Presenters (4 people):**

##### **Privacy and the First Amendment**

Present background on the Library Awareness Program, the USA PATRIOT Act, *Doe v. Gonzales*, and issues related to Library Privacy, or you can select an alternative issue in consultation with the instructor.

#### **Presentation (5)**

**Presenters (4 people):**

##### **Libraries and Digital Libraries**

How are libraries and archives using the term digital libraries or digital archives? Explore projects like American Memory or the California Digital Library. Present an overview of some of the leading projects, concepts, and questions. What do these digital initiatives mean for the future of traditional libraries and archives? The presentation also should include some problems or issues dealing with digital materials in the academic library setting, such as copyright, Intellectual Freedom, cost, maintenance of materials.

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### **Sample Papers**

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Sample papers are posted online at:

<<http://www2.hawaii.edu/~asaton/610.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, so be sure to follow your syllabus in terms of instructions, as I will evaluate you based on the new criteria.**

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### **Extra Credit : *e-Portfolio***

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#### **Up to 5% of the final grade**

In this extra-credit assignment, you will create your *e-Portfolio*. Making an effective website is an art. It represents you as a job candidate and is the important first step in the job hunting process. For students who are not close to graduating the program, you should continue to develop this as you take courses and gain experience.

The assignment is to create a professional *e-Portfolio* that documents your customized learning experience in the LIS Program. This 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 your curriculum vitae (CV), writing samples, and other evidence of your abilities.

Your CV should include an "Objectives" section at the top of your resume. The rest of the CV should highlight experience, service, or education that would show an employer you match your desired position. It should look exactly the way you would submit it to a potential employer.

#### **The content of *e-Portfolio***

- 1) Welcome page (including contact information)
- 2) Updated curriculum vitae
- 3) Courses and Projects (such as papers, presentation slides, and a pathfinder)
- 4) Personal page [optional]

The Web Team (see below) also provides several **templates** for starter pages. Their models typically include: "Curriculum Vitae", "Projects", "Courses," and "Contact" pages. You are welcome to add a personal page, photos, link to blog, photo pages, hobbies, etc. **Be sure to ask yourself if you would want an employer to see those pages.**

You are encouraged to use a web editor to create your website. 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 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>

The due date for this assignment is **December 9<sup>th</sup>**. **You should send your instructor the URL for your e-Portfolio.**

**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**.

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

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##### **[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](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](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.