

**DOMINICAN UNIVERSITY**  
**Graduate School of Library and Information Science (GSLIS)**  
**LIS 701-02**  
**Introduction to Library and Information Science**  
**Wednesdays**  
**9/2/2009-12/16/2009**

**CLASSES:** **Wednesdays** 6:00 p.m. to 9:00 p.m., subject to negotiation of breaks. Note: Depending on the available time, different rules may apply to breaks on midterm and final presentation nights.

**ROOM** 340 Crowley

**INSTRUCTOR:** Bill Crowley, Ph.D. (Professor, GSLIS)

**OFFICE:** Rm. 344 Crown Library Building

**OFFICE HOURS:** **Mondays:** 4:00 p.m. to 5:00 p.m. **Wednesdays** 5:00 p.m. to 6:00 p.m.

**Other times:** By happenstance.

**TEL:** (708) 524-6513 (Office); **FAX:** (708) 524-6657; **EMAIL:** [crowbill@dom.edu](mailto:crowbill@dom.edu)

## I. COURSE DESCRIPTION

An overview of the history, philosophy, purpose, functions and processes, users, collections and evaluation of academic, public, school and special libraries and information centers; of the history and trends of books and other media, publishing and information technology; of the principles and basic elements of the collection development process; of relevant legal and ethical topics—intellectual property (copyright), access, confidentiality of records, intellectual freedom and censorship; and of current professional issues. This is the recommend first course for all GSLIS graduate students.

## II. REQUIRED READINGS/TEXTS

### TEXTS (To be purchased)

1. Crowley, Bill. *Renewing Professional Librarianship: A Fundamental Rethinking*. Westport, CT: Libraries Unlimited, 2008. **(Required—bookstore)**
2. Haycock, Ken and Brooke E. Sheldon. *The Portable MLIS: Insights from the Experts*. Libraries Unlimited, 2008. **[Required—bookstore]**
3. Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Revised by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: University of Chicago, 2007. **(Required—bookstore or libraries) NOTE: Turabian is used in this class because it is more than a citation source. The work also deals with the basics of the American variant of English grammar.**

### TEXTS (Download or read online)

1. Achterman, Doug. (2007) "The Sower: Interview with Keith Curry Lance: Nobody Has Done More to Advance the Cause of School Library Research Than Keith Curry Lance"

- School 2. Library Journal* (October 1)  
<http://www.schoollibraryjournal.com/article/CA6484335.html> (Accessed August 20, 2009)
2. *The State of America's Libraries Report 2009: A Report from the American Library Association*  
[http://www.ala.org/ala/newspresscenter/mediapresscenter/presskits/2009stateofamericalibraries/ALA\\_unit\\_print\\_layout\\_1\\_537983\\_537983.cfm](http://www.ala.org/ala/newspresscenter/mediapresscenter/presskits/2009stateofamericalibraries/ALA_unit_print_layout_1_537983_537983.cfm) (Accessed August 20, 2009)
  3. Arizona Department of Library, Archives and Public Records, *Collection Development Training for Arizona Public Libraries* <http://www.lib.az.us/cdt/> (Accessed August 24, 2009)
  4. Association of College and Research Libraries, *Standards for Libraries in Higher Education*. <http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm> (Accessed August 20, 2009)
  5. Association of College and Research Libraries, *ACRL 2009 Strategic Thinking Guide for Academic Librarians in the New Economy*  
<http://www.ala.org/ala/mgrps/divs/acrl/issues/future/acrlguide09.pdf> (Accessed August 20, 2009)
  6. Crowley, Bill (2008). "Lifecycle Librarianship." *Library Journal* (1 April). 46-48.  
<http://www.libraryjournal.com/article/CA6542287.html> (Accessed August 20, 2009)
  7. Crowley, Bill (2007) "Don't let Google and the Pennypinchers Get You Down: Defending (or Redefining) Libraries and Librarianship in the Age of Technology." In *Proceedings: Beyond 20/20 Envisioning the Future: 2007 British Columbia Library Conference*, Burnaby (Canada). <http://eprints.rclis.org/archive/00009526/> (Accessed August 20, 2009)
  8. Cunningham, Anne E. and Keith Stanovich. (2001). "What Reading Does for the Mind." *Journal of Direct Instruction*. (Summer 2001), 137-149.  
[http://www.adihome.org/articles/JDI\\_01\\_02\\_06.pdf](http://www.adihome.org/articles/JDI_01_02_06.pdf) (Accessed August 20, 2009)
  9. GSLIS Pathways  
<http://domin.dom.edu/depts/gslis/InfoCntr/PATHWAYS/PATHWAYSTYPES.htm>  
 (Accessed August 20, 2009)
  10. Marshall, Ann, Vicki Burns, and Judi Briden "Know Your Students: Rochester's Two-Year Ethnographic Study Reveals What Students Do on Campus and How the Library Fits In" *Library Journal* November 1, 2007.  
<http://www.libraryjournal.com/article/CA6495191.html> (Accessed August 20, 2009)
  11. Mullins, James L., Frank R. Allen, and Jon R. Hufford. "Top Ten Assumptions for the Future of Academic Libraries and Librarians: A Report from The ACRL Research Committee." *C&RL News*, April 2007.  
<http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2007/apr/tenassumptions.cfm> (Accessed August 20, 2009)
  12. Public Library Use—ALA Library Fact Sheet Number 6  
<http://www.ala.org/ala/aboutala/offices/library/libraryfactsheet/alalibraryfactsheet6.cfm> (Accessed August 20, 2009)

