LIS 600-220: Information in Society

Summer 2013

Format: BlackBoard online class

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Introduction

Course description: This course offers 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.

Course goals: LIS 600 addresses the “Foundations of the profession” core competency area, as approved by the American Library Association (ALA). The course covers 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.

Required text


Assignments and Grading

All assignments are due by midnight (US Eastern time) on Sunday, unless otherwise noted. Assignments may be turned in early (though no extra credit is received for this). Detailed information will become available as the assignment due date nears.

Participation: In this course, participation is measured by your contributions to the Blackboard discussions each week. Each class member must contribute regularly to each set of Discussion Board questions. The minimal requirement is 4 original postings and 2 comments to others’ postings; meeting minimal requirements will result in a "B" grade for participation. More thoughtful comments on others’ postings and advance discussion will receive more credit. In addition to readings, your discussions will rely on other materials (such as slides, videos, and so on) posted on Blackboard.

Reading reports: In addition to answers to questions, you will read, summarize, and analyze class readings. There are two separate reading reports due (see schedule for due dates). The total report should be 600-800 words.
**Final paper:** You will write a 5-7 page paper that analyzes a news or an event related to the course. The event can be a recent copyright lawsuit, a blog post about librarians, a survey on privacy, and so on. Your analysis should offer some background on the news story, connect it to class readings and examine consequences of the story. Your paper should rely on class and non-class readings. You will need to submit your topic for approval by week 4. You will also post a link to your story and a short description of it to Blackboard, to share with your classmates, after you turn in the final paper. More details about the paper and the various components will be available in Blackboard.

**Self-reflection essay.** In addition to the final paper, you will write a short self-reflection essay about what you have learned in this class. The essay should be no more than 600-800 words and include a discussion of your expectations before class, your learning achievements and your evaluation of how this class might help you in the future.

The grade is decided according to the following percentages:

- Participation in class: 20%
- Reading reports (2): 20% (10% for each)
- Final paper: 35%
- Self-reflection essay: 25%

Grades are based on a percentage scale. Late assignments will lose 10% for each day they are late. There are 100 points available. For example, if a paper is worth 25 points, and it is one day late, you will lose 2.5 points. Exceptions will be granted rarely—in advance and in writing. If you are going to turn in a late assignment, contact me as soon as possible to discuss the situation. At the end of the course, I will convert the points earned into a percentage:

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E

**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 (6/6-6/9): Introduction to course**

- No readings for this week
- Buy text book
- Login to BlackBoard and describe yourself and your interests
- Start reading and familiarizing yourself with assignments

**WEEK 2 (6/10-6/16): History of libraries and information technology**

Tasks:
- Class discussion on Blackboard
- Check for additional materials on Blackboard

Readings:

**WEEK 3 (6/17-6/23): The sociology of professions, the profession of librarianship**

Tasks:
- Class discussion on Blackboard
- First reading report due 6/23

Readings:

**WEEK 4 (6/24-6/30): Defining “information” & “information science”**

Tasks:

• Class discussion on Blackboard
• Submit your final paper story

Readings:


**WEEK 5 (7/1-7/7): The Information Society: Implications for libraries**

Tasks:

• Class discussion on Blackboard

Readings:

WEEK 6 (7/8-7/14): Issues: Access, copyright and censorship

Tasks:
- Class discussion on Blackboard
- Second reading report due 7/14

Readings:

WEEK 7 (7/15-7/21): Issues: Privacy

Tasks:
- Class discussion on Blackboard

Readings:

WEEK 8 (7/22-7/28): Wrap-up

Tasks:
- Final paper is due
- Post a short description of your final paper to the Discussion board
- Self-reflection is due
Additional literature and links
The literature potentially relevant to library and information science (LIS) is vast. By the “professional and scholarly literature” of LIS we refer mainly to journals such as:

- Bulletin of the Medical Library Association
- College and Research Libraries
- Information Research (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
- Public Libraries
- School Library Journal
- School Library Media Quarterly