UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

INFORMATION IN SOCIETY
DELIVERED ONLINE VIA CANVAS
LIS600.202 – FALL 2017
AUGUST 23 – DECEMBER 15

Instructor
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Overview

Official Course Description
Students investigate the Information Society and its relationships with our world including the impact on information organizations and communities. Students focus on the discipline's ethics, values, and core concepts. No prerequisites.

Course goals
LIS600 addresses the "Foundations of the profession" core competency area, as defined by the American Library Association. The course provides the following content: the history of library science and information science; core concepts of the field; the ethics and foundational principles of the field; key issues faced by LIS practitioners, and relevant social, economic, and cultural trends.

Schedule
Course weeks start on Wednesday and end on Tuesday. **The reading(s) (and any other activities) listed for a particular week should be completed before the week begins.**

Required Textbook
Hirsh, S. (Ed.). (2015). *Information services today: An introduction.* Lanham, MD: Rowman & Littlefield. ISBN: 978-1-4422-3958-6.

Course Objectives
Upon successful completion of this course, students will be able to:
1. Explain the concepts of information society and information ecosystem and how these relate to specific information organizations.
2. Articulate the role of diverse information organizations within various communities.
3. Apply the core values and ethics of the discipline as appropriate.
4. Communicate the function and value of information professionals.

Diversity
The School of Information Science defines diversity as "*embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community*." In this course, we address diversity in several ways. Many readings that discuss countries other than the U.S. are included in several different weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization's community. Readings which are especially relevant to the theme of diversity are marked with a ✍symbol.

Technology
The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology in a variety of ways. We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course. Readings that are particularly relevant to the theme of technology are marked with a 🖰 symbol.

Assignments & Grading

Grading Guidelines
- I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must communicate with me within one week (7 days) of receiving the grade.
- Once that one-week period has passed, the grade will not be changed under any circumstances. When you communicate with me regarding a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.
- Grades will not be rounded up at the end of the semester, so please do not ask me to do so. If you earned a 79.5%, then you have a "C" in the course. You should consider this course as you would a job. If you are late for work, you will lose your job. If you do poorly on a work project, you will not be allowed to redo it. Decide what grade you want to earn and create a plan to make it happen - NOW.

Readings
Completing the required reading each week is essential for doing well in the class. Many readings can be found through the UK Libraries; other readings will be made available online. Other material may also be required, such as PowerPoint slides, news articles, or videos. It is your responsibility to read/view this material as well. If you encounter a broken link or have trouble accessing something, please contact me.

Course Assignments
- **Information Ecology Project**: This project will contextualize what we learn about information ecology and apply it to a specific information organization. It is broken into multiple components.
- **Elevator Speech**: This will be a short recorded presentation in which you make connections throughout the semester's readings and argue for the importance of our discipline.

Submission of Course Assignments

IMPORTANT: All work is to be submitted electronically via Canvas by **11:59 PM ET** on the dates as indicated on the Course Schedule below and in Canvas. I grade assignments in a timely fashion but will not begin grading before the due date. More details about each assignment can be found in the Assignments section in Canvas, where all assignments will be submitted. Assignments are **not** accepted via email. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Microsoft Office and other software is available for free download. Please see https://download.uky.edu/ and http://wiki.uky.edu/software/Wiki%20Pages/Home.aspx.

The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (http://www.uky.edu/AS/English/wc/). Proper citations/references are always required; this includes picture books, novels, and other materials. APA (6th edition) formatting is required for citations (in-text citations, bibliographies and Works Cited). Please proof your work and ask someone else to as well.

Late Work

It is expected that you will submit course work on time. However, life happens. "Normal" life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, you need to let me know at least 3 days *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval.** If you are consistently late, you may be advised to withdraw from class.

COURSE EXPECTATIONS

Participation

Participation in the Graded Discussion Boards is an important component of your grade and requires regular engagement in each week's discussion. Participation is measured by your contributions to the online discussions each week. Each class member must contribute regularly (i.e., at least 3 postings) to each set of Discussion Board questions—the equivalent of a "B" grade for "participation." (Note: this means at least three posts per module, not three posts for each question each module.) Less participation will lower the grade; frequent, informed

participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 20% of your final grade. Due weekly. I encourage you to complete your discussion posts in Word (or other application) and then paste them to the discussion board. If you compose online and there is a technology-related failure, you will likely lose your work. Late work will not be accepted without prior approval.

