UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

Course Syllabus

INFOST 501-001
Foundations of Library and Information Science
Fall 2018 – 3.0 Credits

Onsite
NWQB 6590
Tuesday, 5:30-8:10 PM
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INSTRUCTOR INFORMATION

Donald C. Force
E-mail: force@uwm.edu
Phone: 414-229-2792
Office: NWQ 3495
Office Hours: 10 AM-1 PM / By Appointment (recommended)

CATALOG DESCRIPTION

Introduction to library and information science (LIS); outline of the role of information agencies in modern society; overview of LIS research, policy, and practices.

GENERAL DESCRIPTION

An introduction to the profession of Library and Information Science (LIS), this required MLIS course provides a historical framework and summary of the role of libraries and other information agencies in modern society, describes the general knowledge creation and distribution cycle, introduces major issues of information policy and ethics, provides examples of libraries, library types, other information institutions, and introduces aspects of research and professional accomplishment and careers.

PREREQUISITES

Junior standing. Basic computer literacy as outlined in the SOIS policy is required. The professor is not responsible for technology issues of students.

GRADE REQUIREMENT

This is a required core course as part of the MLIS degree. Students must pass with a “B” or better to be eligible to take other MLIS courses that have INFOST 501 as a prerequisite and to complete the degree.

TECHNOLOGY REQUIREMENTS

This course requires basic computer skills. No special software or computer programs are necessary to complete this course. All assignments may be completed using a web browser (that allows for access to D2L) and MS Office products, specifically, Word.

METHOD OF INSTRUCTION

Lecture, class discussion, homework assignments, written papers, (possible) pop quizzes.

COURSE WORKLOAD

Students should be prepared to devote at least 10 hours to this course each week, which will include Per UWM guidelines, one semester credit represents a time commitment of at least 48 hours for the average student. Since this is a three-credit course, it amounts to a time investment of 144 hours in a 15-week semester or approximately 9-10 hours per week, which includes course readings, attendance and participation in class, and preparation of written assignments.

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CLASS LEARNING OBJECTIVES

Students completing this course will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Week/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate important developments in library and information science</td>
<td>W1-15</td>
</tr>
<tr>
<td>(LIS) as a discipline and profession.</td>
<td>A2 &amp; A4</td>
</tr>
<tr>
<td>2. Assess the relative importance of services offered by a variety of</td>
<td>W5 &amp; W6</td>
</tr>
<tr>
<td>information agency types.</td>
<td>A2 &amp; A3</td>
</tr>
<tr>
<td>3. Incorporate theoretical frameworks into understandings of LIS practice.</td>
<td>W1 &amp; W3</td>
</tr>
<tr>
<td></td>
<td>A4</td>
</tr>
<tr>
<td>4. Analyze relationships between information technologies and the research</td>
<td>W4, W6-9</td>
</tr>
<tr>
<td>and practice associated with library and information science.</td>
<td>A3 &amp; A4</td>
</tr>
<tr>
<td>5. Assess the impacts of important social and political issues on the</td>
<td>W1-15</td>
</tr>
<tr>
<td>profession and the role of the profession in society.</td>
<td>A2-A4</td>
</tr>
<tr>
<td>6. Describe and evaluate relevant aspects of the activities and goals of</td>
<td>W1-3, W5-6</td>
</tr>
<tr>
<td>the profession as a whole and select sub-groups within the profession.</td>
<td>A2, A4</td>
</tr>
<tr>
<td>7. Articulate the importance of professional statements, codes of ethics</td>
<td>W6</td>
</tr>
<tr>
<td>and professional values.</td>
<td></td>
</tr>
<tr>
<td>8. Format formal papers with the American Psychological Association style.</td>
<td>A2-A4</td>
</tr>
<tr>
<td>9. Identify and critically use appropriate information resources for their</td>
<td></td>
</tr>
<tr>
<td>field.</td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCIES

**ALA’s Core Competences of Librarianship**
(http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

1C. The history of libraries and librarianship.

1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.
TEXTBOOKS (Required)

TEXTBOOKS (Recommended)


OTHER READINGS
Readings will be book chapters, articles, and other assigned publications available online or through the D2L Course Site.