13. Sharka, Jane A. The Illinois Study Fact Sheet (“Powerful Libraries Make Powerful Learners: The Illinois Study”) <http://www.islma.org/pdf/ILStudyFactSheet.pdf> (Accessed August 20,2009)
14. Todd, Ross (2008). :The Evidence-Based Manifesto for School Librarians” *School Library Journal* (1 April) <http://www.schoollibraryjournal.com/article/CA6545434.html> (Accessed August 20, 2009)
15. Wilson, Barbara S. and Freeman, Elizabeth, “Piercing the “Wall of Rational Ignorance”: A Communication Strategy for an Information Center“ <http://www.sla.org/Documents/conf/ny/PiercingtheWall.htm> (Accessed August 20, 2009)
16. Young Adult Library Services Association, American Library Association. “Young Adults Deserve the Best: Competencies for Librarians Serving Youth” [http://www.infopeople.org/training/past/2007/ya-space/2007\\_YALSA\\_Competencies.pdf](http://www.infopeople.org/training/past/2007/ya-space/2007_YALSA_Competencies.pdf) (Accessed August 20,2009)

#### ADDITIONAL SUGGESTED READINGS (ON WEB OR SHELVES)

- Crowley, Bill (2005). Save Professionalism. *Library Journal* (1 September), 46–48. <http://libraryjournal.com/article/CA6251454.html> (Accessed August 20, 2009)
- Crowley, Bill. (2005). *Spanning the Theory-Practice Divide in Library and Information Science*. Lanham, MD: Scarecrow Press.
- Crowley, Bill. and Deborah Ginsberg. (2005). Professional Values: Priceless. *American Libraries* (January), 52-55.
- Crowley, Bill. (2004). Just Another Field? *Library Journal* 129, no. 18 (1 November), 44-46. <http://www.libraryjournal.com/article/CA474993.html> (Accessed August 20, 2009)
- Crowley, Bill. (2006). Suicide Prevention: Safeguarding the Future of the Professional Librarian. *Library Administration & Management*, 20, no.2 (spring 2006), 75-80. [http://www.ala.org/ala/mgrps/divs/llama/publications/llandm/llmhome/21n1\\_final\\_web.pdf](http://www.ala.org/ala/mgrps/divs/llama/publications/llandm/llmhome/21n1_final_web.pdf) (Accessed August 20, 2009)
- Crowley, Bill. (2001). Tacit Knowledge, Tacit Ignorance, and the Future of Academic Librarianship. *College & Research Libraries*, 62, no. 6 (November): 565-584. <http://www.ala.org/ala/mgrps/divs/acrl/publications/crljournal/2001/nov/crowley.pdf> (Accessed August 20, 2009)
- Crowley, Bill. (1999). The Control and Direction of Professional Education. *Journal of the American Society for Information Science*, 50, no. 12 (October): 1127-1135 (50<sup>th</sup> anniversary edition).
- Doyle, Robert P. and Robert N. Knight, eds. *Trustee Facts File* 3<sup>rd</sup> edition. (Illinois) [http://www.ila.org/trustees/trustee\\_facts.pdf](http://www.ila.org/trustees/trustee_facts.pdf) (Accessed August 20, 2009)
- International Association of School Librarianship (IASL), "School Libraries Online” <http://www.iasl-online.org/> (Accessed August 25, 2009)
- Wisconsin Department of Public Instruction, *Trustee Essentials: A Handbook for Wisconsin Public Library Trustees*. <http://dpi.wi.gov/pld/handbook.html> (Accessed August 20, 2009)

### OTHER USEFUL WEB SITES

- American Library Association <http://www.ala.org> (Accessed August 20, 2009)
- American Society for Information Science and Technology <http://www.asis.org/> (Accessed August 20, 2009)
- Dominican University's Home Page <https://jicsweb1.dom.edu/ics> (Accessed August 24, 2009)

### LIBRARY, INFORMATION & MEDIA "LANGUAGE"

- See "ODLIS: Online Dictionary of Library and Information Science" Joan M. Reitz, Western Connecticut State University, for the vocabulary of publishing, information technology, and LIS <http://lu.com/odlis> (Accessed August 20, 2009)

### JOB LISTINGS

#### ALA JOBLIST

<http://joblist.ala.org/index.cfm> (Accessed August 20, 2009)

#### Illinois Library Association Jobline

<http://www.ila.org/jobline/index.htm> (Accessed August 20, 2009)

#### Indiana State Library—Jobs in Indiana Libraries

<http://in.webjunction.org/in/careers> (Accessed August 20, 2009)

Click “Jobs in Indiana Libraries”

#### Library Resources Group, Inc. “Career Center”

[http://www.careerbuilder.com/JobSeeker/Jobs/JobResults.aspx?strCrit=rawWords%3dlibrarian%3bcty%3d%3bsid%3dALL%2c+US%3bcid%3dUS%3bfre%3d30%3brad%3d10%3bJN%3dAll%3b&lr=CBPAR\\_LYP&siteid=PAR\\_LYPcs&cbRecursionCnt=3&cbsid=349c3fd64da6443d9ca8181196e631a4-2](http://www.careerbuilder.com/JobSeeker/Jobs/JobResults.aspx?strCrit=rawWords%3dlibrarian%3bcty%3d%3bsid%3dALL%2c+US%3bcid%3dUS%3bfre%3d30%3brad%3d10%3bJN%3dAll%3b&lr=CBPAR_LYP&siteid=PAR_LYPcs&cbRecursionCnt=3&cbsid=349c3fd64da6443d9ca8181196e631a4-2) (Accessed August 24, 2009)