Communication with Dr. Reynolds

Ask Three, Then Me
I receive e-mails every day from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

> 1. Consult the class schedule and/or syllabus.
> 2. Check Canvas.
> 3. Confer with three classmates.

If you still don't know the answer to your question, you may e-mail me, but you may be directed back to one of the 3 options above. For questions that do not pertain to the class at large, please use Canvas email to communicate with me. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on weekdays. It is each student's responsibility to be certain that all course communications (e.g., Announcements, Discussion posts, and e-mails) are read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead!

Additionally, use your emails and other correspondence as an opportunity to practice good communication skills! All correspondence must include an appropriate greeting (e.g., "Hello, Dr. Reynolds), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible. Students failing to comply will be reminded only once.

Grading
The final grade in this course is determined according to the following percentages:

ASSIGNMENTS	POINTS POSSIBLE
Group Discussion (Participation)	20 points (20%)
Information Ecology Project	70 points (70%)
Elevator Speech	10 points (10%)

Percentage	Final Grade
90% and above	A
80% – 89%	B
70% – 79%	C
0% – 69%	E

Note that the Graduate School considers a grade below a C a failing grade.

I assign the grade of I (incomplete) rarely, only when I am convinced the student's circumstances warrant it. This must be discussed in advance with me and approved in writing.

Important Class Policies

Attendance
Regular attendance is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. 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/).

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

More information about relevant policies is available here: https://ci.uky.edu/sis/sites/default/files/policies.pdf

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week

following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in

question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OSX (10.5.x) may use Firefox 3.x or Safari 3.x.
Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:
http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu

- DL Interlibrary Loan Service:
  http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

Weekly Schedule

Part I: Contextualizing the Field

Week One (8/23-8/29): The Information Society & Contextualizing the Field
- ✋ Webster, F. (2002). The information society revisited. In *Handbook of New Media: Social Shaping and Consequences of ICTs* (Eds. L.A. Lievrouw & S. Livingstone): pp. 22-33. Thousand Oaks, CA: Sage.
- Feather, J.P. (2013). Introduction: The information society: Myth and reality (pp. xiii-xxi). In *The Information Society: A study of continuity and change (6th ed)*. London: Facet Publishing.
- ✒ Bornman, E. (2016). Information society and digital divide in South Africa: Results of longitudinal surveys. *Information, Communication, & Society, 19*(2), 264-278.
- ✒ Einasto, O. (2015). Transforming library communication: From Gutenberg to Zuckerberg. *New Library World, 116*(5/6), 247-263.
- *Optional:* Sims, J. (2008). Librarianship in the 21st century: A British Library perspective. *Legal Information Management, 8*(2), 1-8.
- *Optional:* Wyatt, S. (2008). Feminism, technology and the information society: Learning from the past, imagining the future. *Information, Communication & Society, 11*(1), 1111-1130.

Week Two (8/30-9/05): Commodification & Privatization of Information
Part A of Information Ecology Project Due September 5th
- ✋ Benkler, Y. (2016). Degrees of freedom, dimensions of power. *Daedalus, the Journal of the American Academy of Arts & Sciences, 145*(1), 18-32.

- Andrejevic, M. (2009). Control over personal information in the database era. *Surveillance & Society, 6*(3), 322-326.
- Zuboff, S. (2015). Big other: Surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology, 30*(1), 75-89.
- *Optional:* ✋ Manzerolle, V., & Smeltzer, S. (2011). Consumer databases and the commercial mediation of identity: A medium theory. *Surveillance & Society, 8*(3), 323-337.
- *Optional:* ✋ Corbett, S. (2014). Challenging the commodification of public spheres: The hacker work ethic in a free media lab. *First Monday, 19*(12). Available at: http://firstmonday.org/ojs/index.php/fm/article/view/3555/4182

Week Three (9/06-9/12): Information Ecology
- Nardi, B.A., & O'Day, V. (1999). Information ecologies: Using technology with heart. *First Monday, 4*(5). Available at: http://firstmonday.org/ojs/index.php/fm/article/view/672/582
- O'Day, V.L. (2000). Information ecologies. *Serials Librarian, 38*(1/2), 31-40.
- ✍ Detlor, B. (2001). The influence of information ecology on e-commerce initiatives. *Internet Research, 11*(4), 286-295.
- Chern, L.L. (2014). Towards dynamic and evolving digital libraries. *Electronic Library, 32*(1), 2-16.