ASSIGNMENTS
A1. Attendance & Participation
Class attendance is measured through participation in discussions and evidence of completing the reading assignments. Reading assignments given in advance of discussions are designed to facilitate active participation by providing a basic level of familiarity with the topic being discussed. Additional information about this assignment may be found in the Attendance & Participation section of this syllabus. Though personal concerns may arise that cause students to participate at varying levels each week, if you miss more than two (2) class sessions without sufficient justification, you will receive a zero (0) for your “Attendance & Participation” portion of your overall grade.

A2. Issues & Trends in Library and Information Science
The purpose of this assignment is to introduce you to the broader issues in library and information science, and especially to those issues that are currently affecting the day-to-day lives of librarians and other information professionals. A secondary objective is to help you find a topic for the position paper you are going to write as a semester project.

For additional information about this assignment, see the Issues & Trends in Library and Information Science prompt located in the ASSIGNMENT PROMPTS & RUBRICS section of this syllabus.

A3. Collecting Community Engagement Web Resources (Group Project)
This group project engages students in the team development of a set of resources related to some aspect of the topic of community engagement.

For additional information about this assignment, see the Collecting Community Engagement Web Resources prompt located in the ASSIGNMENT PROMPTS & RUBRICS section of this syllabus.

A4. Issues in the Profession Paper
This assignment requires students to develop an essay on an issue of current professional interest. As part of this assignment, students will submit an abstract, literature review, a final essay of approximately 4,000 words.
For additional information about this assignment, see the Issues in the Profession Paper prompt located in the ASSIGNMENT PROMPTS & RUBRICS section of this syllabus.

ASSIGNMENT PERCENTAGES & DUE DATES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>G &amp; UG - %</th>
<th>G &amp; UG - Points</th>
<th>Due Date &amp; Time (All Times Central)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15</td>
<td>TBD</td>
<td>Every Week</td>
</tr>
<tr>
<td>Issues &amp; Trends Paper</td>
<td>20</td>
<td>40</td>
<td>September 24 by 9 AM</td>
</tr>
<tr>
<td>Collecting Community Engagement Web Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Report</td>
<td>20</td>
<td>40</td>
<td>November 20 by 9 AM</td>
</tr>
<tr>
<td>Infographic</td>
<td>10</td>
<td>15</td>
<td>November 20 by 9 AM</td>
</tr>
<tr>
<td>Presentation</td>
<td>N/A</td>
<td>N/A</td>
<td>November 20 (in class)</td>
</tr>
<tr>
<td>Issues in the Profession Paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>5</td>
<td>10</td>
<td>October 1 by 9 AM</td>
</tr>
<tr>
<td>Literature Review</td>
<td>10</td>
<td>20</td>
<td>October 29 by 9 AM</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
<td>50</td>
<td>December 10 by 9 AM</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
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</table>

COURSE GRADING SCALE

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 96</td>
<td>A</td>
<td>75 – 73</td>
<td>C</td>
</tr>
<tr>
<td>95 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>89 – 86</td>
<td>B+</td>
<td>69 – 66</td>
<td>D+</td>
</tr>
<tr>
<td>85 – 83</td>
<td>B</td>
<td>65 – 63</td>
<td>D</td>
</tr>
<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>79 – 76</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

OTHER IMPORTANT INSTRUCTOR POLICIES

Late Assignments
All assignments should be turned in on time. All assignments are due by the day and time noted on the course calendar. Assignments will be submitted electronically. Late assignments will be marked down. A 10% late penalty per day from the total percentage will be levied for assignments turned in past the due date and time up to a maximum of 50%.

For example, if an assignment is due on November 3, 2018, at 9 AM (CST):
- If you submit the assignment prior to November 3 at 9:01 AM, you may earn full credit.
- If you submit the assignment between November 3 at 9:01 AM and November 4 at 9:00 AM, the assignment will be graded out of 90%.

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• If you submit the assignment between November 4 at 9:01 AM and November 5 at 9:00 AM, the assignment will be graded out of 80%.
• So on and so forth...
• If you submit the assignment any time after November 7 at 9:01 AM the assignment will be graded out of 50%.

