Valdosta State University
Master of Library and Information Science
MLIS 7000: Foundations of Library and Information Science
Syllabus--Spring 2009
Three Credit Hours

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Description

An introduction to the library and information science field, its history, and future directions. The focus is on the history, concepts, and technological development of the discipline. Students will gain familiarity with library and information theory, the discipline and sub-disciplines within the information sciences, and ethical practices and standards.

Objectives and Outcomes

At the end of the course, students will demonstrate skills and knowledge in

- Discussing the major topics, concepts, history, and issues of LIS

- Explaining the functions and ethics of LIS professionals

- Explaining the role of technology in LIS services

- Describing the similarities and differences among types of libraries

- Using LIS vocabulary

- Analyzing trends in LIS job announcements

- Examining LIS literature

Textbooks

Richard Rubin. (2004). *Foundations of Library and Information Science*. Second Edition.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. Fifth Edition.

Class Meetings
Atlanta-Fulton County Library, Multipurpose Room on the 4th floor
Saturdays 10:00-5:00 and Sundays 10:00-3:00
Class will meet on the following days:
> January 17-18
> February 7-8
> March 7-8
> April 4-5

Syllabus

January 17-18	Introductory
	Read Rubin Chapters 1, 9 and 10; Appendix A and B
	Read Dewey's "The Profession" on e-reserves
February 7-8	Read Rubin Chapters 2 and 3
March 7-8	Read Rubin Chapters 7 and 8
	Read Basbanes' "The Once and Future Library" on e-reserve
April 4-5	Read Rubin Chapters 4, 5 and 6

Graded Assignments
The following course requirements are graded

Participation	15%
Job Ads Analysis	15%
Library Tour Report	10%
Portfolio	5%
Paper	25%
Poster	10%
Final Exam	20%

Participation
In-class participation is integral the course, so it is expected that students contribute consistently.

Job ads analysis and presentation
Due: Written analysis by 11:59 p.m. February 4 on WebCT and presentation on February 8
Monitor at least two of the sources of job announcements listed below. Read ads for jobs that interest you posted January 1-21 and write an analysis of 150-200 words that

1) identifies and briefly describes the sources, and notes the overlap between the sources
2) identifies the types of jobs monitored
3) comments on patterns in the required and preferred qualifications
4) describes your current abilities for the jobs and your plans while seeking the MLIS to enhance your competitiveness as a candidate

Prepare a 5-minute presentation summarizing the written analysis.

Sources of job ads are
- ALA job list http://joblist.ala.org/
- ARL http://careers.arl.org/
- The Chronicle of Higher Education http://chronicle.com/jobs/browse/position/
    Administrative: http://chronicle.com/jobs/300/100/
    Faculty/research http://chronicle.com/jobs/100/600/
- www.LISjobs.com
- HigherEdJobs.com: Library administration:
  http://www.higheredjobs.com/admin/search.cfm?JobCat=34
- Georgia and Southeast http://www.georgialibraries.org/lib/jobs/index.php

Portfolio
Due March 7 in class
Each student will create and maintain a professional portfolio, which is a self-portrait of achievement and potential. Starting a portfolio now, and maintaining it over the course of MLIS program, will help with the Capstone course, where the portfolio is the exit requirement of the MLIS program.

The portfolio may be in either paper or electronic format. Paper portfolios may be arranged in notebooks, binders, or artists' portfolios. An electronic portfolio might be a CD or a website.

Each portfolio contains a resume/CV and a goals statement. Other items vary according to the student's experiences, strengths, and career goals. The student chooses artifacts that best illustrate his/her potential as a professional. Examples might include papers or assignments from classes; handouts, newsletters, or other materials created as part of a job; photographs, or honor certificates.

Objectives
As a result of fulfilling the portfolio requirement, the student will

- assess personal strengths and areas for improvement
- identify and document his/her professional growth throughout the program
- improve communication skills using text and graphics
- create a useful tool for job hunting

Required Portfolio Elements

- Introduction
- Table of Contents
- Professional Goals Statement
- Current Resume or CV
- Captioned materials (write a couple of sentences identifying each item included)
- Summary statement

Tour Report
Due February 22 by 11:59 p.m. on WebCT as email attachment
Interview a librarian, tour the library where the librarian works, and answer the questions provided below. If others in the class want to go to the same library, respect the librarian's time by going together. This interview may be scheduled at the library in which you work provided that someone you don't already know well is the interviewee.

1) Contact a librarian at the library you have selected to profile. Identify yourself as a student in the VSU MLIS program and explain that you have received this assignment.
2) Request an appointment to interview the librarian and to tour the library. Explain that you will be asking questions to complete the assignment. Take notes.
3) Call or a write a note of thanks.
4) With your notes and your recollection of the interview and tour, write an essay of 500 words that include the following:

    Name of Librarian:
    Name of Library:
    Librarian's Background:

        What is the librarian's education and employment experience?
        Why did this person choose to be a librarian?
        Why did this person choose this type of library?
        To what professional organizations does this person belong?

    Nature of Library:

        Who are the patrons?
        What materials are collected and made available to the patrons?
        What services are provided? Which services are most heavily used?

    Culture of the library:

        How has technology influenced the physical arrangement of the library?
        What new areas been added or old areas renovated to make room for technology?
        Are books and other print material prominently displayed?
        What new areas been added or old areas renovated to encourage patron comfort?

Research Paper and Poster Presentation
Topic due February 18 by 11:59 p.m. on WebCT in email
Paper due March 29 by 11:59 p.m. on WebCT as email attachment
Poster and presentation on paper topic due April 4.

    Topic: Any subject encompassed by LIS and approved by the instructor
    Length: 2000-2500 words
    Additional details will be provided in class

Final Exam
Due April 26 by 11:59 p.m. on WebCT as email attachment
Comprehensive take-home, open book essay format designed to demonstrate persuasive understanding of the Rubin textbook and any additional course readings.

Evaluation

General Grade Scale
A = excellent work, among the best work seen at the graduate level
B = satisfactory work, better than average work at the graduate level
C = honest attempt, needs moderate to major revisions to be satisfactory
D = perfunctory or missing work

Final Grade Scale
A = always satisfactory, often excellent
B = mostly satisfactory, occasionally excellent
C = sometimes satisfactory, often needs revisions
D = rarely satisfactory, often perfunctory, late or missing
F = lacking even an attempt to learn or do, dishonesty, plagiarism

Standards and criteria for written assignments will be posted on WebCT.

Attendance
This is a face-to-face course and attendance is required. Students, however, are permitted to miss one half-day without penalty. Each half-day missed beyond the minimum will lower the final grade by one-half.

Academic Honesty
"Valdosta State University expects that graduate 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. Specific regulations related to student conduct and behavior are contained in the Student Handbook, Student Code of Ethics."
http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

Special Needs
Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the instructor at the fist class meeting. Students not registered with Special Services Program should contact Special Services in Nevins Hall, Room 2164, (229) 245-2498.