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:

- Reading reports (3): 30%
- Research paper: 20%
- Final Exam: 30%
- Participation in class: 20%

One text contains most of the required readings:

We will also read a few chapters from the following book available online:

Grading and Attendance Policy:
All grading is comparative, that is projects are assigned grades in comparison with each other, based on quality of thought, content and of writing style, thoroughness of research and of originality. Only exceptional work will receive an "A" grade. Projects that are received after the due date will be assigned a lower grade than would otherwise be earned.

It is assumed that each student will come virtually to class prepared (having thoughtfully read course material) and participate actively in discussions -- the equivalent of a "B" grade for "participation." Failing to participate will lower the grade; exceptionally informed and engaged participation will raise the grade. For an online class, attendance is composed of attendance in online discussions. You are expected to participate several times throughout the week (see the participation grade rubric in the assignments section). Our weeks will run Wednesday -Tuesday. Acceptable reasons for non participation include illness or bereavement; it is the school's policy NOT to grant incompletes (I) for reasons other than these. Unexcused Absences in excess of 20% of the class meetings will automatically result in a maximum C grade. Face-to-face discussion groups are optional. However, there will be a face-to-face final exam. I realize this is a distance course, so if you let me know early in the semester that either the time and/or location are difficult for you, I will make
alternative arrangements to administer the exam at an alternate time and/or in an alternate (remote) location.

**Academic Honesty**
The highest standards of academic honesty and integrity are expected; cheating and plagiarism are simply unacceptable. Any student found guilty of cheating or plagiarism on any class assignment or test will be given a grade of E for the course. Definitions and details of the university policy on academic honesty can be found in the Student Rights and Responsibilities Handbook (http://www.uky.edu/StudentAffairs/Code/) in part II, sections 6.3.0, 6.3.1 and 6.3.2 or in section 6.3 of the University Senate Rules (http://www.uky.edu/USC/Section_VI.pdf). All work completed for this course must be completed specifically and only for this for this course; i.e. you may not use work completed for previous courses even if it fulfills the assignment requirements.

**Students with Disabilities**
Students with any documented disabilities should make contact me to discuss any special accommodations in the course assignments and/or delivery that must be made to enable you to participate fully in the course. For help with documentation or other assistance, please contact the Disability Resource Center, Room 2, Alumni Gym, (859) 257-2754.

**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.
WEEK 1 (1/13 – 1/19)

**History of libraries and information technology.**


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** FACE-TO-FACE DISCUSSION 1/20 STUDENT LOUNGE, LITTLE LIBRARY, 6:00 – 8:00**

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WEEK 2 (1/20 – 1/26)

**The sociology of professions. The profession of librarianship.**


***DUE 1/26: 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.***

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WEEK 3 (1/27 – 2/2)

**Defining “information.” Information seeking.**


__________________________________

WEEK 4 (2/3 – 2/9)

**The Information Society: Implications for libraries.**


WEEK 5 (2/10 – 2/16)
Organization of Information


***DUE 2/23: One-page description of term paper topic, with at least two references (ungraded).***

WEEK 6 (2/17 – 2/23)
Technological and environmental change


***DUE 2/16: 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.***

** FACE-TOFACE DISCUSSION 2/24 STUDENT LOUNGE, LITTLE LIBRARY, 6:00 – 8:00**

WEEK 7 (2/24 – 3/2)
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


WEEK 8 (3/3 – 3/9)
Libraries by type: Academic & Special libraries.

Blackwelder, M. B. & Dimitroff, A. The Image of Health Sciences Librarians: how we see ourselves and how patrons see us. Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC226154/pdf/mlab00100-0067.pdf


WEEK 9 (3/10 – 3/14)
Issues: Copyright


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

***Due 3/12: Research Paper

[SPRING BREAK 3/15 – 3/21]

** FACE-TO- FACE DISCUSSION 3/24 STUDENT LOUNGE, LITTLE LIBRARY, 6:00 - 8:00**
WEEK 10 (3/22 – 3/30)

Digital Divide

Pew Internet and American Life Project: Scan the trend data at http://www.pewinternet.org/Static-Pages/Trend-Data.aspx


***DUE 3/30: 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.

________________________________________

WEEK 11 (3/31 – 4/6)

Issues: Privacy, censorship, and privatization.


