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

MLIS 7000
Foundations of Library and Information Science
Three Credit Hours

COEHS - Guiding Principles

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

Equity: All learners deserve high expectations and support.

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

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

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

Impact: Effective practice yields evidence of learning.

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

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

ALA's Core Competences of Librarianship

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.

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.

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

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

Reference and User Services: 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.

Research: 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.

Professionalism. 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.

Administration and Management: 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.

(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)

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]

Instructors

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Course 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.

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) **It is strongly urged that you obtain a copy of this book if you do not have extensive academic writing and publishing experience.**

3. *Publication Manual of the American Psychological Association [APA Style Manual], 7th ed.* (2019).

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, students will be able to demonstrate the ability to meet the following Student Learning Outcomes (SLOs):

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)

Note: Program Objectives (POs) are listed on page 2 of this syllabus under the heading MLIS Program Objectives

Course Activities/Assignments/Assessments

There are a number of assessments developed to meet ALA MLIS Program Accreditation requirements for student learning outcomes. These assessments are part of all MLIS core courses. **LiveText is the online platform that has been selected for 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 (a maximum of 7 years).

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 page 5 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 assignments in this course. Complete instructions for each assignment, lab or discussion board, along with grading criteria, will be posted on the BlazeVIEW course site in advance of all due dates.

1. **Module Discussions** – 30% of final grade (15 module essays plus discussion with your small groups, each counting as 2% of final grade)
   - 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 must create a document (template to be provided) that includes **all** 15 completed module essays and upload it to LiveText before we can give you a final grade for MLIS 7000.

2. **Module Lab Assignments** – 15% of final grade (15 lab assignments, each counting as 1% of final grade)
   - Lab specified in each module.

3. **Library Tour Report** – 10% of final grade
   - 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. Cannot be a library where you currently or previously worked.

4. **Job Ad Analysis** – 15% of final grade
   - For the period of one month, monitor two of sources (list provided in assignment) of LIS job announcements and analyze your findings.

5. **LIS Journals Analysis** – 15% of final grade
   - 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.

6. **Ethics and Standards Group Project** = 10% of final grade
   - 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.

7. **Electronic Portfolio Preparation** = 5% of final grade
   - 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% in this course. Course grades will be awarded as follows:

- A: 90 - 100 % - Excellent – exceeds all minimum expectations in work completed
- B: 80 - 89 % - Good – meets all and exceeds some minimum expectations
- C: 70 – 79 % - Satisfactory – meets some minimum expectations
- D: 60 - 69 % - Poor – meets few minimum expectations

- F: 59% and lower – Failing – did not meet expectations
  (per VSU Graduate Student Academic Standards & Regulations http://catalog.valdosta.edu/graduate/academic-standards-regulations/)

Standards for MLIS core courses: All students admitted Fall 2012 and thereafter must earn a grade of "B" or better in all 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.

No grade below "C" will be credited toward a graduate degree. (per VSU Graduate Student Academic Standards & Regulations http://catalog.valdosta.edu/graduate/academic-standards-regulations/)

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 asynchronously via BlazeVIEW, Valdosta State University's electronic course management system. Course content is delivered according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated. It is in the student's best interest to log into the BlazeVIEW course delivery system **daily** to check for announcements and BlazeVIEW mail messages related to the course.

Late Policy

All course work is due via BlazeVIEW **no later than the date and time** indicated on the course calendar. There are no exceptions for Discussions or Labs. Any exceptions for assignments **must be negotiated in advance** and are limited to personal or immediate family health emergencies. Technological crises are not an acceptable excuse for submitting work late unless BlazeVIEW is down at the time the work is due. There will be a reduction of 10% of the possible assignment grade deducted from the student's score for 24 hours or increment thereof for up to three days.

If you need additional time to work on an assignment due to a personal or immediate family health emergency, you **must** contact your instructor BEFORE the assignment is due to discuss your situation. Assignments will not receive full credit if submitted 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 their 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

Below is information directly quoted from the VSU Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.
> *For more information, visit Academic Honesty at VSU.

The consequences for acts of academic dishonesty in the Dewar College of Education & Human Services are:

First Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Academic Integrity Report.

Second Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Academic Integrity Report. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Academic Integrity Report has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."
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 (SOIS)

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOIS) 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). SOIS 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.

