The start of the class week is Tuesday. All assignments are due on Tuesdays. Discussion area for the week closes on Monday night at midnight.

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. (3 credits)

GENERAL DESCRIPTION:
An introduction to the profession of Library and Information Science (LIS), this required MLIS course provides an 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.

COURSE LOAD:
Students should plan to spend, on average, 10 hours each week engaging with the content of the course.

PREREQUISITES:
Junior standing. Basic computer literacy as outlined in the SOIS policy is required.

OBJECTIVES:
Upon completion of the course, students will be able to:
1. Articulate important developments in library and information science as a discipline and profession;
2. Assess the relative importance of services offered by a variety of information agency types;
3. Analyze relationships between information technologies and the research and practice associated with library and information science;
4. Assess the impacts of important social and political issues on the profession and the role of the profession in society;
5. Describe and evaluate relevant aspects of the activities and goals of the profession as a whole and select sub-groups within the profession;
6. Articulate the importance of professional statements or codes of ethics.

ALA CORE COMPETENCIES ADDRESSED:
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.

METHOD:
Lecture/Discussion/Debate/Presentation

Students with special test and note-taking needs should contact the instructor as early as possible for accommodations.

TEXTS:

REQUIRED:


Readings also will be assigned from a variety of sources. They will be available on the Internet or through the D2L course site.

Highly Recommended


COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>WEEK:</th>
<th>TOPICS:</th>
<th>READINGS: (if not otherwise identified, readings are from Rubin, <em>Foundations</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 26</td>
<td>Course overview; Introduction to library and information science (LIS)</td>
<td>• Chapter 1: The Educational, Recreational, and Informational Infrastructure</td>
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<tr>
<td></td>
<td></td>
<td>• Go to <a href="http://guides.library.uwm.edu/LIS-501">http://guides.library.uwm.edu/LIS-501</a> and watch the Orientation to the Library Webpage and review the information and videos in the three modules presented.</td>
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<td>• Browse Robert Williams Chronology of Information Science and Technology [<a href="http://faculty.lbsci.sc.edu/bob/istchron/ISCNET/ISCHR">http://faculty.lbsci.sc.edu/bob/istchron/ISCNET/ISCHR</a> ON.HTM](<a href="http://faculty.lbsci.sc.edu/bob/istchron/ISCNET/ISCHR">http://faculty.lbsci.sc.edu/bob/istchron/ISCNET/ISCHR</a> ON.HTM)</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
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| Feb 2  | Week 2 | History of information agencies & technologies Career Skill Comparisons Due | • Chapter 2: From Past to Present: The History and Mission of Libraries  
• Encyclopedia of Library and Information Science; Libraries |
| Feb 9  | Week 3 | Fundamental concepts of information Information Cycle                 | • Chapter 7: Information Science: A Service Perspective  
| Feb 16 | Week 4 | Information technology and the information professions Careers Annotated Bibliography Due | • Chapter 6: Redefining the Library: The Impacts and Implications of Technological Change  
• The New Medium Consortium. Horizon Report (most recent) http://www.educause.edu/search/apachesolr_search?filters=tid:33560  
• Data Mining: http://en.wikipedia.org/wiki/Data_mining |
| Feb 23 | Week 5 | The LIS Profession LIS Education; LIS Competencies LIS and allied areas | • Chapter 3: Library and Information Science: An Evolving Profession  
• Appendix A: Summary of Major Library and Information Science Associations and List of Additional Associations;  
• ALA Core Competencies of Librarianship http://www.ala.org/ala/educationcareers/careers/corecomp/index.cfm  
Browse the following:  
Special Librarian Association Competencies (http://www.sla.org/content/SLA/professional/meaning/competency.cfm); |
<p>| Mar 1  | Week 6 | Information Agencies:                                                | • Chapter 5: The Library as an Institution: An Organizational Perspective |</p>
<table>
<thead>
<tr>
<th>Mar 8</th>
<th>Week 7</th>
<th>Public, academic, school, corporate, governmental, archives, and records centers</th>
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<tr>
<td></td>
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<td>• Standards for libraries in higher education (ACRL)</td>
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<td>• 14 Ways public libraries are good for the country: <a href="http://www.ilovelibraries.org/articles/featuredstories/fourteenways">http://www.ilovelibraries.org/articles/featuredstories/fourteenways</a></td>
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<td>• Career advice for new and seasoned information professionals - Valerie Perry, Candidate for Director <a href="http://www.sla.org/career-advice-for-new-and-seasoned-information-professionals-valerie-perry-candidate-for-director/">http://www.sla.org/career-advice-for-new-and-seasoned-information-professionals-valerie-perry-candidate-for-director/</a></td>
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<td>Mar 15</td>
<td>Week 8</td>
<td>Information needs and user behavior; types of users and their needs;</td>
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<td>Models of information seeking behavior</td>
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<td>Analysis 1</td>
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<td>Mar 22</td>
<td>Week 9</td>
<td>Spring Break</td>
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<td>Essay Opens</td>
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<td>Information services; Reference/research services; Collection development; Organization of information</td>
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<td></td>
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<td>• Chapter 4: The Organization of Information: Techniques and Issues</td>
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<td>• Encyclopedia of Library and Information Science: Cataloging</td>
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<td>• Dewey and LC Classification (Whole Library Handbook 5)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resources/References</td>
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Digital Public Library of America http://dp.la/ |
| Apr 12     | Information Policy: Censorship; Privacy; Copyright Presentation topic due | Chapter 8: Information Policy: Stakeholders and Agendas;  
Chapter 10: The Values and Ethics of Library and Information Science  
ALA Code of Ethics http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm  
<table>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Intellectual freedom;</td>
<td><a href="http://www.ala.org/advocacy/copyright/copyrightarticle/librariescreatures">http://www.ala.org/advocacy/copyright/copyrightarticle/librariescreatures</a></td>
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<tr>
<td></td>
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<td>Issues Paper Due</td>
<td>ALA Freedom to Read <a href="http://www.ala.org/ala/aboutala/offices/oif/statementspols/frtstatement/freedomreadstatement.cfm">http://www.ala.org/ala/aboutala/offices/oif/statementspols/frtstatement/freedomreadstatement.cfm</a></td>
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<td>Encyclopedia of Library and Information Science: Intellectual Freedom</td>
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<tr>
<td>May 3</td>
<td>Week 15</td>
<td>Core Competency Presentations due</td>
<td>Watch and comment on Presentations (TBA)</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS:**