Week Four (9/13-9/19): Information Policy
- Hirsh textbook: Chapter 29: Information policy (pp. 281-289).
- Pasek, J.E. (2015). Defining information policy: Relating issues to the information cycle. *New Review of Academic Librarianship, 21*(3), 286-303.
- ✍ Unsworth, K. (2014). Information policy: Global issues and opportunities for engagement. *Bulletin of the Association for Information Science & Technology, 40*(5), 46-49.
- ✍ Megnigbeto, E. (2010). Information policy: Content and challenges for an effective knowledge society. *The International Information & Library Review, 42*(3), 144-148.
- ✍ Jaeger, P.T., Bertot, J.C., Thompson, K.M., Katz, S.M., & DeCoster, E.J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly, 31*(1), 1-20.
- *Optional:* Braman, S. (2006). Chapter 3: Bounding the domain: Information policy for the twenty-first century (pp. 39-78) in *Change of state: Information, policy, and power.* Cambridge, MA: The MIT Press.

Part II: Information Organizations in Their Communities

Week Five (9/20-9/26): Information Organizations
Part B of Information Ecology Project Due September 26th
- Hirsh textbook: Chapter 6: Literacy and media centers in the 21st century: School libraries (pp. 53-61); Chapter 7: The learning and research center: Academic libraries (pp. 62-69); Chapter 8: Community anchors for lifelong learning: Public libraries (pp. 70-81); Chapter 9: Information centers: Special libraries (pp. 82-93).

- Dalrymple, P.W. (2011). Data, information, knowledge: The emerging field of health informatics. *Bulletin of the American Society for Information Science & Technology, 37*(5), 41-44.
- *Optional:* Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. *Advances in Librarianship, 37*, 135-151.
- *Optional:* ⌁ Hirsh textbook, Chapter 9: Digital resources: Digital libraries (pp. 94-105).

Week Six (9/27-10/03): Community Engagement
Part C of Information Ecology Project Due October 3rd
- Hirsh textbook: Chapter 3: Information communities: Defining the focus of information service (pp. 20-26).
- ✍ Blessinger, K., Braunstein, S., Cramer, J.A., Griffen, L.S., & Hrycaj, P. (2015). Implementing a film series for community engagement. *Codex, 3*(2), 25-46.
- ⌁ Stout, R. (2015). Hand in hand: Teens, tech, and community engagement. *Young Adult Library Services, 13*(2), 21-24.
- ✍ Sung, H.-Y., Hepworth, M., & Ragsdell, G. (2013). Investigating essential elements of community engagement in public libraries: An exploratory qualitative study. *Journal of Librarianship & Information Science, 45*(3), 206-218.
- *Optional:* Hoyer, J. (2011). Information is social: Information literacy in context. *Reference Services Review, 39*(1), 10-23.
- *Optional:* ✍ Daniels, C., Fox, H., Poindexter-S.J., & Reilly, E. (2015). Saving all the freaks on the life raft: Blending documentation strategy with community engagement to build a local music archives. *American Archivist, 78*(1), 238-261.

Week Seven (10/04-10/10): Community Informatics
- Gurstein, M. (2007). What is community informatics and why that matters (pp. 11-21; 35-38). Available at: http://eprints.rclis.org/10919/1/WHAT_IS_COMMUNITY_INFORMATICS_reading.pdf
- Ritzo, C., Nam, C., & Bruce, B. (2009). Building a strong web: Connecting information spaces in schools and communities. *Library Trends, 58*(1), 82-94.
- ✍ ⌁ Hui, Y., Zhou, W., & Han, S. (2013). Social capital, digital inequality, and a "glocal" community informatics project in Tianzhu Tibetan Autonomous County, Gansu Province. *Library Trends, 62*(1), 234-260.
- Sweeney, M.E., & Rhinesmith, C. (2016). Creating caring institutions for community informatics. *Information, Communication, and Society*, x(x), 1-16.

Week Eight (10/11-10/17): Diversity & Inclusion
Part D of Information Ecology Project Due October 17th
- ✍ Hirsh textbook: Chapter 4: Diversity, cultures, and equity of access (pp. 27-38).
- ✍ Frostick, C.M. (2009). The myth of equal access: Bridging the gap with diverse patrons. *Children & Libraries: The Journal of the Association for Library Service to Children, 7*(3), 32-37.
- ✍ Helton, R. (2010). Diversity dispatch: Increasing diversity awareness with cultural competency. *Kentucky Libraries, 74*(4), 22-24.

