**LIS 4000 Foundations of Library, Archival, and Information Science -- Stansbury**

**Autumn 2018 – Final Exam – 200 points**

**ONLINE SUBMISSION DUE: by 5:00 pm, Monday, November 19, 2018** (date of the final exam as scheduled by DU Registrar)

1. The exam is now available in the Canvas course site. It will appear as an assignment and you will submit your exam response through Canvas.
2. The first statement in the document needs to be copied and pasted into the document you will submit to me. You will insert your name into the statement where indicated.
3. Select two (2) of the three (3) prompts/questions.
4. Create responses to these prompts. The responses should:

* be well-organized;
* be well-written;
* be on point;
* be carefully proofed; and,
* use specific and pertinent references from the course readings, class materials, and/or other resources you’ve used for your assignments in LIS 4000 or other classes.

1. Submit your exam responses in a single document file to me either through the Blackboard.
2. The due date for your exam is **November 19, 2018, 5:00 pm.**
3. Consult the syllabus for the general grading policy. The rubric for the exam follows the prompts.
4. I expect at least three pages of solid content for each of the essays. No more than 10 pages for each essay please.
5. One inch (1”) margins all around; double-spaced lines; page number on each page; your name on each page.
6. Spend your time on the content but make a good effort to use correct APA citation style.

Honor Statement – Copy and paste into your exam responses document. Insert your name where the statement reads [Your Name Here].

I, [Your Name Here], will not consult with another person in regard to the preparation of the content of my responses for this exam. Consulting with another living person includes the following: conversation in any venue or through the use of any channel or device; email; blog post; Facebook wall post or status; and, any other means of communication with another living person. I will consult my LIS 4000 textbooks, readings, assignments, and class notes but not the textbook, readings, assignments, and class notes of another student in the LIS 4000 class, Autumn 2016.

THE HONOR STATEMENT IS A REQUIRED COMPONENT – If not included in your responses document, I will not grade your exam.

**Essay Prompts – Choose 2 of the 3, create and submit responses to both in ONE document.**

**Remember to include pertinent references to LIS 4000 readings, class materials, and assignments.**

1) Identify and describe four challenges to the LAIS field and a proposed approach to addressing each of these challenges. You should choose a particular type of institution but please be clear about which type of institution.

2) As some fear, will the librarian and archivist become a luxury that museums, communities, schools, and universities cannot afford, replaced by a computer, a network, or a business? Will the quality, credibility, and integrity of information suffer as a result? What does technology mean for the LAIS professions and our institutions? Should we be afraid?

3) Every profession follows practices and has expectations of its members that seem impractical, archaic, or strange. Identify two (2) LAIS practices or expectations that you think need reform. Why? In your discussion, also address arguments *against* reform of this practice.

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|  | **19-25 points** | **12-18 points** | **6-11 points** | **1-5 points** |
| **Format and Writing Mechanics**  Maximum of 25 points | Correct margins and sufficient length.  Correct grammar, spelling, and/or punctuation. | Correct margins and sufficient length. No more than three errors in grammar, spelling, and/or punctuation. | Incorrect margins, sufficient length. No more than six errors in grammar, spelling, and/or punctuation. | Incorrect margins, insufficient length. More than six errors in grammar, spelling, and/or punctuation. |
|  | **65-85 points** | **44-65 points** | **22-43 points** | **1-21 points** |
| **Writing Style**  Maximum of 85 points | Professional writing style throughout the assignment. Succinct and clear in meaning. Appropriate vocabulary for graduate level. There is a recognizable flow in structure and in writing. | Professional writing style throughout the assignment. Somewhat succinct and clear in meaning. Vocabulary is appropriate but not exemplary. The flow is recognizable in some parts of the paper. | Writing is appropriate for an undergraduate setting but not appropriate for a professional setting. Meaning is not clear. Vocabulary is not appropriate. There is little flow. | Writing is at a high school level or lower. Meaning is not clear. Vocabulary is inappropriate. There is no flow. |
|  | **69-90 points** | **44-68 points** | **22-43 points** | **1-21 points** |
| **Analysis**  Maximum of 90 points | Concepts are applied correctly and thoroughly. Concepts from the readings, class materials, and assignments are synthesized and presented logically. Assumptions, inferences and intellectual processes are used effectively and creatively.  The relevant is distinguished from the irrelevant, key concepts are clarified, and opposing points of view are considered, Sensitivity to important implications and consequences is present and expressed. | Concepts are applied correctly but not thoroughly. There is more description than synthesis The work is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.  On average, assumptions, inferences and intellectual processes are used effectively.  The work demonstrates a fairly consistent ability to distinguish the relevant from the irrelevant, clarification of key concepts, consideration of opposing points of view, and average use of language. | Concepts are referenced but not applied. Inconsistent or weak reasoning and consideration of assumptions, inferences, and implications A lack of precision. Displays only occasional use of analysis and creativity. | Concepts are not applied. Does not display critical thinking skills.  The work is vague, unreasoned, and imprecise.  There is a lack of distinction between the relevant and the irrelevant.  Opposing points of view are not identified nor consequences or implications. |

**LIS 4000 – Autumn 2018 – Final Exam -- Rubric**