Written assignments are due by midnight on the specified date. Grades will be reduced for late papers (one full grade for each week or part thereof). Assignments will be graded and posted within two weeks of the due date, barring any catastrophic delays on my end. (I’ll let you know if there’s a problem.)

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.

You must use APA style, no abstract needed. You must include a cover page. It is expected students will consult and appropriately cite the research and professional literature where merited. Grades will also be
reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper.

**Career Skill Comparisons**

**Due: Feb 2**

**Part A:**
Go to the ALA Joblist website. Find two similar jobs that interest you (2 reference librarian positions at public libraries, university medical librarians, technical services and systems librarian positions etc.) and compare the qualifications for each position in a chart format. Write a brief reflection (1-2 pages) on whether you have those skills and how you might obtain them. (Hint, look through the SOIS graduate school course listings as one option.)

**Part B:**
At the SLA Career Center, find a job that you are interested in and create a chart listing the skills they are looking for; I’m only having you do one job here as there are far less postings. Write a brief reflection (1-2 pages) on whether you have those skills and how you might obtain them. (Hint, look through the SOIS graduate school course listings as one option.)

This purpose of this assignment is to familiarize you with two career websites and the kinds of skills that employers are looking for these days. Taking the time now to analyze job skills and what you can do to make yourself marketable will help with course planning and continuing education options.

Be sure to have an APA formatted cover sheet for the assignment. You can do the assignment in either an Excel or MS Word table format.