If there are extenuating circumstances that require you to submit an assignment after its due date, please discuss this with me as soon as possible. I may ask for some form of evidence of your situation. I like to believe that I am flexible when family, medical, or other serious situations arise. I have been known to extend deadlines or permit students to submit assignments late but without penalty.

Redoing Assignments
You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

Per “A NOTE ON REQUESTING SPECIAL CONSIDERATION” academic policy (see below), you will not be allowed to resubmit work for a higher grade. According to this policy, if I allow one student in the class to redo an assignment, I am required to allow all students to redo the assignment.

Extra Credit
No extra credit assignments will be offered in this course.

Grading and Returning Assignments
I do my best to grade and return assignments within two weeks of the due date, but I have been known to take longer. If there is a delay beyond two weeks, I will let you know.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Unit</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview &amp; Intro. to LIS</td>
<td>• Rubin – Ch. 1</td>
</tr>
<tr>
<td>(9/4)</td>
<td></td>
<td>• Heitsch &amp; Holley (2011)</td>
</tr>
<tr>
<td>Week 2</td>
<td>History of Information Agencies</td>
<td>• Rubin – Ch. 2</td>
</tr>
<tr>
<td>(9/11)</td>
<td></td>
<td>• Smiraglia (2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ayre &amp; Craner (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bush (1945)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phillips (2010) [Optional]</td>
</tr>
<tr>
<td>Week 3</td>
<td>Fundamental Concepts of LIS</td>
<td>• Rubin – Ch. 7</td>
</tr>
<tr>
<td>(9/18)</td>
<td></td>
<td>• Buckland (1991)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chandler (1994)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Losee (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Webster (2012)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Info. Tech. and the Info. Professions</td>
<td>• Rubin – Ch. 4</td>
</tr>
<tr>
<td>(9/25)</td>
<td></td>
<td>• Copeland &amp; Barreau (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Swan &amp; Brown (2004)</td>
</tr>
</tbody>
</table>
| Week 5  
(10/2) | The LIS Profession(s) | • New Media Consortium (2015)  
• Rubin – Ch. 5, 10, Appendix A  
• Huvila, et al. (2013)  
• LeMaistre, et al. (2012)  
• ALA Core Competencies  
• SAA Core Values  
• SLA Competencies |
|---|---|---|
| Week 6  
(10/9) | Archives, Records and Info. Management, and Information Governance | • Rubin – Ch. 3  
• Patterson (2016)  
• Best (2010)  
• Wiler (2014) |
| Week 7  
(10/16) | Field Trip to Godfrey & Kahn and Mitchell Street Library |
| Week 8  
• Case (2002)  
• Connaway, et al. (2018)  
• Nicholas & Clark (2015)  
• Taylor (2015) |
| Week 9  
(10/30) | Information Services: Reference/Research Services & Collection Development | • Rubin – Ch. 6  
• Schmidt, et al. (2008)  
• Lukes et al. (2016)  
• Vakkari (2011)  
• Penka (2003) |
| Week 10  
• Borgman (2007)  
• Wilkin (2011)  
• Currall & Moss (2009)  
• Tobar (2011) |
| Week 11  
(11/13) | No Class – Work on group projects or final paper |
| Week 12  
(11/20) | Group Project Presentations | No Readings |
| Week 13  
(11/27) | Intellectual Freedom <Guest Speaker: Dr. Joyce Latham> | • Rubin – Ch. 9  
• Krug (2010)  
• Solove (2007)  
• Latham (2014) |
| Week 14  
(12/4) | Information Policy <Guest Speaker: Dr. Nadine Kozak> | • Rubin – Ch. 8  
• Jaeger, et al. (2012) |
| Week 15  
(12/11) | Future of LIS | • Field & Tran (2018) |
READINGS

ALA Core Competencies of Librarianship:  
http://www.ala.org/ala/educationcareers/careers/corecomp/index.cfm


Nicholas, D. & Clark D. Finding stuff. In M. Moss, B. Endicott-Popovsky, & M. J. Dupuis (Eds.), *Is digital different? How information creation, capture, preservation and discovery are being transformed* (pp. 19-34). London: Facet Publishing.


