LIS 600-001: Information in Society, Fall, 2010 (v. 7/28/10)
Format: In-class. Meets 2-3:15PM in Little Library (LCLI) Room 301
Instructor Information: Dr. Donald O. Case. Office Hours: Tuesday & Thursday 10-12, Wednesday 1-3
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Official Course Description: An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspective.

Course goals: LIS 600 addresses the “Foundations of the profession” core competency area, as approved by the ALA. The course provides the following content: the history of human communication and its impact on libraries; the history of libraries and librarianship; types of libraries and related agencies; the importance of advocacy for libraries, librarians and their services; the ethics, values and foundational principles of the profession; the role of LIS professionals in promoting democratic principles and intellectual freedom; the legal framework within which libraries operate (e.g., laws respecting copyright, intellectual property, privacy, equal rights, and certification/licensure); and social, economic and cultural trends and policies of significance to the profession.

Assignments and Grading. The grade is decided according to the following percentages:
- Reading reports (3): 30%
- Exam: 20%
- Participation in class: 15%
- Final paper: 30%
- Presentation of final paper topic: 5%

One text contains about a third of the required readings:

We will read a few chapters from these books; the first is free online, the second is not:


Grading Policy. All grading is comparative and on a curve. Papers are assigned points in comparison with each other, based on quality of thought and of writing style, thoroughness of research and of references, length and originality. Papers received after the due date will be assigned a lower grade than would otherwise be received. Only exceptional work will receive an “A” grade.

Attendance, etc.: Each classmember must contribute regularly to classroom discussions. When BlackBoard is used, this means at least 4 postings per week. Less participation will lower the grade; frequent, informed participation will raise it. Acceptable reasons for an excused absence from a class meeting include serious illness or bereavement; it is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details (www.uky.edu/StudentAffairs/Code/). Students with documented disabilities must contact the instructor and the Disability Resource Center in advance of requests for accommodation. Papers for this class require original research and writing. Quotation of others’ work without full attribution is a violation of ethics and UK policy; Academic Senate rules stipulate an E grade, or worse, in instances of plagiarism.

Integration of Syllabus with UK Educator Preparation Unit Themes: This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education and information seeking environments. Reflection will also be integrated into students’ learning opportunities through the production of written work. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools and/or professional organizations. The ultimate goal in addressing these four themes is to produce leaders who work together to improve service and learning among diverse populations and improve education in Kentucky and beyond.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology: All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.
LIS 600: Tasks by date due [v. 7/28/10]. Except for the first, course weeks normally start on a Monday and end on Sunday. Assignments are due on the second class meeting of the week (i.e, end of class on Thursday). Starting with Week 2, all online readings may be accessed through the LIS600-001 BlackBoard shell.

WEEK 1 (Thursday, 8/26, 2-3:15PM): Introduction to course.
First Meeting on Lexington campus in LCLI 301 -- Little Library, Top Floor.
Film: CSPAN (2001). New York Public Library. [No reading due for this meeting]

WEEK 2 (8/31, 9/2): History of libraries and information technology.

WEEK 3 (9/7-9/9): The sociology of professions. The profession of librarianship.
DUE: Reading Summary #1. Read, summarize and be ready to describe in class an article on any aspect of the profession (e.g., history, issues or rewards). See attached list of journals from which to choose.

WEEK 4 (9/14, 9/16): Defining “information” and “Information science.”

WEEK 5 (9/21, 9/23): Information seeking and information services.
Case, D. (2002). Chapter 4, Information seeking. [file attached to Course Documents folder.]
Case, D. (2002). Chapter 5, Other concepts. [file attached to Course Documents folder.]

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WEEK 6 (NO MEETINGS ON 9/28, 9/30): Technology and change. Standards and ethics.


DUE: In lieu of class meetings, visit the BlackBoard Discussion Board and respond to at least 2 of the questions there, and respond to at least 2 postings by others, as well.

WEEK 7 (10/5, 10/7): The Information Society: Implications for libraries.


DUE: Reading Summary #2. Read, summarize and be prepared to describe an article on changes in libraries prompted by technological change. See the attached list of journals from which to choose.

WEEK 8 (10/12, 10/14): Libraries by type and organization: Public and School libraries.


Buckland, M. (1988). Ch. 2, Origins and motivation, pp. 6-12; Ch. 3, Scope, pp. 13-26 in Library services


Blackwelder, M. B. & Dimitroff, A. The image of health sciences librarians: how we see ourselves and how patrons see us. Available at: http://204.52.204.77/issues/vol84/number3/84-3-345.html


DUE: One-page description of term paper topic, with at least two references (ungraded).

WEEK 10 (10/28 ONLY--NO MEETING ON 10/26): Issues: Copyright, access and the Digital Divide.