**Careers in Library and Information Science Annotated Bibliography (10 sources)**

**Due Feb 16**

- This project will provide you the opportunity to research one LIS career specialty. While you may pursue this or another direction, this assignment should equip you with tools you will find useful as you launch your professional career. Good places to start your search for information start at the UWM Libraries homepage-click on Resources by Subject – select Information Studies. Professional organizations are another good place to start.

Identify an information profession (e.g. reference librarian, cataloger, digital librarian, school library media specialist, archivist, information broker, etc.);

*You should find a mix of 10 items (articles, videos, authoritative websites and books) that:*
- Defines its scope and related career development paths;
- Assesses and articulate professional development goals and activities associated with this specialty;
- Identifies current skill sets (managerial, personnel management, technological, etc.) for this profession;
- Analyzes the challenges and problems facing this specialty; and
- Assesses the prospects for this specialty for the foreseeable future.

The Purdue Online Writing Lab has an excellent page on Annotated Bibliographies: [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/). For your annotations you’ll want to summarize the info and evaluate it (helpful or not). The citation should be in APA style with a paragraph for the summary and evaluation.
Essay
Due: Mar 29
The essay assesses students’ understanding of the foundational concepts, tools, and techniques found in library and information science. The essay will be made available on March 15 and due March 29.

Issues in the Profession Paper
Thesis Statement/Outline/Sources Due: April 5
Paper Due: April 19
Develop a research essay on an issue of current professional interest. Examples of topics that may be used include:

- how the Internet or digital libraries have benefited and competed with a traditional information agency (e.g., library, archive, records center, museum) of your choice
- the changing nature of information literacy in the 21st century
- changing nature of scholarly publishing in the 21st century
- the digital divide and how an information agency of your choice can help bridge the divide
- an issue of information ethics and how it is dealt with in the information professions
- identify one type of user population and their information needs and seeking behavior and how an information agency may serve their needs

Other topics may be investigated but must be first be approved by the instructor.

Your thesis/outline/sources assignment should:
- Include a thesis statement of not more than 2-3 sentences
- Include an alphanumeric formal outline indicating how you expect to structure the paper (APA style: https://owl.english.purdue.edu/media/pdf/20081113013048_544.pdf)
- Include a list of at least 15 peer-reviewed articles you intend to use for the essay, formatted in APA style. (I understand that this list may change from when you turn this assignment in to when you turn in the completed product.)

Graduates: You should submit a paper of about 10-12 pages with a minimum of 15 references
Undergraduates: You should submit a paper of about 7-9 double-spaced pages with a minimum of 8 references.

Papers should reference appropriate scholarly and professional sources on the topic selected.

Core Competency Presentation
Topic due April 12
Due May 3
Create an audio/visual presentation. SOIS offers voice-over powerpoint presentation software using Techsmith Relay. Start here: http://www4.uwm.edu/screencapture/ and follow the directions under the Tutorials section ‘Getting Started’. It’s really pretty simple, promise. OR use other presentation software – however everyone must be able to view it through a link posted on d2l.

The presentation must be limited to 10 minutes, if you go over or under the 10 minutes by two or more minutes I'll take points off. You can choose any of the 8 main ALA Core Competencies as a topic, or be more specific by focusing on one of the subtopics. Creativity is encouraged so feel free to incorporate music, video, montage, humor, etc.
2 Critical Analyses of weekly topic (10 pts. each)
#1 due on Mar 8
#2 due on April 26

Individuals will prepare a written analysis of 3-5 pages on one special issue of their choosing and prepare two discussion questions. The analysis and questions should be put in the dropbox, as well as posted in your discussion area. Do not write an overview of the topic (everyone will have done the readings); instead, choose a specific issue that is interesting or controversial within that area for discussion.

[Analytical: What is valued is the students' ability to examine closely the connection between the parts and the whole of a particular subject and their ability to investigate and articulate the way ideas connect to or contrast with one another. Ideas might be roughly sketched out to begin with using the following seed sentence as a frame:

I am analyzing/arguing about_______________ in order to understand/examine_____________________.