#### LIS Jobs

<http://www.lisjobs.com/jobseekers/job-ads.asp> (Accessed August 24, 2009)

#### Metropolitan Library System MLS Jobs

<http://www.mls.lib.il.us/jobs/> (Accessed August 24, 2009)

#### North Suburban Library System Jobs

<http://www.nsls.info/classifieds/jobs.aspx> (Accessed August 24, 2009)

**COMPUTER ACCOUNTS** If you have not already done so, please obtain a free email account from Dominican University. A DU email account is necessary to access certain online library resources and helps the instructor to communicate online with the class.

**JOIN A MAILLIST:** With your old or new email account, please subscribe to *PubLib* OR any maillist/listserv appropriate to the type of library or information (or other)

**organization in which you propose to work.** (If in doubt, telephone the Crown Library Reference Desk or another library to determine which maillist/listserv is right for you.)

**PUBLIB:** *PubLib* is a general maillist/listserv that discusses public library issues.

#### **To Subscribe to PubLib**

Go to <http://lists.webjunction.org/mailman/listinfo/publib> (Accessed August 24, 2009) and follow the directions.

**ADDITIONAL MAILLISTS** (All accessed August 24, 2009). Since maillists have become essential components of professional communication, please continue with or sign up for an appropriate maillist in your area of interest for the duration of this class. Useful compilations of maillists are available at

- AcqWeb's "Directory of Journals, Newsletters and Electronic Discussion Archives"  
<http://acqweb.org/journals.html>
- "Library E-Mail Lists and Newsgroups" web page at  
<http://www.itcompany.com/info retriever/email.htm>
- Rolling Prairie Library System's "Listservs for Librarians"  
<http://www.rpls.ws/Links/listserv.htm>

### **III. LEARNING OBJECTIVES**

#### **COURSE OBJECTIVES**

At the conclusion of this course, students will be able to:

1. Demonstrate an understanding of the similarities and differences in the purposes, functions and processes, customers/patrons/users, collections, and evaluation of academic, public, school, special libraries and information centers, and the information industry.
2. Describe the history and trends of libraries and information centers, books and other media, publishing, and information technology.
3. Demonstrate a basic knowledge of the collection development process.
4. Demonstrate an understanding of intellectual property (such as copyright), access, confidentiality of records, intellectual freedom and censorship, along with any other relevant current legal and ethical topics.
5. Articulate a philosophy of library/information science.
6. Discuss major, professional, current issues, including whether or not "library" can be subsumed under "information" or whether librarianship and information science are separate fields.

#### **Relevant MLIS Program Objectives**

- Articulating and applying a philosophy of service that incorporates an awareness of the legacy of libraries and information centers within our culture.

- Promoting the professional values of ethical responsibility, intellectual freedom, and universal access to information;
- Identifying and analyzing information needs and opportunities of individuals and organizations, both within the traditional information service areas as well as the broader information sector;
- Developing creative solutions to information problems by integrating relevant models, theories, research and practices.
- Designing, implementing, and evaluating systems, technologies, services, and products that connect users with information.
- Practicing a variety of management, communication, and organizational skills to facilitate appropriate change within learning organizations.
- Teaching others to identify, analyze, organize and use information.

### **III. ASSIGNMENTS AND OTHER COURSE REQUIREMENTS**

#### **Paper Fundamentals**

#### **PAPERS, EXCEPT THE REACTION PAPERS, WILL**

- 1. Include a cover sheet with the name of the class, student, and paper, plus the semester and date. This same information can be placed at the top of the one-page reaction papers.**
- 2. Insure that all papers must have the “full” number of pages required. Remember that a half-page is not a full page. \*\***
- 3. Contain all the required pages or students will lose points. (With highly intelligent LIS students, this is a simple but effective method of separating “A” from “B” grades.)**
- 4. Utilize standard one-inch margins.**
- 5. Indent the first word of a new paragraph rather than separating paragraphs with two double-spaced returns.**
- 6. Be in 12-point type (preferably Times New Roman) and will be double-spaced, with the exception of the notes and block quotations. (In the “real world,” papers written in italics or bold type are virtually guaranteed to offend managers.)**
- 7. Have numbered pages.**
- 8. Use Turabian/University of Chicago style citations.**

9. **Be submitted on time. Papers submitted after the due date will lose points before being marked for content and style. *The current deduction standard is one point out of ten, or one point out of twenty per day.***
10. **Not have any appendixes and attachments in the count for the required number of pages.**
11. **Incomplete grades are seldom permitted by the registrar and then only for good and sufficient reason. To avoid a drastic grade reduction a final paper must be submitted in time for its point value to be included in a student's grade.**