ALA. The 100 most-frequently challenged books. Available at: http://www.ala.org/ala/issuesadvocacy/banned/frequentlychallenged/challengedbydecade/1990_2000.cfm

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


________________________________________

WEEK 12 (4/7 – 4/13)


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
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](http://www.library.cornell.edu/olinuris/ref/staff/moe/archetype.html)


**WEEK 13 (4/14 – 4/20)**

**Issues: Image and diversity of the information professions, Part 2.**


Borrow, view, and discuss on BlackBoard, one of the following films from a library, Netflix or a video rental store:

- All the Queen's Men
- Desk Set
- Foul Play
- Goodbye Columbus
- Gun in Betty Lou's Handbag
- Major League
- The Music Man
- The Name of The Rose
- Off Beat
- Party Girl
- Possession
- Salmonberries

**WEEK 14 (4/21 – 4/27)**

**Future of the Profession**


**FINAL EXAM MAY 5**

**TH**, Room 303 Little Library Building, 6:00 – 8:30
Reading Reports: List of Journals -- 2000 to Present

(NB: These are not on reserve but are widely available at academic libraries via electronic access.)

*Bulletin of the Medical Library Association*
*College and Research Libraries*
*Government Publications Review*
*Information Outlook* (formerly *Special Libraries*)
*Information Research* (electronic only: http://informationr.net/ir/)
*Journal of Academic Librarianship*
*Journal of Information Ethics*
*Journal of Library Administration*
*Journal of the American Society for Information Science & Technology*
*Law Library Journal*
*Library & Information Science Research*
*Library Quarterly*
*Library Trends*
*Partnership: the Canadian Journal of Library and Information Practice and Research* (http://journal.lib.uoguelph.ca/index.php/perj)
*Public Libraries*
*School Library Journal*
*School Library Media Quarterly*

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 .rtf file, NOT a .docx or .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.
LIS 600: Guidelines for Preparing a Term Paper

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. 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).


WHATEVER CITATION STYLE YOU USE, THE REFERENCES MUST BE CONSISTENT AND COMPLETE!
Please do not include a cover page or an abstract.
Rubric for Discussion Participation

Discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. The following rubric will be used to assess the overall quality of and assign a grade to your discussion contributions during the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable E Level</th>
<th>Acceptable C level</th>
<th>Good B Level</th>
<th>Excellent A Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Consistently participates less than 2 times per week.</td>
<td>Participates 2 times and/or postings are on the same day.</td>
<td>Participates 3 – 4 times and/or postings are not distributed throughout week.</td>
<td>Participates 3 – 5 times throughout the week.</td>
</tr>
<tr>
<td>Initial Topic Posting</td>
<td>Posts lack thought and preparation.</td>
<td>Posts adequate topic discussion with basic thought and preparation; and/or doesn’t address the topic fully.</td>
<td>Posts well developed discussion that addresses the topic fully and demonstrates high levels of thought and preparation.</td>
<td>Posts unusually insightful and well developed discussion that demonstrates an engagement with the material beyond typical levels of thought and preparation.</td>
</tr>
<tr>
<td>Follow-Up Postings</td>
<td>Posts few or superficial follow-up responses to others (e.g., simply agrees or disagrees); does not enrich discussion.</td>
<td>Posts basic follow-up responses and makes a moderate contribution to discussion</td>
<td>Elaborates on existing postings with further comment or observation, enriching the discussion.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
</tr>
<tr>
<td>Etiquette, Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in courteously but with occasional lack of clarity and/or some errors mechanics.</td>
<td>Communicates clearly and collegially with only minor mechanics errors.</td>
<td>Postings are collegial, clear, concise and free of mechanics errors.</td>
</tr>
</tbody>
</table>