Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7280
Community Building in Libraries & Information Centers
Three Credit Hours

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. <u>Technological Knowledge and Skills</u>: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. <u>Reference and User Services</u>: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. <u>Research</u>: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. <u>Professionalism</u>. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. <u>Administration and Management</u>: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*

PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*

PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

INSTRUCTOR

Lenese M. Colson, Ph. D.
Odum Library, Suite 4600
Phone: 229-219-3403
E-mail: lcolson@valdosta.edu
Office Hours: By appointment

COURSE DESCRIPTION

Based upon theoretical and pragmatic aspects of community building through libraries in areas such as social services, social learning/media, civic engagement, cultural enrichment, and the creative spirit.

TEXTBOOKS / RESOURCE MATERIALS
Required Text
Edwards, J. B., Robinson, M. S., & Unger, K. R. (2013). *Transforming libraries, building communities*. Scarecrow Press.

Additional resources (readings, videos, websites, etc.) will be available electronically via GALILEO databases, on Odum Library course reserve, or through the course BlazeVIEW website.

COURSE OBJECTIVES (*Show alignment to MLIS Program Objectives (PO) for all MLIS courses*).
Collection Development Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:
- SLO 1. Define the concept and context of community.
- SLO 2. Identify community issues and challenges in a specific setting.
- SLO 3. Specify the contributions that libraries make in building their communities.
- SLO 4. Enumerate ways in which libraries and librarians can engage in civic, cultural, creative, and social development.
- SLO 5. Evaluate methods in which libraries can engage in and sustain community building.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
Course activities include a set of readings and assignments. Details for each week are posted in the appropriate folder on the course website. ***It is the student's responsibility to check the course calendar for DUE DATES for all class work and the weekly folders and assignment folders for all required and supplemental readings and other materials.*** Full descriptions of all required course work are provided in the assignments section of the course website.

Weekly readings: From the LIS professional and academic literature as indicated in the detailed reading list and are summarized on the course calendar. Articles will be available via GALILEO, or through VSU's Odum Library online course reserves, or links will be provided in the course website.

Assignments: full details are available in the Assignments section of the course website. Due dates are available on the course calendar in the course website. Students will submit their assignments as attachments to the relevant assignment module in the course website.

- Discussion Board Posts (SLO 1)   = 25 points
- Case Studies (SLO 3)   = 20 points
- Librarians as a Community Champion (SLO 4)   = 20 points
- Community Building Plan (SLO 1, 2, 4, 5)   = 35 points

COURSE GRADES
Students can earn a maximum of 100 points in this course as indicated above. Course grades will be awarded as follows:

Course grades will be awarded as follows:
    100-90 points = A | 89-80 points = B | 79-70 points = C | 69-60 points = D | Below 60 points = F

NO grade below a C will be credited toward a VSU graduate degree. To be eligible to receive an A in the course a student must complete every assignment. An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. **Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected.** If you are unsure about the parameters of an assignment, ask for clarification.

Course Evaluation
Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the *COEHS Policy on Plagiarism on page 6 and the MLIS Guide to Ethical Conduct* (see link below).

Late Policy
All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

ATTENDANCE POLICY
This is a Web-delivered course. All course communications, activities, and materials will be available exclusively through the BlazeVIEW web site. All students are expected to log into BlazeVIEW at least once per week to remain current with the course. Daily logins are strongly recommended. All students are required to participate in a minimum of two scheduled live online sessions as indicated in assignment instructions. *To receive full credit for your participation in the Live Classroom sessions, you must remain present for the entire session in which you make your presentation.*

COMMUNICATION
VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all e-mail correspondence related to this course is to be sent using the email client built into BlazeVIEW. Non-course email should be sent to the instructor's regular VSU email address. Students should always use their own VSU email addresses for all VSU related communications. All discussion posts and assignment submissions for this online course must be made via BlazeVIEW. I do my best to answer email and discussion board questions within 24 hours.

TECHNICAL REQUIREMENTS AND SUPPORT
Technical Requirements
All class materials will be placed in the BlazeVIEW course management program. Login through MyVSU (https://myvsu.valdosta.edu/portals/) using your VSU Single Sign-on ID and password.
To meet all class requirements, you should be prepared to: (1) open and save or print all documents that are required background reading — this requires the Adobe Acrobat Reader on your computer; (2) view all PowerPoints placed on the course BlazeVIEW site; (3) check discussion groups as needed; and (4) keep electronic backup copies of each assignment and project you submit.

All written work must be submitted as attachments to the assignment modules in the BlazeVIEW course website using Word formats (.doc or .docx suffixes only), PDF, or other formats designated by the instructor. All written work file names should begin with your last name and first initial and include the assignment name as the file name, for example: RogersS_communityanalysis.docx

Distance Learning and Technical Support

Given the high stakes involved in completing this course (your graduation!), it is absolutely essential that your computer's technical connections to the applications provided through the university's Information Technology department and the eLearning lab (Distance Learning) are ready to go as of the first day of class. The IT Help Desk is available at http://www.valdosta.edu/administration/it/helpdesk/ and their phone hot line is 229-245-4357.

Help with BlazeVIEW is available from the D2L Help Center, linked at http://www.valdosta.edu/academics/elearning/blazeview-d2l.php or 1-855-772-0423.

To ask questions about availability or location of VSU online resources use VSU Library's Live Chat or Email at: http://www.valdosta.edu/academics/library/. You may also phone the VSU Library's reference service at 229-333-7149.

ACADEMIC ETHICS

The Guide to Ethical Conduct, a booklet created for VSU MLIS students, can be found at: http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf. It contains guidelines on appropriate conduct and outlines the ethical principles that inform the profession of library and information science. By this time in your MLIS program, you are expected to cite your sources and quote from those sources appropriately for your discussions, papers, and presentations. If you are unsure about the guidelines for an assignment, this is the time to clarify issues of academic publication. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. Asking librarians or staff in a library to provide answers or to conduct research to fulfill any part of a graded course requirement is an infraction of academic integrity. The same policy applies to contacting any free or commercial reference service for assistance with a graded assignment. Please see the departmental statement on PROFESSIONALISM further down in this document for more discussion of this topic.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw

or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (https://www.valdosta.edu/academics/academic-affairs/sois/).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

TITLE IX STATEMENT
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY STATEMENT
Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.