### ANALYSIS AND WRITTEN COMMUNICATIONS ASSIGNMENT

The first extended WRITTEN assignment will be a three-page, double-spaced, keyboarded (typed) essay where you will read your text *Renewing Professional Librarianship: A Fundamental Rethinking* and both the Nisonger review of *Renewing* in *Collection Management* and the Rubin review of the book in *Library Quarterly*. After reading both *Renewing* and the reviews you will select three criticisms of the text offered by one or both of the reviewers. Next, you will demonstrate from the text whether or not these criticisms are accurate. Please use Turabian to cite both the text and the reviews. When citing, please cite the original page numbers, not the pages labeled A1 to A-9 in the "Analysis & Written Communications Assignment and Scenarios" packet. ***This assignment is to introduce you to the theoretical literature of the library and information fields, determine your facility with written communications, continue the process of helping you to develop your professional philosophy, and, at a minimum, encourage you to read the text.***

**PERCENTAGE OF GRADE:            10%**

### CLASS PARTICIPATION/ONE-PAGE REACTION PAPERS/ABSENCES

In a course dealing with so many varied topics, student participation must form the largest single factor in grading. Student participation is defined as a combination of the following:

1. One-page responses to readings (designed to stimulate class discussion). **The "reaction papers" should address the question "What, for me, is the most important aspect of this reading?" The emphasis on the "for me" part of the question means the student does not have to worry about what the reading might mean for the instructor!**
2. **Attendance.** It is important that students attend every class. Students missing more than two classes will clearly be behind in class participation. *However, acts of God such as illness, accident, or unexpected eventualities of a similar nature will be accommodated with appropriate adjustments.*
3. **Lateness:** All class members are expected to be in the classroom at the start of each session. *Punctuality is a factor in grading class attendance.*
3. **Quality of class participation.** *Speaking up in class is positively recognized in grading.*
4. The class and instructor will explore together the usefulness of Blackboard 9 in advancing the aims of the course. Specific assignments will evolve over the duration of the class since version 9 is being implemented this semester. See **Appendix A Using Blackboard**

- 5, **Students are expected to adhere to the standards for “Academic Honesty” set out in the current GSLIS Bulletin.**

**PERCENTAGE OF GRADE: 30%**

**TOPIC PAPERS (1) MIDTERM AND FINAL---EIGHT (8) PAGES**

In this class, topic papers and presentations substitute for midterm and final tests. Both *topic papers need to be completed* by the indicated deadlines. The first paper will serve as the class midterm, the second will serve as the class final. However, each student will decide for her or himself, within broad parameters, which **topic areas** to write about to meet the deadlines for the midterm and final. Minimum 8 pages—a little over is acceptable--12-point font, 1-inch margins, double spaced with at least 2000 words, excluding bibliography.

**MIDTERM AND FINAL OPTIONS**

- **TOPIC AREA 1 – VISIT:** Write a paper analyzing a visit to a library or information/knowledge/media center *in person, by telephone, or via email*. During the visit the student **MUST** interview relevant managers and, as appropriate, librarians, information specialists, knowledge managers, media specialists, etc. The purpose of the interview(s) is to develop a "snapshot" of the library, information center, knowledge management center, or media center, as it exists in the FALL SEMESTER of 2009 AD/CE. The report should address such factors as: history of the library or information/knowledge/ media center, planning, funding, programs of service, staffing, work week, management expectations for staff, presence (or lack) of unions, in-service training, customer-user-patron expectations for service, acquisition and availability of hard copy and electronic resources, hours of service, methods of marketing/advertising/ delivering the service program, web pages, methods of program evaluation, etc.

*Students may visit as part of a group and report individually or as a group. Group reports will be marked on a group basis. However, all papers must be individual papers and will be marked on an individual basis. Students are expected to make their own contacts for the interview(s). If necessary, students may disguise the identity of the library or information, media or knowledge center visited and place it in the "State of Franklin, U.S.A." This approach protects you if you want to apply for a job while still being critical of a given library or information/media center.*

**\*\*\*Since this approach involves “human subjects,” see Appendix C Dominican University IRB Guidelines...for more guidance.\*\*\***

\* **TOPIC AREA 2:** Students may select as a topic any major area addressed in either *Renewing Professional Librarianship* or *The Portable MLIS* without requiring prior approval of the instructor. Otherwise, after securing such approval, students will write a paper on a relevant library, information, knowledge, or media concern. Since student interests can overlap, a certain amount of topic duplication is to be expected, although the resulting papers and presentations can be quite different.

**TOPIC AREA 3:** A list of topics seen as appropriate for LIS 701 by the GSLIS faculty is provided in Appendix B.

**PERCENTAGE OF GRADE: 20% each paper (40%)**

## SUMMARIES OF MIDTERM AND FINAL PAPERS

Students will deliver a report, not more than ten-minutes in length, on both the mid-term and final papers. Due to the size of the class, the 10 minutes includes set-up time for students using Blackboard. See **Appendix C - Effective Public Presentations**.

**PERCENTAGE OF GRADE:      10% midterm & 10% final (Subtotal of 20%)**

<b>GRADING SUMMARY</b>	
Written Communications Assignment....	10%
Student Participation.....	30%
Midterm Topic Paper.....	.20%
Final Topic Paper (assessment paper)....	20%
Midterm and Final Presentations.....	20%
<b>TOTAL...100%</b>	

## ASSESSMENT

### 1.      **GSLIS Grading Policy and Instructor’s Grading Scale**

The GSLIS Grading Policy is contained on page 23 of the 2006-2008 GSLIS Bulletin.

