



University of Hawai'i at Mānoa
Library & Information Science Program
Information & Computer Sciences Department

SYLLABUS
LIS 610: Introduction to Library & Information Science
Revised Proposed Title: The Information Environment
(3 Credits) (Spring 2006)

Instructor: Assistant Professor Andrew B. Wertheimer, Ph.D.

Contact Information:

305F POST Building, 1680 East-West Road, Honolulu HI 96822

TEL: 808/ 956. 3494 **FAX:** 808/ 956. 3548

E-mail: wertheim@hawaii.edu

Please put LIS 610 in the message line.

Course Homepage:

<http://www2.hawaii.edu/~wertheim/610S06.html>

OFFICE HOURS:

- Tuesdays 4:00-5:00 pm
- Wednesdays 8:00-8:30 pm
- Thursdays 1:30-3:30 pm
- or by appointment. Please check:

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

Classroom: Bilger Hall Room 319

Schedule: Tuesdays 13.00 - 15.40 (1:30-3:40 pm)

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

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 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 sources;
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 competency in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[The Numbers and text above come from the
2005 Revised *UH LIS Program Mission and Goals*.]

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 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 other work will lay the foundations for more advanced understanding. Lecture dates, readings, and especially guest speakers are subject to change.

Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments, especially during office hours. I reserve the right to reject or make counterproposals, but encourage you to consult me about this. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

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. (Please notify me in advance of excused absences, if possible).
- (b) **Active participation** in classroom discussion. This 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 section 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** with you 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 and taking on the phone is 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 equally disruptive and will reduce your 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 just do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee on the way.

Group Work

At least one assignment is designed as a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely a great deal 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 work. 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.

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:

We will also be reading a large section of:

Siva Vaidhyanathan, *Copyrights and Copywrongs: The Rise of Intellectual Property and How it Threatens Creativity* (New York: New York University Press, 2001). (This is available at the University Bookstore as an optional purchase).

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

Important Dates (Tentative for 2006):

- 8 January
Last day to drop classes online without any financial penalty
- 17 January
Last day to withdraw from class without a "W."
- 18 January
Last day to add the class, change grading option or to receive a 100% refund for the course.
- 30 January
Last day to receive a 50% refund for the course.

Grading:

Papers 2-6 (5 x 10 points each)	50 %
Group Project: Position	15 %
Class Participation	10 %
Student ePortfolio & <i>Vitae</i> Final Draft	10 %
Student ePortfolio & <i>Vitae</i> 1st Draft	05 %
Assignment 1-Info Needs Survey	05 %
Quiz	05 %

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-.

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.

Course Schedule (subject to change)

10 January

Class 1.

Objectives:

- a] **Introductions**, b] **Review syllabus**
- c] **Reviewing Writing Handbook**
- d] **Preparing for the Information Needs Assignment**

Readings:

None.

DUE:

Nothing.

17 January

>>>> **NO CLASS** <<<<

(Professor Wertheimer will be at the ALISE Annual Conference and ALA Midwinter Conference)

24 January

Class 2.

Information Needs

Objectives:

- a] Presentations of Survey Results (1:00-2:15; break 2:15-2:30).
- b] **Guest Speaker: Professor Diane Nahl** (2:15-3:40):
Lecture & Group Discussion on the Readings

Readings:

- **Brenda Dervin, and M. Nilan**, "Information Needs and Users." *Annual Review of Information Science and Technology* 21 (1986): 3-33.
- **T. D. Wilson**, "On User Studies and Information Needs." *Journal of Documentation* 37 (1981): 3-15.
- **Lynn Westbrook**, "User Needs: A Synthesis and Analysis of Current Theories for the Practitioner." *RQ* 32 (1993): 541-549.

DUE:

ASSIGNMENT (1): INFORMATION NEEDS

31 January

Class 3:

Information Professions Part I

Objectives:

Lecture on historical context for libraries

Reading:

RUBIN: 1-78; 121-177; skim 527-544; 487-526.

DUE:

Nothing.

7 February

Class 4:

a] **Information Professions Part II**

b] **Historical Context for LIS: Literacy, Education & Printing**

Reading: RUBIN: 361-486.

DUE: ASSIGNMENT (2): LIS CAREERS & PERSONAL OBJECTIVES

14 February

Class 5:

Brief History of Archives, Research and National Libraries

Reading: RUBIN: 259-322.

DUE: **First Draft of Student e-Portfolio and *Vitae***

21 February

Class 6:

Growth of Public, School & Special Libraries

Reading:

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age (Washington, D.C.: Benton Foundation, 1996).

