

**VALDOSTA STATE UNIVERSITY**  
**MASTER OF LIBRARY & INFORMATION SCIENCE**  
**MLIS 7800 Capstone**  
**Syllabus--Summer Semester 2004**  
Three Credit Hours

**Instructor:** Wallace Koehler  
**Contact:** MLIS Program, Odum Library  
1500 N. Patterson St., Valdosta, GA 31698  
Voicemail: 229 245-3732  
Fax: 229 259-5055  
E-mail: wkoehler@valdosta.edu

**Office Hours:**

Electronic: I will respond to e-mail within 48 hours of receipt.  
In-person: by appointment

**Course Description**

Taken during the final semester of study. Required for partial fulfillment of the requirements for the MLIS degree. Emphasis will be on synthesis of knowledge, honing writing and presentation skills, and creating a professional development plan.

**Course Objectives**

At the conclusion of the course, the student will be able to:

1. Synthesize knowledge gained throughout the course of study and apply that knowledge to the consideration of current professional issues.
2. Make an effective professional presentation.
3. Write a paper of publishable quality.
4. Create a professional development plan.
5. Navigate the job hunting process.
6. Articulate personal professional goals.

**Course Prerequisite or Corequisite:** Taken during the final semester of study

**Required Texts**

Rubin, Richard E. *Foundations of Library and Information Science*. New York: Neal Schuman, 2000.

**Assignments**

**Major presentation and paper:** Each student will prepare a class presentation and a paper of publishable quality on an assigned topic. The assigned topic will require that the student synthesize and apply knowledge gained in several courses. The topics assigned will ordinarily be unique to each student and will relate to the student's professional

interest. At the discretion of the instructor, a small group may be assigned to work together on a topic.

The topics will compare in complexity to these examples:

1. Discuss the role of the librarian in promoting information literacy among the users of a particular type of library. In your answer:
  - A.State the type of library setting.
  - B.Define information literacy.
  - C.Describe the role of the librarian or media specialist in teaching users to be information literate.
  - D.Discuss the differences between print and electronic resources and corresponding different skills needed for the user to evaluate and thus effectively use Web as opposed to traditional print sources.
  
2. Is librarianship a single, coherent field or a collection of disparate specialties? You might consider the following secondary questions within your discussion -
  - A.Does the specialized nature of knowledge required for certain LIS positions, such as systems managers, digital reference librarians, rare book librarians, etc., mean that it is not possible to be qualified as a "generic" librarian?
  - B.Does the large number of special interest groups within the professional library organizations indicate that the profession is fragmented?
  - C.Should graduate programs in LIS aim to offer a generic curriculum or should specialization be encouraged?
  
- 3."Outsourcing" has received much attention in the library and management literatures in recent years.
  - A.Explain the term "outsourcing" and provide some examples of different types of outsourcing. Include a variety of libraries and information centers in your response.
  - B.Describe some arguments for and against current practices of outsourcing.
  - C.Choose a specific library setting and develop arguments for and/or against types of outsourcing practiced in that setting.

**Portfolio:** Each student will present and explain his/her portfolio. Feedback will be provided by the instructor, classmates, and/or invited practitioners.

**Professional Development Plan:** Each student will create and record a personal plan for professional development. For students who need to seek employment, this will include a detailed job-hunting plan. For all students, this will include plans for solidifying and updating their professional knowledge in the two-year period following graduation.

**Reflection on MLIS Experience:** Each student will prepare an essay that reflects on and evaluates his or her experience with the MLIS degree program. The essay will include the student's determination of strengths and weaknesses within the program.

## Requirements

Presentation	25%
Paper	25%
Portfolio	25%
Prof Dev Plan	15%
Reflective Essay	10%

## Grading

Exceptionally exceeds minimum standards	A
Exceeds minimum standards	B
Meets minimum standards	C
Barely meets minimum standards	D
Fails to meet minimum standards	F

## Academic Dishonesty

“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*.

## Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact Special Services in Nevins Hall, Room 2164, 229-245-2498.

## Attendance

This is a face-to-face class. In-class participation is integral to the course design. Therefore, it is expected that students will make consistent, contributive attendance a high priority. If you are compelled to be absent, you remain responsible for all activities and material missed. If you miss a graded activity, you will lose all points for that activity unless you can negotiate a mutually acceptable alternative with the instructor. **A student who is absent for more than eight hours of convened class time (for any reason) will be subject to a reduction of one letter in the final course grade.**