**A** (95-100 points); **A-** (90 to 94 points); **B+** (85-89 points); **B** (80-84 points); **B-** (77-79); **C+** (74-76); **C** (70-74); **C-** (65-69); **F** (64 and below).

### 2.      **Attendance/Late Arrival**

As noted, students are expected to attend all classes. The course grade, particularly the class participation component, is likely to be affected by absences. However, as already noted (above), the matter of a prolonged illness, similar illness of spouse or spousal-equivalent, child, etc., can be addressed through an incomplete grade and make-up work. A vacation is not an “act of God.” *All members of the class are expected to be present and participating at the start of class.*

\*\*\*\*\***ACADEMIC INTEGRITY**\*\*\*\*\*

Students are expected to conduct themselves in accordance with the highest standards of academic honesty and integrity. Appropriate credit must be given to the original creators of all work used. See the latest versions of Dominican University’s *Daily Planner and Student Handbook* and the *GSLIS Bulletin* for appropriate definitions of unacceptable behavior.

### **NOTE ON RefWorks**

If you employ *RefWorks* to generate your Reference List (using endnotes or footnotes) or your “Bibliography” (using parenthetical citations), *please note its use at the top of the Reference List or Bibliography*. *RefWorks* “products” may not accurately reflect the 7<sup>th</sup> edition of Turabian.

## CLASS CALENDAR

***Disclaimer:*** *The following calendar is flexible according to class dynamics. The instructor will provide reasons for changes. ALL CLASSES BEGIN AT 6:00 P.M.*

### **Sept. 2 Introduction to Course**

Class introductions.

Completion of index cards.

Review of syllabus and discussion of texts.

***Negotiation of Student and Instructor Expectations.***

One or two breaks—it's your choice.

Discussion of assignments.

Saving your written work in electronic version for the LIS 899 Capstone Course

Technology Competency Requirements—*Bulletin* page 24—required completion by 9 credits—contact Marie-Louise Settem, 708/524-6522 (direct line) or [settmari@dom.edu](mailto:settmari@dom.edu)

Review of texts and handouts.

The “Imposter Syndrome”—Session 1 Handout

### **Sept. 9 Introduction to Crown Library Services—Margaret Heller, Part-time Reference Librarian, Rebecca Crown Library--**

#### **Read**

Chapter 4 “Information Seeking” by Donald O. Case in *The Portable MLIS: Insights From the Experts*

### **Sept. 16 A Brief History of Library/Information/Knowledge/ Media Organizations & Planning Your Degree**

#### ***Seating Chart - Seating for the rest of the semester***

Discussion of Scenarios # 1 & 2

\* Scenario # 1 (Your proposed course of study) **HINT:** (1) Look at one or more of the “Job Listings” provided in the “Job Listings” section of this syllabus for the skills required in “your” preferred job or jobs and (2) look at the GSLIS Pathways –see listing in the “Texts” section of this syllabus—for the courses suggested (see item # 9).

\*Scenario # 2—Take your own approach to your reaction paper. One such approach would be to consider what value, if any, the article and Mildred B. Harrison’s oral history have for those preparing a career in Illinois or other libraries or information/ knowledge management centers.

Discussion of readings

\* Chapter 1 “Stepping Back and Looking Forward: Reflections on the Foundations of Libraries and Librarianship,” Chapter 2 “Professional Ethics and Values in A Changing World,” and Chapter 3 “Human Rights, Democracy, and Librarians” in *The Portable MLIS*.

#### **Assignment**

Reaction Papers to Scenarios # 1 & 2.

#### **Read**

Works to be discussed.

## Sept. 23 Theories of “Information” and “Librarianship” (3-Page Paper)

Distribution of seating chart

\* Analysis of arguments and criticisms of *Renewing Professional Librarianship: A Fundamental Rethinking*—“Analysis & Written Communications...” (pages A-1—A-9—after Scenario # 2).

\* First (or continuing) thoughts on developing your professional philosophy.

## Sept. 30 “Life in the Public Library” Matthew Suddarth, Director, Winfield Public Library

### Read

Public Library Use—ALA Library Fact Sheet Number 6

<http://www.ala.org/ala/aboutala/offices/library/libraryfactsheet/alalibraryfactsheet6.cfm>

(Accessed August 20, 2009)

Chapter 7 “Management: An Essential Skill for Today’s Librarians” in *The Portable MLIS*.

### Visit

Winfield Public Library Home Page <http://www.winfield.lib.il.us/winfield/index.html>

(Accessed August 24, 2009))

## Oct. 7 The Academic Library

Scenario # 3.

### Assignment

Reaction paper to Scenario # 3.

### Read

Chapter 12 “Reference Service: The Personal Side of Librarianship,” Chapter 13 “Librarians the Best Googlers in the World,” and Chapter 15 “Research” in *The Portable MLIS*.

Association of College and Research Libraries, *Standards for Libraries in Higher Education*.