Check the Hobart and Wm Smith Colleges Writing Assignments web page for a fuller explanation http://www.hws.edu/academics/ctl/writes_assignments.aspx]

Another handy resource is the University of Washington Tacoma TLC “How to write a critical analysis” https://www.tacoma.uw.edu/sites/default/files/global/documents/library/howtowriteacriticalanalysis.pdf

Feel free to be creative! You should also prepare 2 discussion questions about that topic for the class. There are plenty of websites out there on how to create good discussion questions, and here’s one place to start: http://homepages.wmich.edu/~acareywe/discussion.html

Class Participation:

Attendance and active participation in class discussion is required. You must post a minimum of 3 times each week. Your first post should answer one of the weekly discussion questions and be posted by Thursday night 11:59 pm of the week; your other posts should either respond to the second question or be a response to colleagues, a comment about something that you found particularly interesting about the topic, or a related topic. Substantive responses to the weekly discussion questions using course materials and outside information is expected, as well as responding to classmates posts. Comments such as “I agree” or “How interesting” don’t count! Discussion postings should also be spread throughout the week, making all of your comments on Monday night will gain you no favors (and lose you points). 5 of the discussion weeks will be graded, one of the weeks will be a self-assessment and I will grade the other 4. Guidelines for discussion are provided on d2l. I provide feedback on discussion posts the first couple of weeks so that you’ll understand my expectations.

Much of the learning in any course (online or onsite) takes place in the exchange of ideas and experiences that takes place in the discussion area. It’s an opportunity to broaden your horizons and learn from your colleagues.

A brief note about grading: The University of Wisconsin uses a grade of “A” to indicate “Outstanding” work, therefore if you do what you are asked and you do it correctly you will be graded according to the scale below and get a “B”. That is your starting point from which you move up or down. So if you want an A, ask yourself if what you are doing is truly “Outstanding”?

EVALUATION:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career skill comparisons</td>
<td>5 pts.</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10 pts</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Essay</td>
<td>20 pts.</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Thesis Statement/Outline/Sources</td>
<td>5 pts.</td>
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<tr>
<td>Issues Paper</td>
<td>20 pts.</td>
<td>15 pts.</td>
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<tr>
<td>Core Competency Presentation</td>
<td>10 pts</td>
<td>10 pts.</td>
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<tr>
<td>2 Critical Analyses</td>
<td>10 pts.</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Class Participation /Attendance</td>
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<td>20 pts.</td>
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<td>Total</td>
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GRADING SCALE:

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<tr>
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<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>91-95</td>
</tr>
<tr>
<td>A-</td>
<td>74-76</td>
<td>70-73</td>
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<tr>
<td>B+</td>
<td>71-79</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>68-73</td>
<td>64-66</td>
</tr>
<tr>
<td>B-</td>
<td>64-63</td>
<td>60-63</td>
</tr>
<tr>
<td>C+</td>
<td>Below 60</td>
<td>Below 60</td>
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GRADE REQUIREMENT FOR MLIS STUDENTS:

If you are pursuing an MLIS degree, you need to earn at least a B to pass the course. See the policy at: http://www.uwm.edu/Dept/SOIS/academics/mlisrequirements.html

D2L and STUDENT PRIVACY:

Certain SOIS courses utilize the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used for student evaluation.

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://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful (http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf). For graduate students, there are additional guidelines from the Graduate School (http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/), including those found in the Graduate Student and Faculty Handbook: http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/.

**Students with disabilities.** 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://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html), 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://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/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://www3.uwm.edu/des/web/registration/militarycallup.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://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/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://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/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://www.uwm.edu/Dept/OSL/DOS/conduct.html) 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.

**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://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).

**Examinations, Finals.** The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts,
a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (http://www.uwm.edu/Dept/SecU/acad+admin_policies/522.htm).