Class weeks run from noon each Friday through noon the next Friday.
ALL work (labs, discussions & assignments) will be due <u>NO LATER THAN NOON</u> on Friday each week.
The ONLY exception will be during the final week of the semester when all work for Module 15 is <u>due no later than noon on Wednesday.</u>

Module # and Dates	Topic	Work Due	Readings

<u>Orientation</u>
 	
Monday, Jan 13 – Friday, Jan 17
	Orientation to MLIS Program!	Orientation activities, assignments and discussions	• **ALL** work **must** be completed for all four parts of Orientation before you will be able to open Module One at noon on Friday, January 17th!
			    o Orientation Part 1 – opens Monday
			    o Orientation Part 2 – opens Tuesday
			    o Orientation Part 3 – opens Wednesday
			    o Orientation Part 4 – opens Thursday

<u>Module 1</u> Jan 17 - 24 *MLK Holiday* *Jan 20th*	Getting started	• Module 1 Lab • Module 1 Discussion	• Textbook: o Rubin, Ch. 1 • Additional readings as assigned in module
<u>Module 2</u> Jan 24 - 31	History of Libraries and Info Science and Technology	• Module 2 Lab • Module 2 Discussion	• Textbook: o Rubin, Ch. 2 • Additional reading as assigned in module

<u>Module 3</u>
 	
Jan 31 – Feb 7
	Sociology of the Professions and the Profession of Librarianship	• Module 3 Lab
		• Module 3 Discussion
			• Textbook:
			    o Rubin, Ch. 5, pgs. 239-289 only
			    o Rubin, Appendix A
			• Additional reading as assigned in module

<u>Module 4</u>
 	
Feb 7 - 14
	Defining Information	• Module 4 Lab
		• Module 4 Discussion
		
		Library Tour Report
			• Textbook:
			    o Rubin, Ch. 7
			• Other Reading:
			    o Bush, Vannevar, (1945) As we may think. *Atlantic Monthly*, 176(1): 101 – 108.

Module # and Dates	Topic	Work Due	Readings
		due <u>no later than noon</u>, Friday, February 14ᵗʰ	○ Galdwell, M. (2002) **The Social Life of Paper** *The New Yorker,* 78(5): 92 -96. ○ Saracevic**, T. (1999). Information Science.** *Journal of the American Society for Information Science, 50*(12): 1051-1063. • Additional readings as assigned in module
<u>Module 5</u> Feb 14 - 21	Information Seeking & Information Services	• Module 5 Lab • Module 5 Discussion	• Case (2007) Ch. 4 & Ch. 5 on electronic course reserve in VSU library. • Wiegand, W. A. (1998). Mom and Me: A difference in information values. *American Libraries, 29*(7): 56-58. • Additional readings as assigned in module
<u>Module 6</u> Feb 21 - 28	The Organization of Information	• Module 6 Lab • Module 6 Discussion ***Job Ad Analysis*** *due <u>no later than noon</u>, Friday, Feb 28ᵗʰ*	• Textbook: ○ Rubin, Ch. 6 • Other Reading: ○ Cerbo II, Michael A. (2011). Is there a future for library catalogers? *Cataloging & Classification Quarterly*, 49(4): 323-327. • Additional readings as assigned in module
<u>Module 7</u> Feb 28 – Mar 6 *Mar 6ᵗʰ* ***Official SP20 Midterm date***	Libraries by Type 1: Public and School	• Module 7 Lab • Module 7 Discussion	• Textbook: ○ Rubin, Ch. 3, pgs. 82-136 • Other Reading: ○ Barnett, C. (2015, Mar/April). The more things change the more they stay the same. *Knowledge Quest*, 43(4): 30-38 ○ Horrigan, J. (2016). Libraries 2016. ○ Lau, D. (2002, Sept. 1). What does your boss think about you? SLJ's survey reveals principals' lack of knowledge about the role of school librarians. *School Library Journal,48*(9): 52-55 ○ OCLC, Inc. (2010) How libraries stack up: 2010 https://www.oclc.org/research/publications/all/stackup.html ○ OCLC, Inc. (2012). A Snapshot of Priorities & Perspectives: U.S. Public Libraries. https://www.oclc.org/research/publications/all/us-libraries.html (select the Public Library report) • Additional readings as assigned in module

Module # and Dates	Topic	Work Due	Readings

Module 8
 	
Mar 6-13
 	
March 12th
SP20 Withdrawal Deadline
 	
(last day to withdraw from SP20 classes without academic penalty)
	Libraries by Type 2: Academic and Special	• Module 8 Lab
		• Module 8 Discussion
			• Textbook:
			  o Rubin, Ch. 3, pgs. 136-157
			• Other Reading:
			  o Abels, E., R. Jones, J., Latham, D., Magnoni, J. (2003). Competencies for special librarians of the 21st century, Revised edition, June 2003. http://www.sla.org/about-sla/competencies/
			  o Brown, H. (2004). Clinical medical librarian to clinical informationist. *Reference Services Review, 32*(1): 45-49.
			  o Campbell, J.D. (2006) Changing a cultural icon: The academic library as a virtual destination. *Educause Review, 41*(1): 16 – 31.
			  o Given, L.M. (2007). Faculty and librarians' perspectives on academic space: Setting the stage for undergraduates' information behaviors. In *The Library as Place: History, Community and Culture*, edited by John Buschman and Gloria J. Leckie. Westport, CT: Libraries Unlimited, 177-189.
			  o Shamel, C.L. (July/August 2002). Building a brand: got librarian? *Searcher,10*(7).
			  o Srodin, S. (2007). Radical reinvention: Life beyond the library. *Searcher, 15*(3): 8 – 11 (March 2007)
			  o Whisner, M. (2008). Law Librarian, J.D. or not J.D.? *Law Library Journal, 100*(1): 185-190.
			• Additional readings as assigned in module