<http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm> (Accessed August 24, 2009)

James L. Mullins, Frank R. Allen, and Jon R. Hufford’s “Top Ten Assumptions for the Future of Academic Libraries and Librarians.” <http://www.libraryblog.net/2008/01/top-ten-assumptions-for-the-future-of-academic-libraries-and-librarians/> (Accessed August 20, 2009)

## Oct. 14 Library Services to Children and Teens

Discussion of

Scenario #4

Doug Achterman’s “The Sower: Interview with Keith Curry Lance: Nobody Has Done More to Advance the Cause of School Library Research Than Keith Curry Lance” *School Library Journal* (October 1)

<http://www.schoollibraryjournal.com/article/CA6484335.html>

(Accessed August 24, 2009)

OCLC Core Competencies

“Children’s Services” <http://www.olc.org/CoreCompetencies.asp> (Accessed August 24, 2009)

“Teen Services” <http://www.olc.org/CoreCompetencies.asp> (Accessed August 24, 2009), 2009).

(Click from list at bottom of page)

### Assignment

Complete reaction paper to scenario 4.

### Read

Works to be discussed.

## Oct. 21 SITE VISITS AND BLACKBOARD POSTINGS (No class)

**Cooperative Projects and Reflection.** *This class session is set aside to provide an opportunity for class members to conduct a library, information, or knowledge management center visit, possibly collaborate on the presentation for the midterm paper, and respond to a controversial 2007 presentation made by the course instructor.*

### Read and Write

**By Oct. 22:** All students are required to read as Scenario # 5 Bill Crowley’s 2007 presentation “Don’t let Google and the Pennypinchers Get You Down: Defending (or Redefining) Libraries and Librarianship in the Age of Technology”—and post their reactions to the work on the class Blackboard. The length of your response will be a minimum of three double-spaced pages 8 ½ x 11” pages and will form **reaction paper 5 to be discussed after session 1 or 2 of the midterm presentations or, at latest, on November 18. Bring a copy with you to help with the group discussion.**

*In Proceedings Beyond 20/20 Envisioning the Future: 2007 British Columbia*

<http://eprints.rclis.org/archive/00009526/> (Accessed August 24, 2009 2009)

**\*\*\*OCT. 28      MIDTERM PRESENTATIONS # 1**

**\*\*\*NOV. 4      MIDTERM PRESENTATIONS # 2 (ALL PAPERS DUE)**

**Nov. 11      "Everything You Wanted To Know About Medical Librarianship But Were Afraid To Ask" Cleo Pappas, MLIS, AHIP, Assistant Information Services Librarian and Assistant Professor University of Illinois at Chicago Library of the Health Sciences**

**Visit (Electronically)**

UIC University Library “Library of the Health Sciences—Chicago”

<http://library.uic.edu/lhs-chicago> (Accessed August 24, 2009)

## **Nov. 18 Collection Development and Information Organization (See Appendix E for partial list of review sources.)**

Discussion of "Scenario" # 6

- Discussion of *Collection Development Training for Arizona Public Libraries*

### **Assignment**

One-page reaction paper to a favorite or new review source (a source which makes recommendations on the purchase or lease of materials) for developing a library, information/knowledge/ information center collection. (Scenario 6)

### **Read**

*Collection Development Training for Arizona Public Libraries* <http://www.lib.az.us/cdt>  
(Accessed August 24, 2009)

**\*\*\*Nov. 25 THANKSGIVING HOLIDAY –NO CLASS\*\*\***

## **Dec. 2 (1) Presentations by LIS 899 Capstone Students (2) Securing Support for the Future**

Presentations by LIS 899 Capstone Students

Discussion of: Scenario # Scenario # 7

Chapter 8 “Marketing—The Driving Force of Your Library” and Appendix J “Competencies for Information Professionals of the Twenty-first Century” in *The Portable MLIS*.

Chapter 5 “The Ebbing of Information Science” and Chapter 6 “Restoring the Balance” in *Renewing Professional Librarianship*.

### **Assignment**

Do one-page reaction paper to Scenario #6.

### **Read**

Works to be discussed.

**\*\*\*Dec. 9 FINAL PRESENTATIONS # 1**

**\*\*\*Dec. 16 FINAL PRESENTATIONS # 2 (All papers due)**

NOTE: For copyright reasons, scenarios are not available in the online version of this syllabus.

## Appendix A Using Blackboard

Blackboard is a Web-based courseware package that we will be using this semester. To access Blackboard from either on- or off-campus, go to the following web address:

**<http://blackboard.dom.edu>**

Instructions for the 1<sup>st</sup> time you use Blackboard: If your *Blackboard* account has been created for you by IT, login with the same network user name you already have for your email account (such as **smitjill** for Jill Smith). Your initial password is your **student ID number**.

For your own protection, you should change your password to something you will remember more easily. After your initial login, on the **My Institution** page, go to **Personal Information** over on the far left (in the **Tools**) area, and then click the link to change your password.

To “enroll” in your blackboard classes:

- 1) Click on the **Courses** tab at the top of the Blackboard screen.
- 2) Click on Psychology under the Course Catalog listing over on the far right
- 3) Click on the name of the psychology class for which you need to “enroll”
- 4) Click on the drop-down menu next to the course ID that matches the class you wish to enroll in, and click the **Enroll** link.
- 5) Enter the enrollment access code provided in class, if you have been given one.
- 6) Click on the Submit button.

Note: If you need to “enroll” in multiple classes you will have to repeat steps 2—6.

If you do not see your course listed, try the various options available on the **Search Catalog** drop-down menus at the top of each discipline's screen.

After you have enrolled in your course(s), a list of your Blackboard classes should appear under the **My Courses** heading on the **My Institution** page over on the right. Just click on the name to enter your course.