Society of American Archivists Core Values: https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics

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Special Librarian Association Competencies: [https://www.sla.org/about-sla/competencies/](https://www.sla.org/about-sla/competencies/)


Taylor, R.S. (2015). Question negotiation and information seeking in libraries. *College and Special Libraries, 76*(3), 251-267. [Don’t let the year mislead you, this is a summary of his seminal report that was published in 1968.]

Thomas, D. & Johnson, V. (2015). From the library of Alexandria to the Google campus: Has the digital changed the way we do research? In M. Moss, B. Endicott-Popovsky, & M. J. Dupuis (Eds.), *Is digital different? How information creation, capture, preservation and discovery are being transformed* (pp. 189-211). London: Facet Publishing.


ASSIGNMENT PROMPTS & RUBRICS

Attendance & Participation

Class attendance & participation is measured through participation in discussions and evidence of completing the reading assignments. Reading assignments given in advance of discussions are designed to facilitate active participation by providing a basic level of familiarity with the topic being discussed.

You are expected to participate in each week’s activities as assigned on the syllabus. Regular weekly activities may include:

- Discussions about the assigned readings.
- Discussions about LIS-related issues.
- In-class exercises.
- Pop quizzes.
- Guest speakers (i.e., you need to ask questions).
- Review of assignments.

Though personal concerns may arise that cause students to participate at varying levels each week, any student who misses more than two (2) class sessions without sufficient justification will receive a zero (0) for his/her “Attendance & Participation” mark.

Class attendance & participation is worth 10% of your overall grade.
Issues & Trends in Library and Information Science

The purpose of this assignment is to introduce you to the broader issues in library and information science, and especially to those issues that are affecting the day-to-day lives of librarians right now. A secondary objective is to help you find a topic for the position paper you are going to write as a semester project.

I want you to select three sources (two if you are an undergraduate student) from the following list and read every issue of the newsletter/magazine/journal for the past year (okay, let's say you will read every issue from September 2016 through August 2017). As you read, make notes for yourself on issues that recur, or those that are static, and especially on those in which some progress seems to be happening.

**Example:** Censorship has been a constant issue in librarianship, probably for all time, but certainly throughout the history of the American Library Association (which dates from 1876). So you will find censorship issues in all of the publications having to do with public librarianship. Your notes should include the titles of books that are involved, and the evolving decisions that are made about them, as well as the outcomes experienced by the librarians involved.

Your summary should be given in narrative form, not to exceed 1,500 words (1,000 words for undergraduate students).

An important secondary objective is for you to use this exercise to identify a topic for a position paper. So be aware of your own points of view as well.

These sources are the major professional associations in library-and-information science in the United States. If you are already specializing and would like to include one of the specialist associations (Medical Library Association, Music Library Association, Theological Library Association, etc.) please send me an email and I will help you make a workable plan. Also, parallel associations exist for most of these professions in Canada or other countries; if you would rather include Canadian associations I will be amenable to that as well, but please let me know in advance.

**Sources**

**American Alliance of Museums (AAM)**
https://www.aam-us.org/

The American Alliance of Museums has been bringing museums together since 1906, helping to develop standards and best practices, gathering and sharing knowledge, and providing advocacy on issues of concern to the entire museum community. Representing more than 35,000 individual museum professionals and volunteers, institutions, and corporate partners serving the museum field, the Alliance stands for the broad scope of the museum community.

See Museum Magazine under the About Museums tab on the homepage.

**American Library Association (ALA)**
http://www.ala.org/
The American Library Association provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

Check out the website (it’s immense, so give yourself time) but primarily I want you to read American Libraries the ALA bimonthly magazine, which may be found under the Tools, Publications & Resources tab on the homepage.

**American Records Management Association (ARMA)**  
https://www.arma.org/

Information is at the center of everything an organization does. The systematic control of records throughout their life cycle is the definition of records management. Information Management is the journal (available via our library’s journal portal), but since February, they have produced a monthly newsletter called InfoPro that can be found under the Learn tab on the main page.

**Association for Intelligent Information Management (AIIM)**  
https://www.aiim.org/

Founded in the 1940s, AIIM was originally known as the Association for Information and Image Management. The organization changed its name sometime in the past few years to the Association for Intelligent Information Management, although its mission remains the same. AIIM provides education, market research, and certification for information professionals. The organization focuses on the intersection of people, processes, and information. There is some overlap between this organization and ARMA. Although AIIM does not have a monthly newsletter or publication, it does have the Information Management Blog that is updated every few days, which may be found under the Blog tab on the main page.