DUE: Nothing.

28 February

Class 7:

Professional Associations, Certification, LIS Education

Readings:

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

Skim: Pierce Butler, *An Introduction to Library Science* (Chicago: University of Chicago Press, 1933).

Skim: RUBIN: 545-550.

DUE: ASSIGNMENT (3): HISTORICAL OR BIOGRAPHICAL PAPER

7 March

Class 8:

International and Comparative Librarianship

Guest Speaker: Professor Rebecca Knuth

Reading: RUBIN: 217-257.

DUE: Nothing

14 March

Class 9:

Information Science

Reading:

Michael Buckland, "Documentation, Information Science, and Library Science in the USA." *Information Processing and Management* 32 (1996): 63-76.

DUE:

ASSIGNMENT (4): BRIEF NATIONAL STUDY

21 March

Class 10:

Technology & National Policy

Reading:

RUBIN: 79-120.

DUE:

ASSIGNMENT (5): RESEARCH CRITIQUE

28 March

>>>> **NO CLASS** *Happy Spring Break!* <<<<

4 April

Class 11:

Intellectual Freedom

Readings:

- **RUBIN:** 179-216, 323-359; Skim 551-561.
- **Lester Asheim**, "Not Censorship But Selection." *Wilson Library Bulletin* 28 (September 1953): 63-67.
- **Lester Asheim**, "Selection and Censorship: A Reappraisal." *Wilson Library Bulletin* 58 (November 1983): 180-184.
- **Skim:** ALA Office for Intellectual Freedom, *Intellectual Freedom Manual* 7th Ed.) (Chicago: ALA, 2005).

DUE:

Nothing.

11 April

Class 12:

Intellectual Property

Reading:

Siva Vaidhyanathan, *Copyrights and Copywrongs: The Rise of Intellectual Property and How it Threatens Creativity* (New York: New York University Press, 2001). Read pages: 1-80, 160-167, 174-189 (and the Afterword, pp. 243-254, in the paperback edition).

DUE:

Nothing.

18 April

Class 13:

Reading:

Libraries and the Public Sphere

John E. Buschman, "Staying Public: The Real Crisis in Librarianship," *American Libraries* 35 (August 2004): 40-42.

DUE:

Nothing.

25 April

Class 14:

Readings:

DUE:

GROUP PRESENTATIONS

None.

ASSIGNMENT (6): LIS PHILOSOPHICAL POSITION PAPER

2 May

Class 15:

Readings:

DUE:

GROUP PRESENTATIONS (CONTINUED) & COURSE WRAP-UP & EVALUATION

None.

Final Draft of Student e-Portfolio and *Vitae*

Finals Week

There is no final exam in this course or class meeting during Finals Week. All papers and extra credit must be handed in by 2 May.

EXPECTATIONS FOR ALL ASSIGNMENTS

**** Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. 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**, which does not use quotation marks, but should be 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 Wertheimer] 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 a 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 **2 May**.

Quiz and Note Taking

There will be at least one quiz in class. Such a quiz may consist of matching (such as definitions, theories), short or long answer questions or other approaches. Such a quiz will be conducted at the start of class and cannot be made up unless the absence was excused in advance. The purpose of this is to keep you engaged with the readings, lecture, and classroom discussion, which would be the source of your answers. The quiz is worth 5% of your semester grade. A second potential quiz would count towards your participation score.

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 increases your memorization and keeps you more mentally involved in class.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

ASSIGNMENT (1): INFORMATION NEEDS

Individual Work / DUE 24 January / 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-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 will be handed out in class. Select five 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 (What types of information needs did people mention? Where do they usually get their information? etc.).

Come to class prepared to discuss your results and to compare them to others'. We will discuss your results in class and compare findings with each other. 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 writing (ability to briefly summarize findings, and reflection) your sample (how diverse it is [i.e., not only other LIS students]). It usually helps to summarize your data for each question in a table as part of your analysis.

ASSIGNMENT (2): LIS CAREERS & PERSONAL OBJECTIVES

Individual Work (Partial Group Option)/ DUE 7 February / 10 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 30 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/slis/students/employment.htm>.

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 up to 2 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 6 and 10 pages long. Please attach the job ads to your paper.