Once you have successfully logged into your course page:

There will be a set of buttons on the left side of the screen that will allow you to navigate around the site for that course. You may have to scroll down using the scroll bar to see all of these buttons. Note that we won't be using all of these buttons because we are not using all of the features of Blackboard this semester.

Additional information on using Blackboard is available on *myDU* by following the link for **Resources**, and then **Information Technology**. Scroll down, and on the right, under **Services IT Provides** is a link for **Blackboard**.

*Adapted from a handout given by Dr. Rebecca Pliske, Psychology, to her students; modified to reflect changes in the latest version of Blackboard.*

## APPENDIX B

### LIS 701 Topics Suggested by the GSLIS Faculty

#### Selecting a Topic

1. Identify an issue or topic reflective of the learning outcome as addressed in the literature of one of the following library, information, or knowledge areas of professional practice: (1) academic libraries, (2) information-knowledge management centers, (3) public libraries, (4) school libraries, (5) museums, or (6) other government or private sector information-knowledge providers (e.g., newspapers, television, or other mass media, etc.) or specialties (e.g., competitive data analysis, management of web-based interactive communication, etc.).
2. Through a review of the relevant literature, define and describe the issue/topic to be examined, including its historical context within the profession. What are the most significant aspects of the issue/topic as it relates to professional practice? Is this a “new” issue or a progression of an “old” unresolved problem? Why is the issue/topic important?
3. Identify the range of responses/solutions being considered and implemented by practitioners to address the implications of the issue. What professional values and ethics inform the various perspectives on the issue within the profession? How have other communities of practices or stakeholders responded to the issue?
4. Provide an analysis and evaluation of the responses/solutions identified. Which solution(s)/recommendation(s) do you favor or advocate? Why?

Your paper and bibliography will be assessed according to the following criteria:

#### PAPER:

- Clarity of exposition:
  - Coherent synthesis of the professional literature
  - Logical train of thought
  - Adequate connections between ideas, support of generalizations, choice of illustrative examples
- Persuasive presentation of position:
  - Issue(s) selected are relevant and clearly explained
  - Supporting reasons are sufficient, cogent, and appropriate
  - Position is effectively supported
- Use of writing conventions:
  - Proper grammar, spelling, and sentence structure
  - Appropriate use of citations and references

#### BIBLIOGRAPHY:

- Reflects a careful review of available literature related to the topic/issue
- Includes **at least ~~fifteen~~ ten (10) sources** (in a variety of formats) (Does not apply to papers describing a “visit.”)

- Follows proper bibliographic format as assigned by the instructor (Turabian/Chicago in this class)

### **Sample Topics:**

**(Note: This list of topics is intended as a starting point, and is not exhaustive. Students are encouraged to build on these ideas and suggest topics to their LIS 701 instructor. Topics are listed in broad categories.)**

#### Historical Issues

History of any sector of librarianship or information science.

Biography, with relevance for today's environment, of a library-information-or knowledge leader.

#### Practice-based Issues

Virtual reference and a specific type of library

Academic libraries and distance learning

Readers advisory services

Academic libraries and the creation of information commons

Architecture and its influence on "library as place"

Federal Depository Library Program

Teacher-librarian (school librarian)—classroom teacher/school administrator relations

Specific issue related to literacy (e.g., volunteer literacy programs in public libraries; ESL and public libraries)

Rural public libraries

Library services to a specific group in a user community (e.g., immigrant populations and public libraries, international students and academic libraries, homeless population and public libraries, students with disabilities and academic or school libraries; homebound senior citizens and public libraries)

Graphic novels and public or school libraries

Popular materials and public libraries

Scholarly communication

#### Management Topics

Purpose of the library

Purpose of the information or knowledge management center

Mentoring

Recruiting a diverse library workforce

Vendor/librarian relations

IT staff/library staff relations

Publisher/library partnerships

Library advocacy related to a specific type of library

Outsourcing of library practices/operations

Marketing the library

#### Policy Issues

Privatization of government information

Open Source Initiative and libraries  
Copyright and interlibrary loan  
Children and Internet access in libraries  
Children and film/video/DVD loans  
Internet filters  
USA Patriot Act and libraries  
Confidentiality legislation and libraries  
Freedom of Information Act and libraries  
History of the ALA Library Bill of Rights (i.e., when, why created, revisions, etc.)

Core Values in 21<sup>st</sup> Century Practice

Stewardship in the 21<sup>st</sup> Century  
Intellectual freedom issues  
Barriers to information service  
International libraries and information values  
Information literacy in a democracy  
Information access  
Library versus information values

### APPENDIX C

#### *Dominican University IRB Guidelines for Class Projects that Involve Collecting Information from People Outside of the Classroom*