**Association for Information Science and Technology (ASIS&T)**  
https://www.asist.org/

ASIS&T was founded in 1937, as the American Documentation Institute (ADI), a service organization made up of individuals nominated by and representing affiliated scientific and professional societies, foundations and government agencies. The name changed somewhat during the 1950s and 1960s, primarily known as the American Society for Information Science (ASIS). Its scope and participation drastically grew over the course of the next 40 years and in 2000, it adopted a “T” (Technology) to its name to become what it is known as today: ASIS&T. This organization has been the society for information professionals leading the search for new and better theories, techniques, and technologies to improve access to information.

Look for the ASIS&T Bulletin under the Publications tab on the main page.

**Society of American Archivists (SAA)**  
http://www.archivists.org/

Founded in 1936, the Society of American Archivists is North America’s oldest and largest national archival professional association. SAA’s mission is to serve the educational and informational needs of more than 5,000 individual and institutional members and to provide leadership to ensure the
identification, preservation, and use of records of historical value. Archives are the non-current records of individuals, groups, institutions, and governments that contain information of enduring value. The primary task of the archivist is to establish and maintain control, both physical and intellectual, over records of enduring value. The work of the archivist is related to, but distinct from, that of certain other professionals. The librarian and the archivist, for example, both collect, preserve, and make accessible materials for research; but significant differences exist in the way these materials are arranged, described, and used. The records manager and the archivist are also closely allied; however, the records manager controls vast quantities of institutional records, most of which will eventually be destroyed, while the archivist is concerned with relatively small quantities of records deemed important enough to be retained for an extended period. The museum curator and the archivist are associated; however, the museum curator collects, studies, and interprets mostly three-dimensional objects, while the archivist works with paper, film, and electronic records. Finally, the archivist and the historian have had a longstanding relationship; the archivist identifies, preserves, and makes the records accessible for use, while the historian uses archival records for research.

Check out the newsletter Archival Outlook under the Publications tab on the main page.

**Special Libraries Association (SLA)**
https://www.sla.org/

Special librarians are information resource experts dedicated to putting knowledge to work to attain the goals of their organizations. They are employed most frequently by corporations, private businesses, government agencies, museums, colleges, hospitals, associations and information management consulting firms. Adding value to information, special librarians do far more than locate and collect data. Using the Internet and other current technology, they also evaluate, analyze, organize, package, and present information in a way that maximizes its usefulness.

Again, check out the website completely, but focus on the association’s magazine Information Outlook, which can be under the Learn tab on the main page.

**Grading Criteria**

**Formatting Guidelines**

- **Length**: Approximately 1,500 words for graduate students and approximately 1,000 words for undergraduate students.
- **Spacing**: Double-spaced.
- **Title Page/Cover Sheet**: Required. APA style. This page does not count toward the word count.
- **Citations**: APA style. Citations do not count toward the word count.
- **Bibliography**: Required. APA style. Bibliography does not count toward the word count.
- **Page Numbers**: Required. Top or bottom of the page.
- **Use of First Person**: Not permitted. Use of the first person in your essay will result in the deduction of five points of your paper’s grade.
Due Date, Submission Format, Grade Value, Grading Rubric

See the ASSIGNMENT PERCENTAGES & DUE DATES for this information.

Your report should be submitted as a Word document via Dropbox in D2L. The instructor reserves the right to not make comments or provide feedback for submissions made as PDF files or in other formats.

Please use the following style when naming the file of your submission: Last name_TrendsIssues

Reminder: a 10% late penalty per day from the total percentage will be levied for assignments turned in past the due date and time up to a maximum of 50%.
Collecting Community Engagement Web Resources

This project engages students in the development of a set of web resources related to Community Engagement very broadly defined. I will divide you into groups based on the topic you identified in your Trends & Issues papers. For this project, you will collect a group of resources that pertain to a topic that affects a community (you may define this very broadly, very narrowly, or somewhere in between).