Module 9
 	
Mar 13 - 27
 	
Spring Break
March 16-20
	The Information Society: Implications for Librarianship	• Module 9 Lab
		• Module 9 Discussion
			• Textbook:
			  o Rubin Ch. 4
			• Other Reading:
			  o Brown, J. S. & Duguid, P. (1996). The social life of documents. *First Monday, 1*(1).
			• Additional readings as assigned in module

Module 10 Mar 27 - Apr 3	**Issues 1**: Copyright, Access, the Digital Divide	• Module 10 Lab • Module 10 Discussion	• Textbook: o Rubin, Ch. 8 • Other Reading:

Module # and Dates	Topic	Work Due	Readings
March 30th *Fall 2020* *Registration opens* *(tentative date)*		*Journal Analysis* *due no later than noon, Friday, April 3rd*	o Britto, J. (2011, March 23). Explaining the Google Books CaseSaga. http://techland.time.com/2011/03/23/explaining-the-google-books-case-saga/ o Ewing, J. (2003). Copyright and authors. *FirstMonday,* 8(10). h o Knight Foundation (2009). *Informing Communities: Sustaining Democracy in the Digital Age. The report of the Knight Commission on the Information Needs of Communities in a Democracy;* Read: Executive Summary, Conclusions and Recommendations summary and all of Recommendation Seven. https://knightfoundation.org/reports/informing-communities-sustaining-democracy-digital o Henderson, Carol. Libraries as creatures of copyright: Why librarians care about intellectual property law and policy. http://www.ala.org/ala/issuesadvocacy/copyright/copyrightarticle/librariescreatures.cfm o Judge rejects Google book settlement. (2011, May). *Newsletter on Intellectual Freedom*, 60(3): 85-90. o Miller, Claire Cain (October 4, 2012). Google deal gives publishers a choice: Digitize or not. *The New York Times*. o Templeton B. (1994, rev. 2008). Ten big myths about copyright explained. http://www.templetons.com/brad/copymyths.html. • Additional readings as assigned in module
Module 11 Apr 3 - 10	**Issues 2:** Intellectual freedom, Censorship, privatization, fees	• Module 11 Lab • Module 11 Discussion	• Textbook: o Rubin, Ch. 9 • Other Reading: o ALA. About Banned & Challenged Books. http://www.ala.org/advocacy/bbooks/aboutbannedbooks o ALA. Banned and/or Challenged books from the Radcliffe Publishing Course Top 100 Novels of the 20th Century. http://www.ala.org/Template.cfm?Section=bbwlinks&Template=/ContentManagement/ContentDisplay.cfm&ContentID=136590 o ALA. Facts about libraries and filtering. http://www.ala.org/Template.cfm?Section=cipa&template=/ContentManagement/ContentDisplay.cfm&ContentID=44278 o Asheim, Lester (Sept. 1953). Not censorship but selection. *Wilson Library Bulletin, 28*: 63-67.:

Module # and Dates	Topic	Work Due	Readings
			o Fine, S. (1996). How the mind of a censor works: The psychology of censorship. *School Library Journal, 42*(1), 23-27. o Kranich, N. (2004, Winter). Why filters won't protect children and adults. *Library Administration & Management, 18*(1), 14-18. o Neary, Lynn. (2008). 'Grapes of Wrath' and the politics of book burning. *Morning Edition, [*Sept. 30, 2008]. NPR.org. • Additional readings as assigned in module
Module 12 Apr 10 - 17	**Issues 3:** Technology, Innovation, Change, Standards & Ethics	• Module 12 Lab • Module 12 Discussion	• Textbook: o Rubin, Ch. 10 • Other Reading: o Koehler, W.C. and J. M. Pemberton (2000, Spring). A search for core values: Towards a model code of ethics for information professionals. *Journal of Information Ethics, 9*(1): 26-54. o Neal, J. G. (2006). Raised by Wolves. *Library Journal*, *131*(3), 42–44. o Walter, S. (2008). The Library as Ecosystem. *Library Journal*, *133*(16), 28–30. o Wilder, S. (2007, Feb. 20) The new library professional. *Chronicle of Higher Education.* • Additional readings as assigned in module