- ✎ Cooke, N.A. (2017). Chapter 4: Services to diverse populations (pp. 47-78). In *Information services to diverse populations: Developing culturally competent library professionals*. Santa Barbara, CA: Libraries Unlimited.
- ✎ Alabi, J. (2015). Racial microaggressions in academic libraries: Results of a survey of minority and non-minority librarians. *Journal of Academic Librarianship, 41*, 47-53.
- *Optional:* ✎ Jaeger, P.T., Subramaniam, M.M., Jones, C.B., & Bertot, J.C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library & Information Science, 52*(3), 166-183.
- *Optional:* ✎ Eannance Lazzaro, A., Mills, S., Garrard, T., Ferguson, E., Watson, M., & Ellenwood, D. (2014). Cultural competency on campus. *College & Research Libraries News, 75*(6), 332-335.

Part III: Foundations of LIS Professions

Week Nine (10/18-10/24): Core Values & Competencies
Part E of Information Ecology Project Due October 24th
- American Library Association. (2009). ALA's core competencies of librarianship. http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/core comp/corecompetences/finalcorecompstat09.pdf
- Field, J.J. (2008). Understanding your competencies to create a successful career. *Science & Technology Libraries, 28*(1/2), 1-10.
- McMenemy, D. (2007). Ranganathan's relevance in the 21st century. *Library Review, 56*(2), 97-101.
- Barbakoff, A. (2010). Libraries build autonomy: A philosophical perspective on the social role of libraries and librarians. *Library Philosophy & Practice*.
- American Library Association. (2016). Core values of librarianship. Available at: http://www.ala.org/advocacy/intfreedom/statementspols/corevalues (also read the linked Freedom to Read statement, the Library Bill of Rights, and Libraries: An American Value).
- *Optional:* Seale, M. (2016). Compliant trust: The public good and democracy in the ALA's "Core values of librarianship." *Library Trends, 64*(3), 585-603.
- *Optional:* Campbell, D.G., & Cowan, S.R. (2016). The paradox of privacy: revisiting a core library value in an age of big data and linked data. *Library Trends, 64*(3), 492-511.

Week Ten (10/25-10/31): LIS Ethics
- Hirsh textbook: Chapter 30: Information ethics (pp. 289-300); Chapter 31: Copyright and creative commons (pp. 300-314); Chapter 36: Intellectual freedom (pp. 357-364).
- ✎ White, S.G. (2008). Academia, surveillance, and the FBI: A short history. In *Surveillance and governance: Crime control and beyond* (pp. 151-174).
- Mathiesen, K., & Fallis, D. (2008). Information ethics and the library profession. In K.E. Himma & H.T. Tavani (Eds.), *The handbook of information and computer ethics* (pp. 221-244). Hoboken, NJ: Wiley.
- American Library Association. (2016). Code of ethics of the American Library Association. Available at: http://www.ala.org/advocacy/proethics/codeofethics/codeethics
- *Optional:* Himma, K.E. (2007). Foundational issues in information ethics. *Library Hi Tech 25*(1), 79-94.

Week Eleven (11/01-11/07): Impact of Technology
Part F of Information Ecology Project Due November 7ᵗʰ

- ☝ Hirsh textbook: Chapter 18: Hyperlinked libraries (pp. 184-191); Chapter 26: Managing technology (pp. 250-261).
- ☝ Cervone, F.H. (2010). Emerging technology, innovation, and the digital library. *OCLC Systems & Services, 26*(4), 239-242.
- ☝ Becker, B.W. (2015). Advances in technology and library space. *Behavioral & Social Sciences Librarian, 34*(1), 41-44.
- *Optional:* Nielsen, J.M. (2013). The blended business librarian: Technology skills in academic business librarian job advertisements. *Journal of Business & Finance Librarianship, 18*(2), 119-128.
- *Optional:* ✍ Mahalakshmi, K., & Sornam, S.A. (2012). Perception of technology: A study on library professionals of Anna University of technology. *SRELS Journal of Information Management, 49*(3), 249-256.