This project has four components: 1) a short report that reviews the breadth of your topic, resources identified, evaluation criteria, etc.; 2) an infographic that offers a visual summary of your topic and resources; and 3) a 7-10 minute presentation to the class that reviews your topic and infographic.

Part I: Project Summary Report

For this part of the assignment, you should write a short report (approximately 5 pages) that addresses the following criteria:

- A topic statement focused on community engagement and information service:
  - First, what is community engagement, anyway?
  - Then, what specific topic these web resources represent and why the subject is of value.
- A scope statement:
  - What about the specific topic are you collecting? For instance, you won’t collect everything on community engagement so, how are you going to limit it, and why?
- A statement of standards:
  - How do you evaluate the value of the web sites? What criteria did you use?
- Collection strategy:
  - How did you identify them (e.g., search engines, search terms, etc.)? The more specific your description, the better.
- Resources:
  - Identify at least ten (10) resources related to your topic.
  - Provide at 5-7 tags for information you consider relevant.
  - Annotate each resource with an analysis of what it covers and why it matters to your collection and other interested users.
  - All citations must be in APA style.

The report does not need to be in narrative style from beginning to end, so you may include clipart, bullet/number lists, callouts, tables, etc. Each of your annotations for the resource list must be in narrative form.

Part II: Infographic

Based on the work you did for Part I, you now need to summarize the salient information into an infographic. The infographic should convey the key elements of your topic in a visually attractive way. The idea is to get away from a heavily text-based presentation or poster and add some style to your ideas.

Here are a couple resources to get you going, but if you know of (or find others), please share them with the class:

^syllabus_501_2018_fall_force_onsite_v2-0
Last updated: 20 August 2018
Part III: Presentation

The final component of this project is the presentation. The presentation should be 5-7 minutes in length. Groups whose presentation is shorter than 4:30 minutes or longer than 7:30 minutes will be deducted upwards to 5 points off their final project’s grade.

You should present your infographic to the class as if you were on display at a local library or conference presenting a paper or poster. Not every group member must speak during the presentation.

Here are a couple useful links on what to keep in mind when presenting a poster:

http://www.owlnet.rice.edu/~cainproj/presenting.html
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/

Grading Criteria

The grade you receive on this assignment will be based on the thoroughness in which you addressed each of the aforementioned areas for the project. It is not a given that each group member will receive the same score. To reward/penalize students who do more/less work for this assignment, each student in the group will complete a peer evaluation form. I will use this form to determine individual final grades for the assignment. The information you provide on the form will remain confidential -- no one will you’re your assessment besides you and me. Failure to complete this form will result in a 10 point reduction in your grade for the assignment.

Due Date & Submission Information

See the ASSIGNMENT PERCENTAGES & DUE DATES for this information.

Your project overview document should be submitted to Dropbox in D2L as a Word document.

You may submit your Infographic as a PDF or image file (PNG, JPEG, etc.). Only one submission per group is necessary for Part I & II. As a reminder, a 10% late penalty per day from the total percentage will be levied for assignments turned in past the due date and time up to a maximum of 50%.

The peer evaluation sheet may be submitted as a Word document to Dropbox in D2L.

Please use the following style when naming the file of Part I:

Lastname_Engagement_Project_Report

Please use the following style when naming the file of Part II:

Lastname_Engagement_Project_Infographic

Please use the following style when naming the file of your peer-evaluation form submission:

Lastname_Evaluation
Issues in the Profession Paper

This paper is designed for you to investigate and conduct a deep-dive into an LIS topic of your preference. You are to develop an essay on an issue of current professional interest. You may wish to draw your topic from the Issues and Trends assignment, or you may pick a different topic.

This paper is divided into three parts:
1) Abstract
2) Literature Review
3) Final Paper

Part I: Abstract

This should be approximately 250 words. You should explain the topic, the position you hope to take (i.e., your thesis statement), and any preliminary literature sources you have found.

The Purdue Online Writing Lab has a good webpage devoted to developing thesis statements (https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html).

You should include a bibliography with your abstract. All your sources should be cited in APA format. A minimum of 10 sources must be provided.

I will engage you in conversation via email about your abstract until the both of us agree about the paper you hope to write, so this is your chance to get me to guarantee that your topic will be successful.