Module 13
 	
Apr 17 - 24
	Issues 4:
	
	Privacy and Diversity
		• Module 13 Lab
		• Module 13 Discussion
		
		***Ethics Group Project** due <u>no later than noon,</u> Friday, April 24th*
			• Textbook:
			o Rubin, reread
			  • Ch. 2, pgs. 65-75
			  • Ch. 8, pgs. 412-415
			  • Ch. 9, pgs. 511-512
			• Other Reading:
			o Knowlton, S.A. (2005) Three decades since *Prejudices and Antipathies*: A study of changes in the Library of Congress subject headings. *Cataloging and Classification Quarterly, 40*(2): 123.
			o Mestre, L. (2008). What about mainstream librarians serving diverse populations? http://www.kylibasn.org/docs/WhatAboutMainstreamLibrarians.pdf
			o Mestre, L.S. (November 2010). Librarians working with diverse populations: What impact does cultural competency training have on their efforts? *Journal of Academic Librarianship, 36(6):* 479-488.

Module # and Dates	Topic	Work Due	Readings
			○ Solove, D. J., (2008, Sept.) The Future of Privacy. *American Libraries*, 39(8): 56-59. ○ Solove, Daniel J., (2008, Sept.) The Future of Privacy. *American Libraries*,39(8): 56-59. ○ Yeo, S.J., and Jacobs, J. R. (Spring 2006). Diversity matters: Rethinking diversity in libraries. *Counterpoise, 9*(2): 5-8. • Additional readings as assigned in module
Module 14 Apr 24 – May 1	Image & Status of the Information Professions	• Module 14 Lab • Module 14 Discussion • ***Electronic Portfolio -*** *due no later than noon, Friday, May 1ˢᵗ*	• Textbook: ○ Rubin, revisit Ch. 5 pgs. 284-289 • Other Reading: ○ Carlson, Scott (2007, Oct. 19). Young librarians talklin' 'bout their generation. *The Chronicle of Higher Education.* ○ Engle, Michael. [1993, rev. 2006]. Remythologizing work: The role of archetypal images in the humanization of librarianship. http://ecommons.cornell.edu/bitstream/1813/3902/1/archetype.html ○ Jessella, K. (July 8, 2007). A hipper crowd of shushers. *The New York Times* ○ Kneale, Ruth (2009). Chapter One *You don't look like a librarian: Shattering stereotypes and creating positive new images in the Internet Age.* Medford, NJ: Information Today. ○ Salinero, D.M. and J.E. Grogg (2005, Fall). May the bun be with you: An annotated bibliography of librarians and their image. *Southeastern Librarian, 53*(3), 12 – 18. • Additional readings as assigned in module
Module 15 May 1 – **WEDNESDAY** May 6th	Future of Libraries and the LIS Professions	• Module 15 Lab • Module 15 Discussion • Assignment documents uploaded to LiveText for ALA/SLOA data: ○ Journal analysis ○ Ethics project ○ Module essays (template provided in Module 14)	• Textbook: ○ Rubin Ch. 5, pgs. 289-292 • Other Reading: ○ Danner, R.A., S.B. Kauffman, & J.G. Palfrey (2009). The twenty-first century law library. *Law Library Journal, 101*(2), 143- 156. ○ Miller, Rebecca. (2008, Aug. 15). Future-proof your library: LJ's Movers & Shakers strategize about how to secure a vital future [companion article to Brown (2008), below]. Miller, R. (2008). Future-Proof Your Library. *Library Journal, 133*(13), 30–33. ○ Mullins, J.L., F.R. Allen, and J.R. Hufford. (2007, April). Ten top assumptions for the future of academic libraries and librarians: A

Module # and Dates	Topic	Work Due	Readings
		All work (Lab, DB & LiveText document uploads) due NO LATER THAN NOON WEDNESDAY May 6th	report from the ACRL research committee. *C&RL News, 68*(4): 240 – 246. o O'Dell, J. (2009, May). Libraries and the future of search. *Library Philosophy and Practice 2009* o *Public Library: An American Commons* was on view in the San Francisco Main Library, Jewett Gallery, April 9 – June 12, 2011 o *Public Library: An American Commons*, photographs by Robert Dawson o Rainie,L., L.Estabrook, and E.Witt. (2007). *Information Searches that solve problems*. Washington DC: Pew Internet & American Life Project. Read pages 1 – 20, Executive Summary and all of Chapter 1. o Ray, K.L. (2001). The post-modern library in an age of assessment. *ACRL Tenth annual conference*, Denver, 2001. o Wooden, R. A. (2006). The future of public libraries in an internet age. *National Civic Review, 95*(4). • Additional readings as assigned in module