- People have the right to decide freely whether or not to participate in your class project. This means they voluntarily choose to participate in the project based on an accurate understanding of its purpose, procedures, risks, benefits, and any other factors that may affect their willingness to participate.
- Typically, written informed consent must be obtained from participants to document their voluntary participation in your project. Unless the Dominican University IRB has granted your instructor an exemption for a specific class assignment, it will be necessary for you to have participants complete an informed consent form *prior to their participation* in your project. If applicable, your instructor will provide you with an approved copy of an informed consent form. **(BC NOTE: An exemption has been obtained and no form is required.)**
- If you want to obtain information from a minor (a child under the age of 18), then you must obtain written permission from his or her parent or guardian and assent from the minor. Do not obtain data from minors without your instructor's approval of your data collection plan. **(BC NOTE: the instructor will NOT approve collection of data from minors.)**
- People who participate in surveys and interviews have the right to confidentiality. Their answers to your questions should not be associated with their identity unless they have signed an informed consent form giving you permission to use their name. **(BC NOTE: the instructor will NOT approve surveys.)**
- If you want to take notes or make an audio or video tape recording of your interview or observation, you must ask the person for permission *before you begin* the interview.
- Be sure to remove the participants' names from the information you collect. Assign them a number (e.g., "Respondent Number 1") or a pseudonym ("Mr. B.," "Mrs. C.") in any written or oral report you make based on the information you collected. **(BC: An exception has been obtained for interviews with working professionals. They can be identified by name, title, and employer if they agree to such identification.)**
- You must minimize harm to the people who participate in your class project. For example:
  - Is there risk of criminal prosecution or loss of employment if the individual participates in your project?
  - Is there any risk of physical injury?
  - Is there any risk of psychological harm, such as loss of self-esteem or emotional disturbance?

- You must also minimize harm to yourself. Students should avoid unsafe situations at all times. Specifically, they should (for example):
  - avoid unsafe neighborhoods or locations
  - refrain from walking alone at night
  - meet with people they do not know in public places where other people will be present.

## APPENDIX D - EFFECTIVE PUBLIC PRESENTATIONS

*Note: The following remarks apply to "public" speeches, committee presentations, and the like. They **do not** pertain to ongoing classroom instruction. In a classroom, the necessity to insure understanding of critical concepts may require the instructor, at times, to read her or his remarks.*

1. Unless a presenter is constrained by a shortage of time or chronic stage fright, reading a presentation represents a discourtesy to an audience. As such, it should be avoided. By definition, where students know about a presentation weeks in advance, they have time to develop a talk and reduce it to key word memory aids.
2. If compelled by stage fright or time constraints to read her or his remarks, the speaker should remember that a presentation and a paper are two different entities. ***Each has a distinct audience. The audience for a paper is the instructor; the audience for a presentation is the class.*** A paper should never be read as a talk. Ideally, per item # 1, a talk should never be read except for key phrases serving as memory aids.
3. Even with handouts, the audience for a public presentation should never be expected to absorb more than a minimum of statistical data. Except at professional conferences where research per se is emphasized, anecdotes are to be preferred over statistics. Where statistics are provided, the presenter is expected to select the truly important for her or his audience to remember.
4. If an audience is expected to secure crucial information prior to a presentation, the speaker has the obligation--which cannot be delegated to the audience--to insure that such information is easily obtained.
5. Handouts are good. A PowerPoint--or even a video--can never fully substitute for a handout.
6. A verbal explanation can never take the place of a visual for a complicated matter such as a summary of the statistical component of a study.

**NOTE:** *A first-rate review of presentation effectiveness can be found in Chapter 13 "Presenting Research in alternative Forums," Sections 13.1 "Plan Your Oral Presentation" and Section 13.2 "Design Your Presentation to be Listened To" on pages 122-126 of the 7<sup>th</sup> edition of Turabian. If using, remember to adjust to a ten-minute presentation from the twenty-minute version discussed.*

## APPENDIX E - PARTIAL LIST OF LIS REVIEWING JOURNALS

GSLIS students should develop the habit of reading professional journals. In addition to the list that follows, you will want to examine more specialized journals in your area of interest.

*American Libraries* (online version at: <http://www.ala.org/online>) (August 24, 2009) or *Booklist* (selected reviews are available online at: <http://www.ala.org/booklist/>) (Accessed August 24 2009)

You will find that the usefulness of these sources for reviews will vary. The more promising have been marked \*.

\**Booklist*

\**Bulletin of the Center for Children's Books* <http://bccb.lis.uiuc.edu/> (Accessed August 24, 2009)

*Chicago Tribune Book Review*(Web Version)

<http://www.chicagotribune.com/features/booksmags/> (Accessed August 24, 2009)

\**Choice* <http://www.ala.org/ala/mgrps/divs/acrl/publications/choice/index.cfm> (Accessed August 24, 2009)

\**Kirkus* <http://www.kirkusreviews.com/kirkusreviews/index.jsp> (Accessed August 24, 2009)

\**Library Journal* <http://www.libraryjournal.com/> (Accessed August 24, 2009)

\*Morton Grove Public Library *Webrary* "Web Sites for Book Lovers" webpage, subpage "Book Reviews and Booklists" <http://www.webrary.org/rs/rslinks.html> (Accessed August 24, 2009)

*New York Review of Books* <http://www.nybooks.com/> (August 24, 2009)

\**New York Times Book Review* (web version at <http://www.nytimes.com/books>) (Accessed August 24, 2009)

\**Publishers Weekly* <http://www.publishersweekly.com/> (Accessed August 24, 2009)

\**School Library Journal* <http://www.schoollibraryjournal.com/> (Accessed August 24, 2009)

\* *Science Books and Films* <http://www.sbsonline.com/> (Accessed August 24, 2009)

\* *Video Librarian* <http://www.videolibrarian.com/> (Accessed August 24, 2009)

\**VOYA* <http://www.voya.com/> (Accessed August 24, 2009)