Part II: Literature Review

You will need to search major LIS databases (use Library Literature & Information Science Full Text, and Library, Information Science & Technology Abstracts Full Text). You should limit your searching to papers produced in the last five years.

Then, produce a narrative essay in which you refer to each paper you have found in a peer-reviewed professional journal that is relevant to your topic. You may use non-peer-reviewed sources but the majority of your sources should be from peer-reviewed journals. Also, don't forget about the library! You may use monographs too! There is no minimum or maximum of sources because it will vary from topic to topic.

I'm expecting approximately 1,500-2,000 words (about 1,000 for undergraduate students) of text from you (double-spaced) depending on the topic you select. You should cite each study, narrate its methodology and its major conclusions, and then you should synthesize your summary by explaining what you have learned collectively from the entire exercise.

Formatting Guidelines

- **Length**: Approximately 1,500-2,000 words for graduate students (approximately 1,000 words for undergraduate students).
- **Spacing**: Double-spaced.
- **Title Page/Cover Sheet**: Required. APA style. This page does not count toward the word count.
- **Citations**: APA style. Citations do not count toward the word count.
• **Bibliography:** Required. APA style. Bibliography does not count toward the word count.

• **Page Numbers:** Required. Top or bottom of the page.

• **Use of First Person:** Not permitted. Use of the first person in your essay will result in the deduction of five points of your paper’s grade.

**Submission Details**

See the [ASSIGNMENT PERCENTAGES & DUE DATES](#) for this information.

Your report should be submitted as a Word document via Dropbox in D2L. The instructor reserves the right to not make comments or provide feedback for submissions made as PDF files or in other formats.

Please use the following style when naming the file of your submission:

`Lastname_Issues_Literature_Review`

As a reminder, a 10% late penalty per day from the total percentage will be levied for assignments turned in past the due date and time up to a maximum of 50%.

**Part II: Essay**

This is the part where you turn your thesis statement and outline into a complete essay. Graduate students, your paper should be approximately 3,500 words, plus an abstract and complete list of references used in the essay. Undergraduate students, your essay should be approximately 2,500 words, plus an abstract and complete list of references used in the essay.

**Formatting Guidelines**

• **Length:** Approximately 3,500 words for graduate students (approximately 2,500 words for undergraduate students).

• **Spacing:** Double-spaced

• **Title Page/Cover Sheet:** Required. APA style. This page does not count toward the word count.

• **Abstract:** Required

• **Citations:** APA style.

• **Bibliography:** Required. APA style.

• **Page Numbers:** Required. Top or bottom of the page.

• **Use of First Person:** Not permitted. Use of the first person in your essay will result in the deduction of at least one point of your paper’s grade.

For graduate and undergraduate students, this component is worth 20 points (or 20% of your overall grade).

**Grading Criteria & Rubric**

The grade for this assignment will be based on the thoroughness of your essays and the clarity of your writing. The following rubric provides guidelines for the overall organization and mechanical components of the essay (see Table 2 for the grading rubric for this component of the assignment).
Table 1: Issues in the Profession Essay Grading Rubric