STUDENT e-PORTFOLIO AND VITAE

STEP 1: FIRST DRAFT

Individual Work / DUE 14 February / 5 points

STEP 2: FINAL DRAFT

Individual Work / DUE 25 April / 10 points

The purpose of this assignment is to help you create an e-Portfolio that documents your specialized 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/slis/webteam/tutorials/workshops/index.htm>

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/slis/webteam/portfolio/index.htm>

They also provide several templates for starter pages. Their models typically include: Curriculum Vitae, Projects, Courses and Contact pages. Personally, 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 can see sample e-Portfolios in my previous year LIS 610 course pages.

You are welcome to add a personal page, photos, link to blog, Flickr, hobbies, etc.; however, these will not be graded. 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 **first draft**, I want to see: (1) A first draft of your *curriculum vitae* (professional résumé), (2) An outline and a first draft of the text you will put on your student e-portfolio homepage.

ASSIGNMENT (3): HISTORICAL OR BIOGRAPHICAL PAPER

Individual **or** Group Work / DUE 28 February / 10 points

For this assignment you are to choose an important LIS professional, institution or association in the United States and write a 5 to 7 page paper 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 be prepared to give a three-minute informal round-robin summary of your paper, with emphasis on the significance of the contribution to LIS.

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/Template.cfm?Section=lhrt>).

Assignments (3) and (4) will be evaluated on the following criteria:

- 25% 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% Quality of writing and consistent usage of citation style.
- 25% Ability to summarize the subject and relate it to LIS at large, and wider historical context.
- 25% Oral 3-minute in-class Presentation

****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 (4): BRIEF INTERNATIONAL STUDY

Individual **or** Group Work / DUE 14 March / 10 points

This assignment is similar to Paper (3) regarding the United States. 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 3 to 5 page 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?

[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 be prepared to give a three-minute informal round-robin summary of your paper, with the emphasis on the significance of the contribution to LIS.

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 Literature & Information Science* [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].

ASSIGNMENT (5): RESEARCH CRITIQUE

Individual **or** Group Work / DUE 21 March / 10 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: a brief summary of the author's thesis statement and findings, methodology, significance of the findings, and qualifications for the study. You should then critically evaluate the overall contribution of the study, what you learned from it, or how the study could have been improved in terms of research methodology, sampling, generalizability, etc. We will discuss this in class, including defining the above terms and helping to select an article.

You are encouraged to consult Professor Diane Nahl's *Strategic Research Approach for Reference Librarians* (Dubuque, IA: Kendall-Hunt, 2001) [HAMILTON: LB2369 .N34 2001] for more on research methods. You may work either alone or in a group of two. 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 / DUE 25 April / 10 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 Literature & Information Science* and LISA for information to better understand the argument. You should locate several sources (journal articles, 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. You may either write the entire paper **or** simply part (c) as a persuasive argument.

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 (70 %), and then your ability to write a persuasive, logical argument (30 %). You may do this assignment in a group of two people if both contribute equally to the writing and researching.

GROUP PRESENTATIONS: PHILOSOPHICAL POSITIONS

Group Work / DUE 25 April and 2 May / 15 points

While assignment (6) is a primarily an individual assignment, the group project is an opportunity for you to collaborate with others to express your professional philosophical position. Groups should range in size from two to five members. You will have 3-

minutes presentation time **per group member**. You should also prepare for questions and class discussion. Possible formats include: (a) Debate, (b) Individual Speeches or Lectures, (c) Skit, (d) Video or 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 group will be evaluated together by students (50 %) and the instructor (50 %) on the basis of the following rubric:

- 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?

STUDENT e-PORTFOLIO AND VITAE

Individual Work / Final Draft DUE 25 April / 10 points for Final Draft

For general expectations and purpose of the e-Portfolio, please see the comments under e-Portfolio draft.

For the final draft, I want to see (1) your revised complete *curriculum vitae* (professional résumé), (2) The URL and a complete printout of your e-Portfolio pages. (3) You also must submit the drafts that I corrected so that I can see how you responded to my suggestions and corrections.

Your final e-Portfolio should include at least your revised vitae, but may include other information relevant to your professional identity. You are encouraged to use a web editor to create your homepage. You will be evaluated by (a) the Vitae (3 points), (b) Professional e-Portfolio content (e.g., revised sample papers) (4 points), (c) Additional content on your student homepage and professional aesthetics (3 points).

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

OPTIONAL EXTRA CREDIT (DUE 2 May)

(2 projects maximum for credit)

Attend a Spring 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://www.k12.hi.us/~hasl/>
- Hawaii Library Association <http://www.hlweb.org/>
- 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).

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 class to class, 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 this page. 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.

Consult with the professor regarding other alternatives.