Pew Internet and American Life Project. Latest Trends. [NOTE: Just examine the first two links, about “Demographics” and “Activities –Total”.] Available at: http://www.pewinternet.org/trends.asp


Templeton, B. Ten big myths about copyright explained. Available at: http://www.faqs.org/faqs/law/copyright/myths/part1/

DUE: Reading Summary #3. Read, summarize and be prepared to describe an article or chapter on library ethical and/or policy issues. See the attached list of journals and books from which to choose.


ALA. The 100 most-frequently challenged books. (And consider following the links to download the 2000-2005 PDF). Available at: http://www.ala.org/ala/ofl/bannedbooksweek/bbwlinks/100mostfrequently.htm

ALA. Libraries, the Internet and filtering. Available at: http://www.ala.org/Template.cfm?Section=cipa&template=/ContentManagement/ContentDisplay.cfm&ContentID=44278


WEEK 12 (11/9, 11/11): Issues: Image and diversity of the information professions


Dupre, D. The perception of image and status in the library profession. [The following URL takes you to a page on the U. of Oregon website. Near the bottom is a link, "View/Open," to the actual article. The article is preceded by a commentary from someone else, so read carefully to see where Dupre's text begins.]
https://scholarsbank.uoregon.edu/dspace/handle/1794/1109

Engle, Michael. Remythologizing Work: The role of archetypal images in the humanization of librarianship. Available at: http://www.library.cornell.edu/olinuris/ref/staff/moe/archetype.html


WEEK 13 (11/18): EXAM on all reading and lecture material.

WEEK 14 (11/23 only; no meeting on 11/25, due to Thanksgiving holiday). Presentations and discussion.

WEEK 15 (11/30, 12/2): Presentations and discussion.

WEEK 16 (12/7; 12/9): Presentations and discussion. DUE: Final paper.
Guidelines for Preparing a Reading Report (1-3 pages each)

Over the course of the semester, read articles from three different journals. Begin your report with a complete citation (including all page numbers) to what you read. Choose articles of at least 5 pages in length; avoid publications like American Libraries or Library Journal that have very brief articles. Summarize what the author says in 200-400 words, double-spaced. Where appropriate, note what other work the author uses (through references and discussion.) Quote from the work only if you think the exact wording is particularly important. Most important points: critique what the author says in another 200-400 words; connect what you read to your own experience if possible. The total length should be 600-800 words. If submitted electronically the report MUST be a .doc or a .docx file, NOT .wps format. Please do not include a cover page, just be sure your name is at the top of the first page.

Overall, aim for a variety of journals and for articles of substance; do not choose regular columns or reviews of books or other media. For the same reason choose longer, more substantive, articles from the other journals. Be prepared to discuss what you learned in class.
Outcome: A paper of 10-12 typed, double-spaced, numbered pages, investigating an aspect of the information professions. You will be asked to turn in a tentative topic description partway through the semester; one or two paragraphs, with at least two citations, will be sufficient. If you don’t hear from me within a week, your topic is fine as it is. Most past papers for this course have concerned a development, trend or controversial issue in libraries.

Identify a topic of interest to you and prepare a review and essay on the topic. Identify at least six relevant publications and discuss them; the publications may include some from the required reading list, but should include other publications and could include non-bibliographic sources (e.g., interviews, the WWW, personal experience). Concentrate on those sources you consider most important.

Virtually all of you will already know how to write a research paper. The rest of this text is mainly for those few of you who haven’t had much recent experience doing it:

Picking a topic: The first step is to identify a topic. Ideally your choice will be based on both interest and expertise. You will find the assignment easier if you select an area with which you are already familiar and which you find of interest -- based on your previous education, job, reading interests or social concerns. However you proceed, pick a topic that builds on your strengths.

Topics may differ considerably in the size of their literature. The areas that serve as "weekly topic headings" are too broad for a paper -- but they encompass many narrower sub-topics that may interest you. Consult the references in the text and other readings. If you are finding your topic to be too broad, here are some ways to narrow it:

• Restrict the topic to a particular setting. For example, your concern might be reference service in academic libraries, and what research tells us that might help libraries better serve their clients in that regard. Or it might explore the challenges of copyright for school libraries. Or in one-person libraries.

• Restrict the topic to a social or occupational group. Similar to the above approach, one might write about serving "rural residents," "the elderly," "distance learners," "African Americans," or "Hispanics." (Material on some groups is sparse -- you may need to incorporate more general literature.)

• Focus on a controversy or trend. This can be a very original approach, but among the hardest to research and limit. For example: why the Harry Potter books touched a nerve among some parents, or the attacks by Nicholson Baker and others on public libraries (controversies). Or how the Patriot Act has affected library policy, or how the WWW affects library reference service (trends).

It helps to start with some knowledge of "who is doing what" and follow-up on the names of individual writers and publications, by following the citations you see. I prefer (but do not require) that you cite “author (year)” in the text, and use citations in APA format for citing books and journals, e.g., “. . . Johnson (1997) and Chatman (1990) said . . .” would be cited in the references as:


WHATEVER CITATION STYLE YOU USE, THE REFERENCES MUST BE CONSISTENT AND COMPLETE!

Please do not include a cover page or an abstract.