<table>
<thead>
<tr>
<th>Essay Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>• The thesis statement is clear &amp; strong.</td>
<td>• The thesis is appropriate but is underwhelming.</td>
<td>• The thesis is weak.</td>
<td>• There is no clearly stated thesis.</td>
</tr>
<tr>
<td></td>
<td>• The essay is organized in a creative way.</td>
<td>• The essay is clearly organized.</td>
<td>• The essay is mostly well organized but some sections are out of place.</td>
<td>• There is no clear structure or organization to the essay.</td>
</tr>
<tr>
<td></td>
<td>• Transitions are insightful.</td>
<td>• Most transitions are smooth.</td>
<td>• Transitions are weak or mechanical</td>
<td>• Transitions between paragraphs are mostly absent.</td>
</tr>
<tr>
<td></td>
<td>• Each paragraph represents a new idea.</td>
<td>• A few instances of repetition.</td>
<td>• There are a number of instances of repeated ideas among paragraphs.</td>
<td>• There is substantial repetition among the paragraphs/pages.</td>
</tr>
<tr>
<td></td>
<td>• The introduction is inviting.</td>
<td>• The introduction is appropriate.</td>
<td>• Introduction is weak and ineffective.</td>
<td>• Introduction is absent.</td>
</tr>
<tr>
<td></td>
<td>• The conclusion does not repeat the previous pages, but offers new insight about the topic.</td>
<td>• The conclusion is appropriate but is mostly a summary of the essay.</td>
<td>• Conclusion is redundant to the essay and ineffective.</td>
<td>• Conclusion is absent.</td>
</tr>
<tr>
<td>Mechanical / Grammatical</td>
<td>• Vocabulary is lively and interesting.</td>
<td>• Vocabulary is precise and coherent.</td>
<td>• Vocabulary is awkward in places.</td>
<td>• Frequent unclear sentence structure.</td>
</tr>
<tr>
<td></td>
<td>• No grammatical errors.</td>
<td>• Grammatical errors are minimal.</td>
<td>• Frequent spelling errors.</td>
<td>• Grammatical errors abound.</td>
</tr>
<tr>
<td></td>
<td>• No spelling errors.</td>
<td>• Spelling errors are minimal.</td>
<td>• Frequent punctuation errors.</td>
<td>• Ill-advised metaphors, similes, or illusions are prevalent.</td>
</tr>
<tr>
<td></td>
<td>• Punctuation is used effectively.</td>
<td>• Punctuation is conventional.</td>
<td>• Key terms and concepts lack definitions.</td>
<td>• Use of first person is prevalent throughout the essay.</td>
</tr>
<tr>
<td></td>
<td>• Language is professional and academic</td>
<td>• Language is mostly professional and academic but contains a few ill-advised metaphors, similes, or illusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All key terms and concepts are defined.</td>
<td>• Most key terms and concepts are defined.</td>
<td>• Some of the key terms and concepts are defined.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No use of the first person.</td>
<td>• Use of first person occurs a couple times.</td>
<td>• Use of first person occurs a handful of times.</td>
<td></td>
</tr>
</tbody>
</table>

Due Dates & Submission Information

See the Assignment Percentages & Due Dates for this information.

Your report should be submitted as a Word document via Dropbox in D2L. The instructor reserves the right to not make comments or provide feedback for submissions made as PDF files or in other formats.

Please use the following style when naming the file of your submission:

Lastname_Issues_Essay

As a reminder, a 10% late penalty per day from the total percentage will be levied for assignments turned in past the due date and time up to a maximum of 50%.
UWM AND SOIS ACADEMIC POLICIES

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www4.uwm.edu/secu/news_events/upload/SyllabusLinks.pdf. Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www4.uwm.edu/dos/student-handbook.cfm). For graduate students, there are additional guidelines from the Graduate School (http://www.graduateschool.uwm.edu/students/current/), including those found in the Graduate Student and Faculty Handbook: http://www.graduateschool.uwm.edu/students/policies/expanded.

ACCOMMODATIONS
If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (http://www4.uwm.edu/sac/), important components of which are expressed here: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf.

RELIGIOUS OBSERVANCES
Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www4.uwm.edu/secu/docs/other/S1.5.htm. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

STUDENTS CALLED TO ACTIVE MILITARY DUTY
UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see http://www4.uwm.edu/academics/military.cfm), including provisions for refunds, readmission, grading, and other situations.

INCOMPLETES
A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www4.uwm.edu/secu/docs/other/S31.pdf).

DISCRIMINATORY CONDUCT (SUCH AS SEXUAL HARASSMENT)
UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www4.uwm.edu/secu/docs/other/S47.pdf) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

ACADEMIC MISCONDUCT
Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the
following document (http://www4.uwm.edu/osl/dean/conduct.cfm) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

**COMPLAINTS**
Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy (http://www4.uwm.edu/secu/docs/other/S49.7.htm).

**GRADE APPEAL PROCEDURES**
A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (http://www4.uwm.edu/secu/docs/other/S28.htm).

**A NOTE ON REQUESTING SPECIAL CONSIDERATION**
Per faculty document 1927 (http://www4.uwm.edu/secu/docs/faculty/ocr/1927.pdf), special consideration may not be granted to students. This means that I cannot grant an extension or allow you to redo an assignment or earn a better participation score other than through “reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control.”