Week Twelve (11/08-11/14): Professionalism & Significance of LIS Professions

- Hirsh textbook: Chapter 1: The transformative information landscape: What it means to be an information professional today (pp. 3-7); Chapter 11: Expanding the horizon of the MLIS (pp. 106-116).
- Hicks, D. (2016). Advocating for librarianship: The discourses of advocacy and service in the professional identities of librarians. *Library Trends, 64*(3), 615-640.
- ✍ Three-part series on library professionalism:
  - Weihs, J. (2009). The professional status of librarianship, part 1. *Technicalities, 29*(3), 15-17.
  - Weihs, J. (2009). The professional status of librarianship, part 2. *Technicalities, 29*(4), 18-20.
  - Weihs, J. (2009). The professional status of librarianship, part 3. *Technicalities, 29*(5), 16-19.
- Ross, K.M. (2013). Purposeful mentoring in academic libraries. *Journal of Library Administration, 53*(7/8), 412-428.

Part IV: LIS Topics & Perspectives

Week Thirteen (11/15-11/21): Information Overload & Literacy

- Hirsh textbook: Chapter 16: Teaching users: Information and technology literacy instruction (pp. 159-172).
- Davis, N. (2011). Information overload, reloaded. *Bulletin of the American Society for Information Science & Technology, 37*(5), 45-49.
- ✍ Britz, J., & Lor, P. (2010). The right to be information literate: The core foundation of the knowledge society. *Innovation, 41*, 8-24.
- ✍ Wallis, J. (2005). Cyberspace, information literacy and the information society. *Library Review, 54*(4), 218-222.
- Johnson, M. (2010). Chapter 2: Information sickness (pp. 13-30). In *This book is overdue: How librarians and cybrarians can save us all.* New York: Harper.

- *Optional:* Reed, K.L. (2015). Square peg in a round hole? The framework for information literacy in the community college environment. *Journal of Library Administration, 55*(3), 235-248.
- *Optional:* Blummer, B., & Kenton, J.M. (2014). Reducing patron information overload in academic libraries. *College & Undergraduate Libraries, 21*(2), 115-135.

Week Fourteen (11/22-11/28): Preservation of Information
Note: University Holiday 11/22-11/25
Capstone of Information Ecology Project Due November 28th

- ✋ Hirsh textbook: Chapter 34: Analog and digital curation and preservation (pp. 334-344).
- Berger, S. (2009). The evolving ethics of preservation: Redefining practices and responsibilities in the 21st century. *Serials Librarian, 57*(1-2), 57-68.
- ✎ Driedger, K., & Mika, J.J. (2010). The preservation resource needs of Michigan's public libraries. *Library & Archival Security, 23*(2), 79-103.
- *Optional:* Connolly, D., Guthrie, K., Prochaska, A., & Dillon, A. (2009). Panel 2: The implications of digital scholarship for research libraries: Challenges of access and preservation. *Journal of Library Administration, 49*(3), 261-279.
- *Optional:* ✎ Greyling, B. (2008). A model for community participation in African libraries to preserve indigenous knowledge. *Information Studies, 14*(2), 71-84.

Week Fifteen (11/29-12/05): Standardization, Retrieval, & Organization
Peer Review of Information Ecology Project Due December 5th

- ✋ Hirsh textbook: Chapter 14: Organizing information: Technical services (pp. 139-148); Chapter 15: Accessing information anywhere and anytime: Access services (pp. 149-158).
- Bradley, A., & Fox, U. (2011). Back to the future: Time-tested fundamentals meet challenges of technology. *Information Management Journal, 45*(1), 32-36.
- *Optional:* ✋ Kim, Y., & Burns, C.S. (2016). Norms of data sharing in biological sciences: The roles of metadata, data repository, and journal and funding requirements. *Journal of Information Science, 42*(2), 230-245.

Week Sixteen (12/06-12/08): Challenges and Opportunities
Elevator Speech Due December 11th

- ✋ Hirsh textbook: Chapter 5: Librarianship: A continuously evolving profession (pp. 41-52); Chapter 27: Managing communications, marketing, and outreach (pp. 262-270); Chapter 37: Career management strategies for lifelong success (pp. 367-373).
- Cooke, N.A. (2012). Professional development 2.0 for librarians: Developing an online personal network (PLN). *Library Hi Tech News, 29*(3), 1-9.
- Stephens, W. (2013). For every learner, everywhere, all the time: The future of school libraries. *Young Adult Library Services, 12*(1), 4-8.
- *Optional:* Trinkaus-Randall, G. (2013). The good, the bad, and the ugly: The archival profession and future challenges. *American Archivist, 76*(1), 10-18.