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

MLIS 7000
Foundations of Library and Information Science
Three Credit Hours

Guiding Principles (DEPOSITS)[1]

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[2]

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.

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[1] Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework
[2] 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

3. <u>Organization of Recorded Knowledge and Information</u>: The librarian understands and uses the principals 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

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Course Description

Prerequisite: Admission to the MLIS program as a degree-seeking student. 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.

Required Textbooks / Resource Materials

1. Rubin, R. (2016). *Foundations of Library and Information Science (4th ed.)*. New York: Neal- Schuman Publishers.

2. Hollister, C. (2014). *Handbook of Academic Writing for Librarians (revised edition)*. Chicago: American Library Association/Association of College and Research Libraries. (http://www.alastore.ala.org/detail.aspx?ID=11209)

3. *Publication Manual of the American Psychological Association [APA Style Manual], 6th ed.* (2009).

    Basics of APA style are available at the Purdue University Online Writing Lab [OWL] website: http://owl.english.purdue.edu/ and at http://www.apastyle.org but students will be held to the standards given in the actual APA Style Manual.

4. *LiveText* online assessment system – required in order to maintain Student Learning Outcome Assessment (SLOA) records for ALA MLIS Program Accreditation.

5. *Weekly readings* from the LIS professional and academic literature as indicated in each module. Articles will be available via GALILEO Scholar, the Odum Library's e- journals collection or on Odum Library course reserve, or links will be provided in the course website.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at
http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Course Objectives

Upon completion of this course, the student students will be able to:

SLO 1. Discuss major topics, concepts, history, and issues of library and information science (LIS) (PO1, PO4)

SLO 2. Explore the functions, service perspective, and ethics of the LIS profession (PO1, PO4)

SLO 3. Explain the role of technology in LIS practice (PO 2)

SLO 4. Describe the similarities and differences among types of libraries and information centers (PO3, PO4)

SLO 5. Use LIS vocabulary appropriately (PO 4)

SLO 6. Analyze trends in LIS job announcements (PO 1)

SLO 7. Examine LIS literature (PO 3)

SLO 8. Discuss the role of library and information services in a diverse global society (PO1, PO 4)

SLO 9. Employ oral and written communication skills (PO 4)

Course Activities/Assignments/Requirements

There are a number of assessments developed to meet ALA accreditation requirements on student learning outcomes. These assessments are part of all the MLIS core courses. LiveText is the software that has been selected for keeping track of these assessments and all MLIS students are REQUIRED to purchase a license for LiveText system (if you already own a license our domain can be added to your current license). The LiveText Student Membership Standard Edition offers you full access to LiveText for the entire time you are enrolled in a program plus an additional year beyond graduation (a maximum of 5 years). Renewal rates to extend services after LiveText membership expiration are available for one, two, and three-year periods. Consider the purchase of your LiveText subscription as you would the purchase of any other textbook or piece of software required for a course.

MLIS 7000 includes three assignments that partially fulfill the MLIS Program Objectives. You will find them marked as "**necessary to fulfill requirements for this course**" on pages 5 and 6 of this syllabus. You must submit the final copies of these assignments to BOTH your LiveText account as well as via BlazeView.

The following list is a brief overview of the assessments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment's due date.

Module Discussions - 30 Points (15 module essays plus discussion with your small groups at 2 points each)

- Successful completion of this assignment is **necessary to fulfill requirements for this course** and indicates partial accomplishment of MLIS Program-level student learning outcomes. You will complete an assignment (template to be provided) that includes all 15 comted essays and upload it to LiveText.

Library Tour Report - 10 Points

- Interview a working librarian (must have an MLIS) and tour the library where the librarian works, then document your interview and tour in a short essay.

Job Ad Analysis - 10 Points

- For the period of one month, monitor two of the sources (list provided in assignment) of LIS job announcements and analyze your findings.

LIS Journals Analysis - 15 Points

- Successful completion of this assignment is **necessary to fulfill requirements for this course** and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded as a BlazeView assignment as well as to LiveText.

Mini-Assignments - 15 Points (5 small assignments at 3 points each)

- Topics/Dates to be specified later

Ethics and Standards Group Project =15 points

- Work in groups to explore the ethics of one particular professional group within the LIS professions. Write and submit a group paper. Successful completion of this assignment is **necessary to fulfill requirements for this course** and indicates partial accomplishment of MLIS Program-level student learning outcomes. Your finished assignment must be uploaded as a BlazeView assignment as well as to LiveText.

Portfolio Preparation = 5 points

- Create a professional electronic portfolio that you will build throughout your time at VSU and submit as a requirement of MLIS 7800 at the end of your studies

Course Grades

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

- A: 90 - 100 points
- B: 80 - 89 points
- C: 70 - 79 points
- D: 60 - 69 points
- F: fewer than 60 points.

Standards for MLIS core courses: **No grade below a "C" will be credited toward a VSU graduate degree**. All students admitted Fall 2012 and thereafter must earn a grade of "B" or better in these core courses: MLIS 7000, 7100, 7200, 7300, 7400/7440, 7700, and 7800, or repeat the course until a grade of "B" or higher is earned.

To be eligible for an "A" in this course, a student must complete every assignment.

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 page 5 of this document). See the COEHS Policy on Plagiarism on page 6 of the MLIS Guide to Ethical Conduct at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

Attendance Policy

All = course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Late Policy

All course work is due inside BlazeView no later than the date and time indicated on the course calendar. Any exception 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. 10% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Friday unless otherwise identified).

If you need additional time to work on an assignment due to a medical or personal emergency you must contact your instructor BEFORE the assignment is due to discuss your situation. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.

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 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.

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.

Access Statement: 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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

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 on BANNER. 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, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php.